

Competence indicators for supervisor self-check list

INDICATOR - score yourself between 1 (low) and 5 (high)	SCALE
Understands purpose and key task of supervision (1)	
Understands and can explain the department/professions supervision policy (1)	
Understands and can explain the boundaries of supervision (as compared to consultation, counselling and appraisal (1)	
Understands and can explain the task involved in the managerial, educative, supportive and mediating elements of supervision (1)	
Understands and can explain the elements for an effective supervision contract, including which elements are non- negotiable (1)	
Can explain the purpose of supervision to supervisees (2)	
Can negotiate a mutually agreed and clear contract (2)	
Can ensure that supervision sessions take place as agreed in the contract (2)	
Can establish and maintain an appropriate agenda, and maintain appropriate boundaries (2)	
Can set a supervision climate that is empathic, genuine and safe (2)	
Can deliver, over a three-month period, all four functions of supervision (2)	
Can record supervision appropriately (2)	
Can ensure that there is clarity about follow up action and delegated responsibilities at the end of a session or case discussion (2)	
Can ensure that the supervision process maintains the needs of services users at the centre of its process (2)	
Can give feedback in a way that is clear, owned specific and balanced (3)	
Can focus on both content and process (3)	
Can appropriately facilitate the expression of feelings (3)	
Can enable the supervisee to identify and explain evidence, risks, needs strengths, values, attitudes, feelings policies, and professional knowledge underpinning their practice and decision making (3)	
Can identify both for him/her and the supervisee parallel processes. These refer to how the dynamics occurring between the worker and service users can be mirrored in the supervisory process particularly with reference to the use of power and authority. (3)	
Can identify and analyse poor or blocked behaviour and establish a strategy to address issues (3)	
Can highlight and challenge discriminatory attitudes and behaviour (3)	
Can enable the supervisee to analyse their own developmental needs, and establish and monitor a personal development plan? (3)	
Can assist a supervisee to explore their supervision history (3)	
Demonstrates commitment to the role of supervision (4)	
Is fully aware of how his/her own supervision history influences his/her approach to supervision (4)	
Is clear about and comfortable with the authority of the supervisory role (4)	
Can encourage, motivate and carry appropriate optimism for the supervisee (4)	
Is sensitive to individual differences due to age, race, gender, disability, sexual orientation, class and religion and demonstrates awareness of the impact of his/her own behaviour on supervisees (4)	
Demonstrates sensitivity to stage of development, personality and previous experiences of supervisee (4)	
Demonstrates capacity to use own supervision constructively (4)	
Seeks feedback from supervisees, peers and managers and is aware of own supervisory strengths and weaknesses (4)	

Overall assessment of competency in the four key areas:

1. **Knowledge of supervision task** (possible 25 points):

Key areas for development:

2. **Supervision management skills** (possible 45 points):

Key areas for development:

3. **Supervision intervention skills** (possible 45 points):

Key areas for development:

4. **Supervisor attitudes and qualities** (possible 40 points):

Key areas for development:

5. **Your self-identified priority needs** for development for professional supervision skills:

Adapted from Tony Morrison Supervision Training 2001