

Māhuri Tōtara

Supervision

Strengthening Our Practice

NEW ZEALAND
COACHING  **MENTORING**
CENTRE

LEADERS IN STRATEGIC COACHING SOLUTIONS





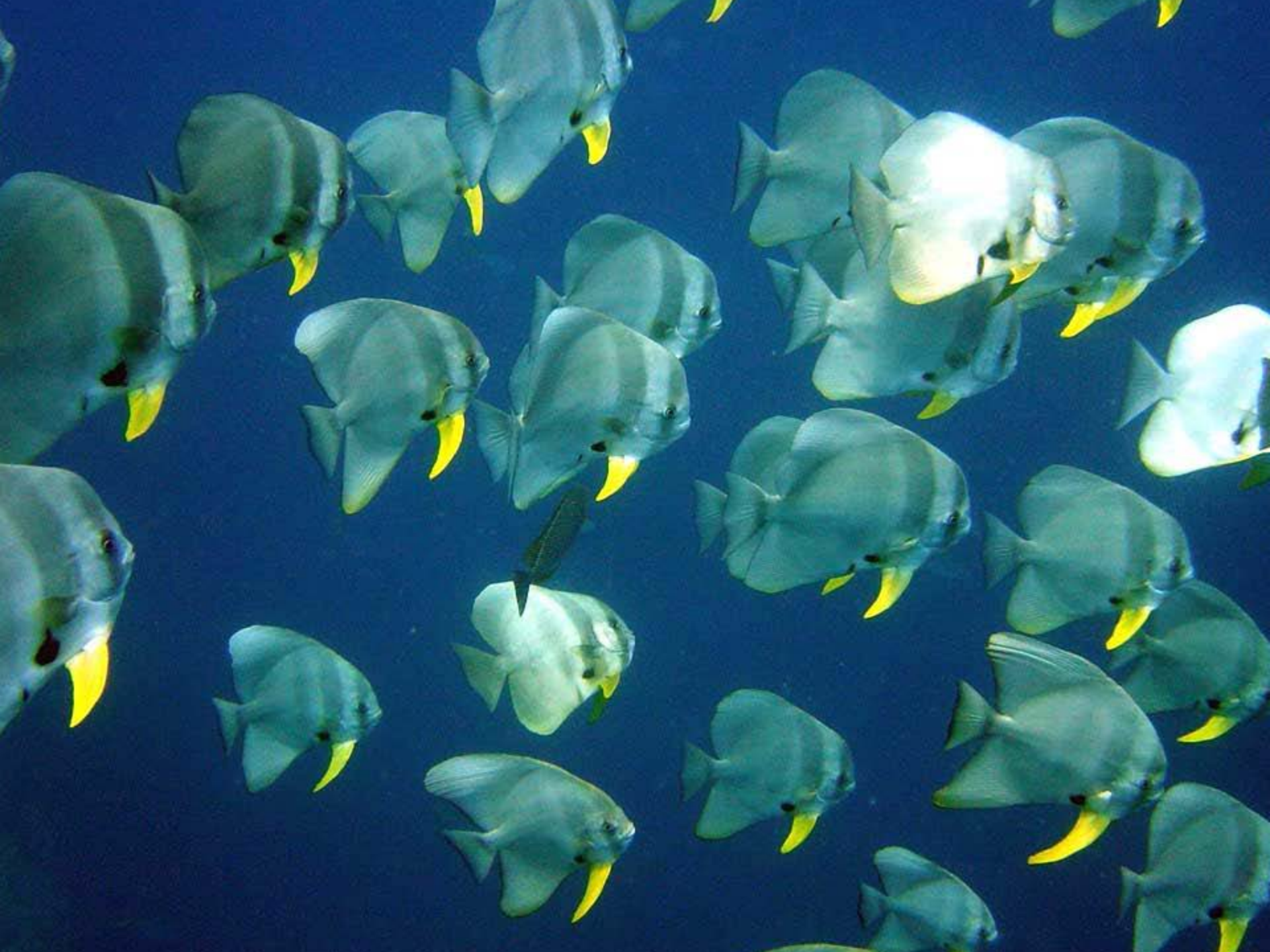
The plan...

