

Worksheet 1: Preparing for supervision

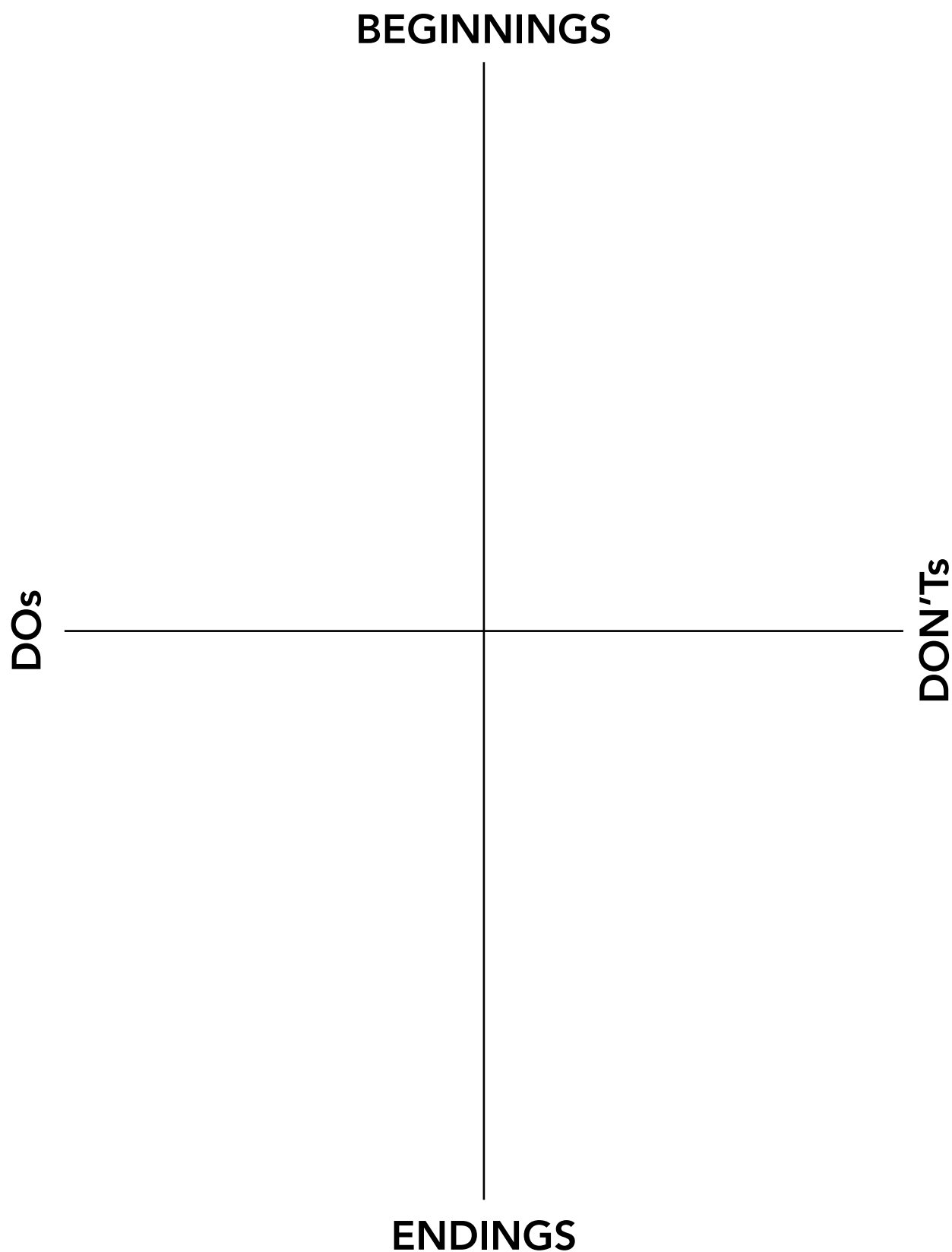
What preparatory steps can be taken to help make the most of the time available for supervision?

By the supervisee

By you as supervisor

What conclusions might you be able to draw from this exercise?

Worksheet 2: Beginnings and endings



Worksheet 3: Giving feedback

Scenario 1

Chris has been late every morning this week and was also late a couple of times last week. You are not aware of any reason, such as transport difficulties, why this might be the case. Other members of staff who get to work on time are clearly becoming resentful of what they regard as Chris's lack of commitment.

Scenario 2

Kim's overall standard of work is very good, but her written work is the exception. It is often of poor quality (lacking clarity, repetitive, ungrammatical, containing a lot of irrelevant material) and there appears to be no sign of it improving, despite the fact that you have already pointed out these problems previously.

