Self Assessment Form

To create some common understanding of how to use this rating scale the following definitions are offered:

1. Professional learning need – don’t know how to do this
2. Second Stage learning need – know how to but unable to make it happen
3. Sporadically competent – occasionally do it fine
4. Consistently competent – this has become part of natural way of doing things
5. Mastery – can role model for this – can teach it to others

| See above for full definition of headings | 1 Professional learning need | 2  Second Stage learning need | 3  Sporadically competent | 4  Consistently competent | 5  Mastery |
| --- | --- | --- | --- | --- | --- |
| **Knowledge** |  |  |  |  |  |
| 1) Understand the purpose of Supervision |  |  |  |  |  |
| 2) Clear about the boundaries of Supervision |  |  |  |  |  |
| 3) Understand the following elements: |  |  |  |  |  |
| Managerial / professional |  |  |  |  |  |
| Educative / developmental |  |  |  |  |  |
| Supportive / restorative |  |  |  |  |  |
| **C.L.E.A.R Supervision Skills  C**(contract) **L**(listen) **E**(explore) **A**(action) **R**(review) | | | | | |
| **C. 1**. Can explain to supervisees the purpose of supervision and can describe one's own way of working |  |  |  |  |  |
| **C.** **2.** Can negotiate a mutually agreed and clear contract (practicalities; roles and responsibilities; boundaries; joint-success criteria) |  |  |  |  |  |
| **C. 3.** Can maintain appropriate boundaries |  |  |  |  |  |
| **C. 4.** Can set a supervision climate that is: |  |  |  |  |  |
| Empathic |  |  |  |  |  |
| Genuine |  |  |  |  |  |
| Congruent |  |  |  |  |  |
| Trustworthy |  |  |  |  |  |
| Immediate |  |  |  |  |  |
| **C. 5.** Can maintain a balance between the managerial, educative and supportive functions |  |  |  |  |  |
| **C. 6.**  Can end a session on time and appropriately |  |  |  |  |  |
| **L. 1.** Can listen well at multiple levels |  |  |  |  |  |
| **L. 2.** Can appropriately match different people and build rapport quickly |  |  |  |  |  |
| **L. 3.** Can use a range of appropriate questions |  |  |  |  |  |
| **E.1.** Can flag clearly the intent of an intervention |  |  |  |  |  |
| **E.2**. Can use the following types of intervention: |  |  |  |  |  |
| Prescriptive |  |  |  |  |  |
| Informative |  |  |  |  |  |
| Confrontative |  |  |  |  |  |
| Catalytic |  |  |  |  |  |
| Cathartic |  |  |  |  |  |
| Supportive |  |  |  |  |  |
| **E.3.** Can appropriately express a wide range of emotions |  |  |  |  |  |
| **E.4**. Can enable transformational moments in the here and now. |  |  |  |  |  |
| **A.1.** Can move supervisee into action phase |  |  |  |  |  |
| **A.2.** Can clarify the who, what, when, where and howof the action |  |  |  |  |  |
| **A.3.** Can help supervisees to rehearse appropriate interventions. |  |  |  |  |  |
| **R.1.** Can give feedback in a way that is: |  |  |  |  |  |
| Clear |  |  |  |  |  |
| Owned |  |  |  |  |  |
| Regular |  |  |  |  |  |
| Balanced |  |  |  |  |  |
| Specific |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| **Process Skills** | | | | | |
| Can skilfully focus on: |  |  |  |  |  |
| Client content / phenomena (Mode 1) |  |  |  |  |  |
| Supervisee's interventions (Mode 2) |  |  |  |  |  |
| Supervisee/Client relationship  (Mode 3) |  |  |  |  |  |
| Supervisee's reactions and  assumptions (Mode 4) |  |  |  |  |  |
| Supervision relationship and parallel process  (Mode 5) |  |  |  |  |  |
| Own reactions and assumptions  (Mode 6) |  |  |  |  |  |
| The wider context (Mode 7) |  |  |  |  |  |
| **Capacities or Qualities** | | | | | |
| 1) Takes Appropriate Leadership |  |  |  |  |  |
| 2) Has the appropriate authority, presence and Impact for the role of supervisor |  |  |  |  |  |
| 3) Able to build relationship and comment on it. |  |  |  |  |  |
| 4) Able to encourage, motivate and carry appropriate optimism and develop self-supervision skills in supervisee |  |  |  |  |  |
| 5) Has awareness of when they find themselves deferring to others. |  |  |  |  |  |
| 6) Can work across difference, trans-culturally sensitive to individual differences |  |  |  |  |  |
| 7) Has developed and practices ethical maturity |  |  |  |  |  |
| 8) Has a sense of humour |  |  |  |  |  |
| 9) Has a sense of humility |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| **Commitment to one’s own ongoing development** | | | | | |
| 1) Can ensure own appropriate supervision |  |  |  |  |  |
| 2) Committed to updating own practitioner and supervisory skills and knowledge |  |  |  |  |  |
| 3) Can recognise own limits and identify own strengths and weaknesses as a Supervisor |  |  |  |  |  |
| 4) Receives regular feedback from |  |  |  |  |  |
| Supervisees |  |  |  |  |  |
| Peers |  |  |  |  |  |
| Own supervisor/seniors |  |  |  |  |  |
| **Optional:** | | | | | |
| **For Group Supervisors** | | | | | |
| 1) Can ensure knowledge of group dynamics |  |  |  |  |  |
| 2) Can use the process of the group to aid the supervision process |  |  |  |  |  |
| 3) Can handle competitiveness in groups |  |  |  |  |  |
| **For Senior Organisational Supervisors** | | | | | |
| 1) Can supervise inter-professional issues |  |  |  |  |  |
| 2) Can supervise inter-organisational issues |  |  |  |  |  |
| 3) Has knowledge of stages in team and organisational development and systems theory |  |  |  |  |  |
| 4) Can surface the underlying team or organisational culture |  |  |  |  |  |
| 5) Can facilitate organisation change |  |  |  |  |  |
| 6) Can create a learning culture in which supervision flourishes |  |  |  |  |  |