- Supervision – what is it?
- Benefits of supervision
- What can go wrong?
- Supervision in Action – strengths based supervision



“Life is too short
to make all your
own mistakes
yourself.”

Winston Churchill





Supervision

- An exchange between practising professionals to enable the development of professional skills and competence
Butterworth
- A formal process of professional support and learning that involves reflecting on practice in order to learn from experience.
Kohner

SUPER+VISION

- Guided reflection rather than correction
- Helping people look at what they are doing in the light of their intentions

Supervision

What they
are currently
doing



What they
have the
capacity to
do



Supervision

Regular, protected time for in-depth reflection on professional practice.

Bond & Holland

Clinical Supervision Skills for Nurses



Supervision as...

An opportunity for people to reflect on and improve their own practice in order to support clients to achieve the outcomes that are important to them.

Richmond NZ Trust Supervision Policy 2014



Supervision

“A co-operative, work oriented relationship that assumes the supervisee possesses the strengths, abilities and resources to resolve problems and achieve goals.”

‘Solution Focussed Supervision – the coaxing of expertise.’ Thomas 1994



3 Functions of Supervision

Educative function

- Development of practice – peer support competencies
- Development of practitioner – ‘inner game’

Accountability function

- Accountability = to ‘account for’ choices of interventions
- **Enabling** people to work to the organisation’s policies, the peer support competencies or particular practice approaches (outcomes focused practice, Te Whare Tapa Wha...)

Supportive function

- Supporting peer support workers to sustain themselves in the role
- Making connections between the personal and the professional

Kadushin

Supervision

Theoretical
knowledge



Applied
Practice

Supervision – what's it for?

- to provide regular opportunities to reflect on your work
- to develop skills and strategies that allow you to be more effective in your role
- to gain insight and understanding about why things turned out the way they did
- to receive feedback on your actions/approach/behaviours
- to be validated and supported as a person and as a practitioner
- to ensure that you are not left to carry, alone, difficulties, problems etc. as a result of the work that you do
- to offload and express personal responses/feelings that arise as a result of your work
- to be proactive rather than reactive
- to manage your self in your role
- to check decisions and choices you have made in the course of your work
- to ensure quality of care for clients.

Adapted from Shohet & Hawkins, Supervision in the Helping Professions



One to one supervision

Internal

External

One to one



Cultural supervision

Types of Supervision

Peer Supervision

Peer group supervision

?

Crisis supervision

Group Supervision



It's all about the purpose

- Mentoring - benefit for the individual
- Coaching – benefit for the organisation
- Supervision – benefit for the client

Supervision



Modes of Supervision



Directive

Has the authority
Is the expert
Advises

Non directive

Encourages the supervisee to think for themselves
Shares authority with the supervisee (co-operative)
Sees the supervisee as capable and resourceful
Sees the supervisee as the source of the solution



What gets in the way of great supervision?

- What gets in the way of people getting the most out of supervision?
- What hesitations, anxieties do people come to supervision with?

People do the
best they can
with the
resources
they have.



Voluntary Principle

- ✓ People are self directed
- ✓ Motivated from within



OK to make mistakes



Learning Edge

Unskilled

Incompetent

Vulnerable



Supervision in Action 1

1. **Supervisee** Tell a story of a recent success –a situation that went unusually well or had a positive outcome or an aspect of your work that is going well. *(2 or 3 minutes uninterrupted)*
2. **The group** listens, jots notes and gives positive feedback on either
 - your strengths
 - what they feel contributed to your success
 - what has genuinely impressed them about your approach, interventions or behaviours
 - a positive response to your story

What I think made that effective was...

I liked hearing you say that...

What impressed me was...

What really stood out for me was...