Scenario 3

Pat seems to get on well with most people, although there does seem to be a problem in terms of attitudes towards some staff, in particular Kim. Pat seems to find fault with anything Kim does and is sometimes less than polite in dealing with Kim. Things are going to get out of hand if something is not done soon.

Worksheet 4: Hopes and fears (part 1)

What hopes and fears do you have about your role as a supervisor?

Hopes

Fears

Worksheet 4: Hopes and fears (part 2)

To be completed later: What do you need to do in the coming weeks and months in order to make your hopes as achievable as possible and to address your concerns and fears as fully as you can? Who can support you in this?

Worksheet 6: Quotes

For each of the following comments, please consider:

1. Why do you think the person concerned may have said this?
2. What concerns does the comment raise for you?
3. How might you want to respond to this situation?

Supervision is just a way for managers to check up on us. It's oppressive.

I dread supervision; it's just a talking shop. Nothing seems to change.

I don't trust my supervisor. I think s/he's got a hidden agenda.

My supervisor and I have become really good friends. It's great.

Supervision doesn't work for me. We just don't get on – I think it's a personality clash.

I never learn anything from supervision. We just go through my cases and I am no better off at the end than I was at the beginning.

My supervisor seems more interested in counselling me than helping me improve my work. What's that all about?

My supervisor takes no interest in me as a person. I am just a work machine to him/her.

Supervision keeps getting cancelled. My supervisor seems to be too busy to fit it in.

We are always late starting supervision. My supervisor always has things s/he needs to sort out before we can start.

Worksheet 7: Recording supervision

For each of the 10 excerpts on the handout, consider whether you feel this is an appropriate comment to make. If you feel it is not, please record why you think it is not, and what issues it raises.

Excerpt 1:

Excerpt 2:

Excerpt 3:

Excerpt 4:

Excerpt 5:

Excerpt 6:

Excerpt 7:

Excerpt 8:

Excerpt 9:

Excerpt 10:

Worksheet 8: Managing poor performance

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Kim's overall standard of work is very good, but her written work is the exception. It is often of poor quality (lacking clarity, repetitive, ungrammatical, containing a lot of irrelevant material) and there appears to be no sign of it improving, despite the fact that you have already pointed out these problems previously.

Scenario 3

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Scenario 4

Bernie promised to make a number of enquiries and to feed back to the next team meeting. Everyone was very disappointed when the next meeting began and it very quickly became clear that Bernie had not done what had been promised. After the meeting, Bernie's colleagues complain to you that this is not the first time they have been let down in this way.

Worksheet 9: Promoting anti-discriminatory practice

For each of the tools, please consider: (i) whether it is applicable in your work setting; (ii) if it is, how might you use it to best effect? If it is not suitable for your setting, could you adapt it or is there an alternative way of addressing the same issues?

Why? Asking a supervisee why they did something in particular way will help to 'surface' their values. This can then lead to a discussion of their values as they relate to ensuring fairness and equality.

What if? This is the 'hypothetical approach' and involves reversing key elements of a situation to see what difference it makes: What if this white person were black? What if this woman were a man? What if this 82-year-old were 42 years old? In each case, what difference would it make?

Power analysis: This involves asking the supervisee to identify who has what power in a situation. Who has power over what (or whom)? In what circumstances? When and how might the balance of power change? This helps to show the complexities of power (and power as the basis of discrimination).

PCS analysis: Based on Neil Thompson's work in this area, this involves looking at situations and the potential for discrimination within them in terms of the three levels: Personal (possible prejudices and unfair attitudes towards certain groups of people), Cultural (taken for granted assumptions, stereotypes and so on) and Structural (inequalities based on the structure of society in terms of class, race, gender and so on).

SWOT analysis: By analysing situations in terms of the (present) strengths and weaknesses and (future) opportunities and threats, we can develop a picture that is helpful for considering how equality issues fit into that picture and how they can be incorporated into the way the situation is understood.

Demographic analysis: This can be a useful exercise for supervisees new to the area. Set them the task of finding out key demographic indicators as they relate to possible discrimination: ethnic breakdown of local population; number and range of languages spoken; numbers of people living below the poverty line; proportion of disabled people in the area; percentage of people above retirement age and so on.

Worksheet 10: Developing reflective practice

Work with your colleagues in the group to answer the following two questions:

1. What are the benefits of using reflective practice as a foundation for your work?

2. What are the dangers of adopting a non-reflective approach – that is, an unthinking approach based on habit, routine, guesswork or just copying others?

Worksheet 11: Avoiding the drama triangle

How might you recognise the drama triangle beginning to develop?

What sort of situations within your work setting might produce a drama triangle situation? Try to list at least three.

What strategies are available to you to prevent the drama triangle from developing?

What problems could arise from the drama triangle:

- ▶ for you as a supervisor?
- ▶ for supervisees involved?
- ▶ for the team or staff group as a whole?