

## Supervisor Self Assessment

This Self Assessment Questionnaire affords you the opportunity to do some self reflection and assessment regarding your supervisory knowledge, skill, and ability.

1. **Professional Learning Need** - *don't know how to do this*
2. **Personal Learning need** - *know how to do this but unable to make it happen*
3. **Sporadically Competent** - *occasionally do it fine*
4. **Consistently Competent** - *this has become a part of my natural way of doing things*
5. **Mastery** - *can role model this and can teach it to others*

	Learning Need		Competent		Expert
	1	2	3	4	5
<b>Knowledge</b>					
Understand the purpose of supervision					
Clear about the boundaries of supervision					
Understand the following functions of supervision:					
• administrative					
• educational					
• supportive					
<b>Supervision management skills</b>					
Can explain to supervisees the purpose of supervision					
Can negotiate a mutually agreed and clear contract (rules, accountability, expectations) for supervision					
Provide regular supervision time both informal (in the moment) and formal (planned scheduled time)					
Can maintain appropriate boundaries					
Can set a supervision climate that is:					
• empathic					
• genuine					
• trustworthy					
• immediate					
Can maintain a balance between the administrative, educational and supportive functions					
Can end a supervisory session on time and appropriately					
Prioritizes supervision					

## Supervisor Self Assessment

	Learning Need		Competent		Expert
	1	2	3	4	5
<b>Supervision intervention skills</b>					
Utilizes a supervisory session framework or model					
Can use the following types of supervisory interventions:					
• Prescriptive ( <i>giving a directive</i> )					
• Informative ( <i>instruct, teach, inform</i> )					
• Confront or Challenge ( <i>give direct feedback</i> )					
• Catalytic ( <i>encourage self-reflection</i> )					
• Supportive ( <i>positive, I trust you can do this, etc.</i> )					
Can give feedback in a way that is:					
• clear					
• owned					
• regular					
• balanced					
• specific					
Can keep a balance in supervision on:					
• client info					
• supervisee's interventions and plan					
• supervisee/client relationships					
• supervision relationship					
• paperwork and administrative demands					
Can describe own way of practicing/working with clients					
Can offer own experience appropriately					
Can develop self-supervision skills in supervisees					
<b>Capacities or Qualities</b>					
Commitment to the role of supervisor					
Appropriate authority, presence and impact					
Can encourage, motivate and carry appropriate optimism					
Sensitive to supervisee's needs					

Adapted From: Hawkins, P. & Shohet, R. (2006). Supervision in the Helping Professions. New York: McGraw-Hill Companies.

## Supervisor Self Assessment

	Learning Need		Competent		Expert
	1	2	3	4	5
Aware of and able to adapt to individual differences due to:					
• gender					
• age					
• cultural and ethnic background					
• class					
• sexual orientation					
• personality					
• professional training					
Sense of humor					
Ethical maturity					
<b>Commitment to own ongoing development</b>					
Have ensured own appropriate supervision					
Committed to updating own practitioner and supervisory skills and knowledge					
Recognize own limits and identify my own strengths and weaknesses as a supervisor					
Get regular feedback from:					
• supervisors					
• peers					
• own supervisor/senior					
<b>For group supervision/ staff meetings</b>					
Have knowledge of group dynamics					
Can facilitate open discussions with the group					
Is clear about the goal of the group (whether staff meeting or group supervision)					

The following are prioritized learning needs I would like to develop:

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