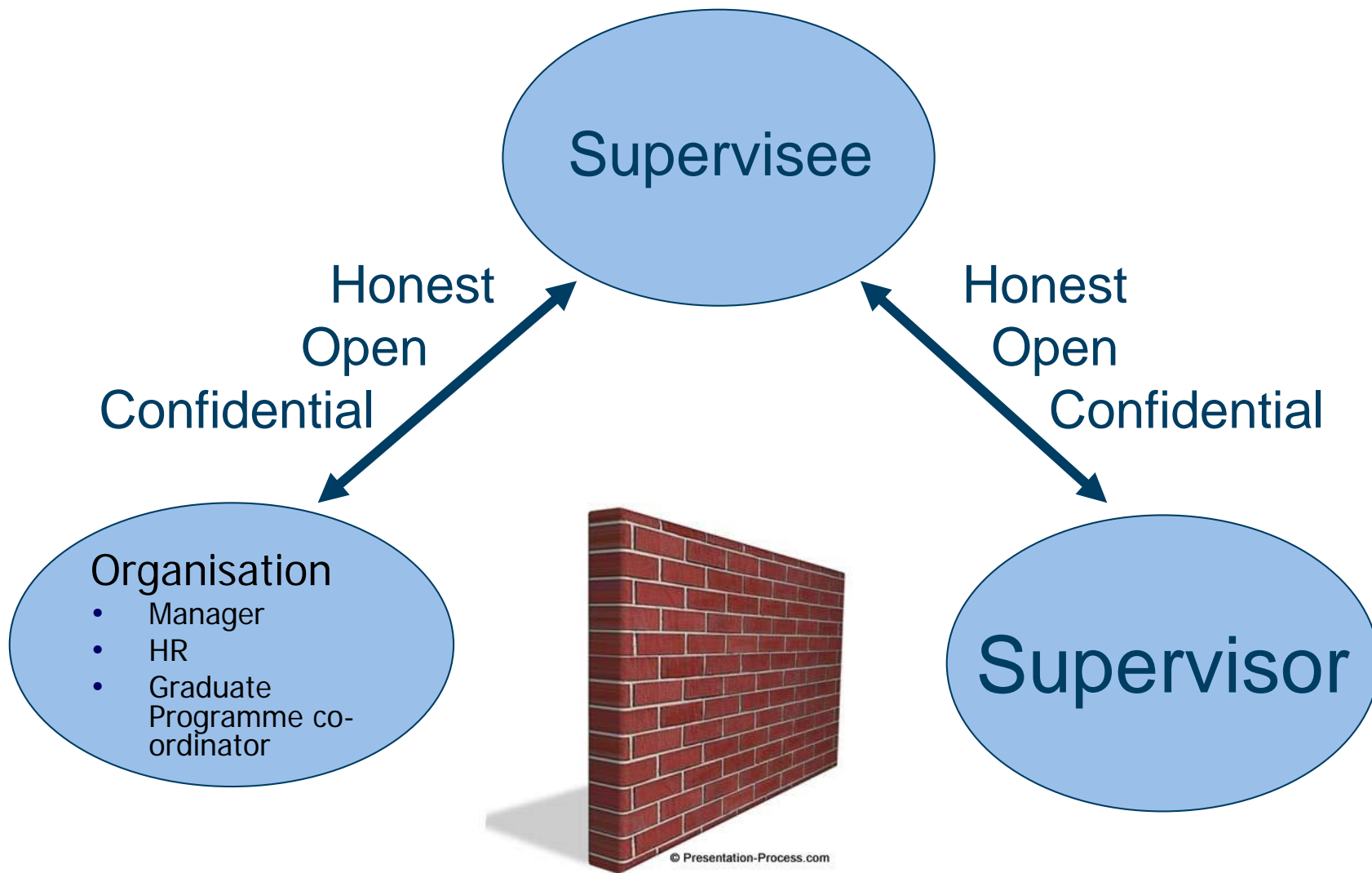
Supervisee listens in silence

3. **Supervisee** Comment on what feedback stood out for you, any new perspectives, insights, learning or anything else to finish the conversation for now.

The mind is
like a
parachute.

It works better
when it's
open.







The outcomes focussed supervisor...

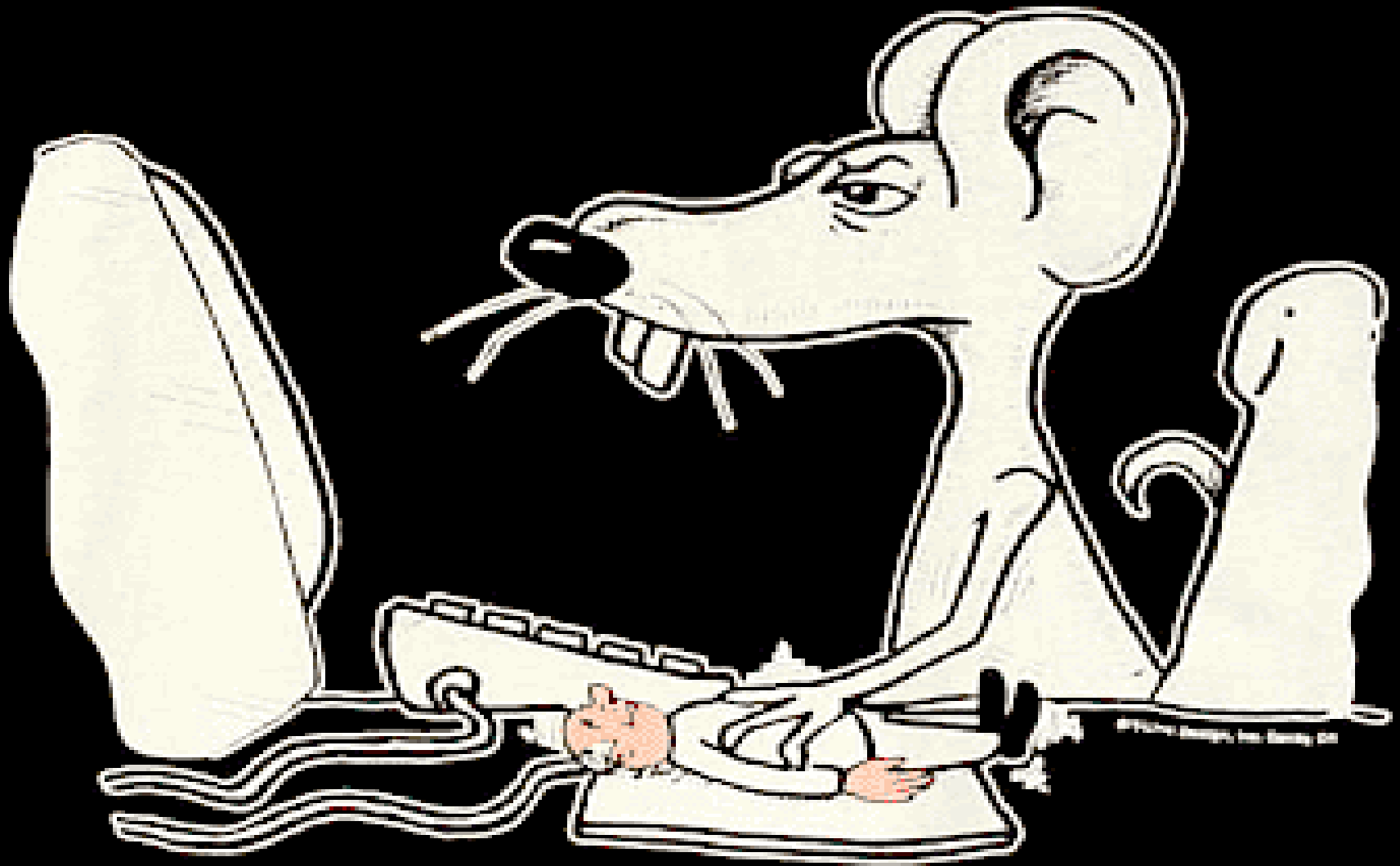
- Is client centred in their focus (focuses supervision conversations around client outcomes)
- Asks questions to support supervisees to analyse and make sense of interventions
- Encourages reflection – thinking and talking time
- Listens for positive aspects of practice and things that are going well
- Sees outcomes for staff as important as outcomes for clients e.g feeling valued and respected



Building the reflective practitioner who...

- Engages with the experience of the client
- Analyses and makes sense of their interventions
- Collaborates with the client to assess strengths, resources, needs and risks
- Helps the client make sense of their experience
- Reviews progress against shared goals
- Is open to learning

What do you
want from me?



crackmeup.com