

Reflective Supervision

a course for social workers and their managers

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Supervision is a process by which one worker is given responsibility by the organisation to work with another worker(s) in order to meet certain organisational professional and personal objectives which together promote the best outcomes for service users. These objectives and functions are:

1. Competent accountable performance (**managerial function**)
2. Continuing professional development (**developmental/ formative function**)
3. Personal support (**supportive/restorative function**)
4. Engaging the individual with the organisation (**mediation function**)

Harries, M. (1987) in Morrison, T. (2005) *Staff Supervision in Social Care*. Brighton. Pavilion

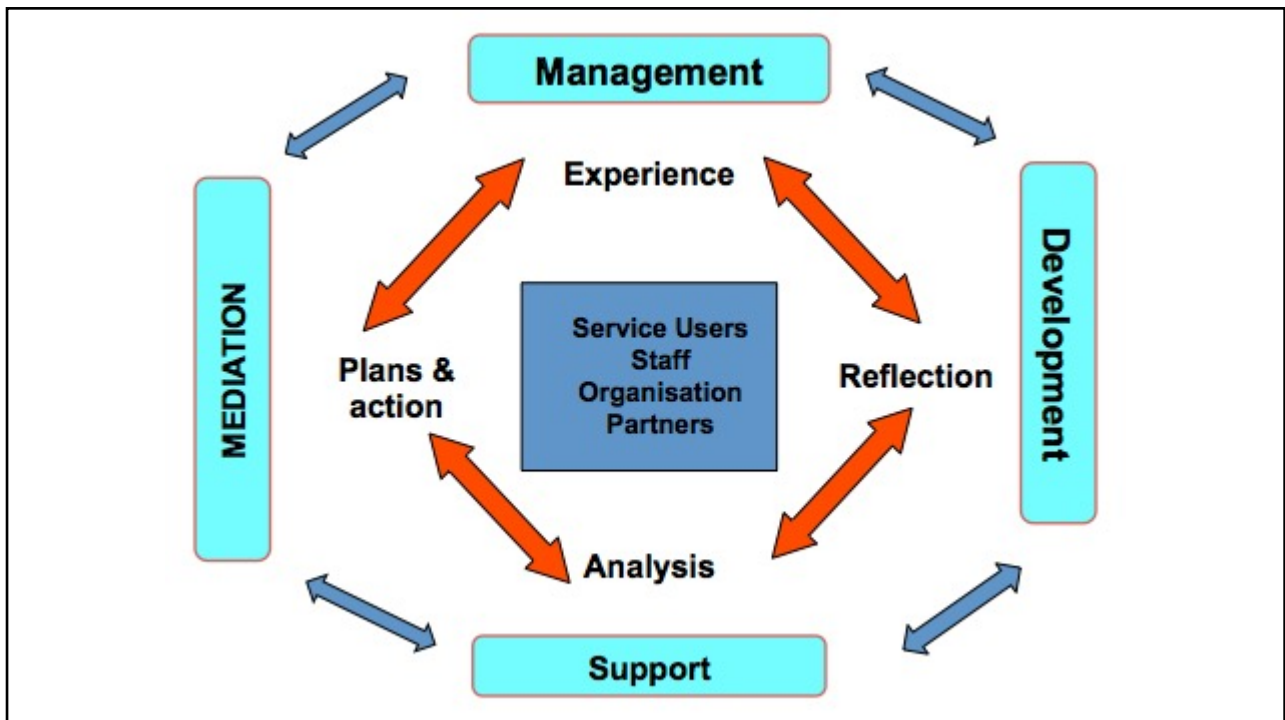
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The 4x4x4 supervision model

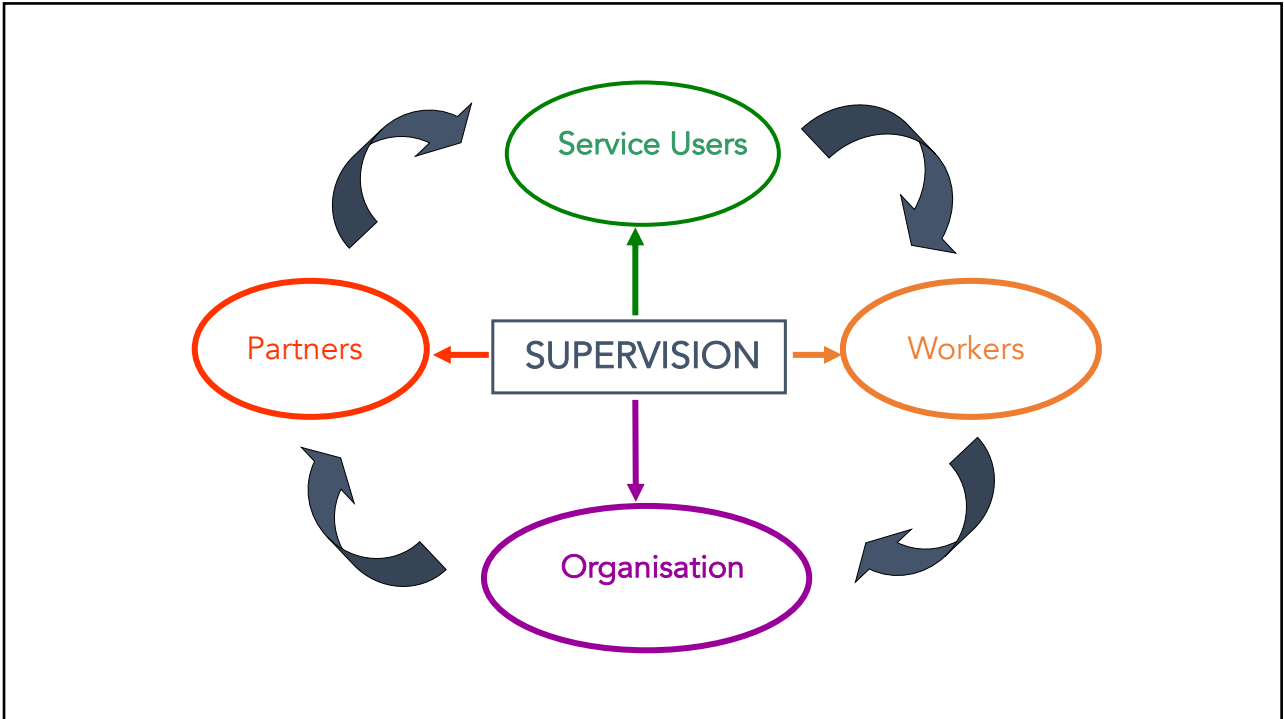
- Four functions of supervision
- Four stakeholders in supervision
- Four elements of the supervisory cycle

Morrison 2005 & 2009

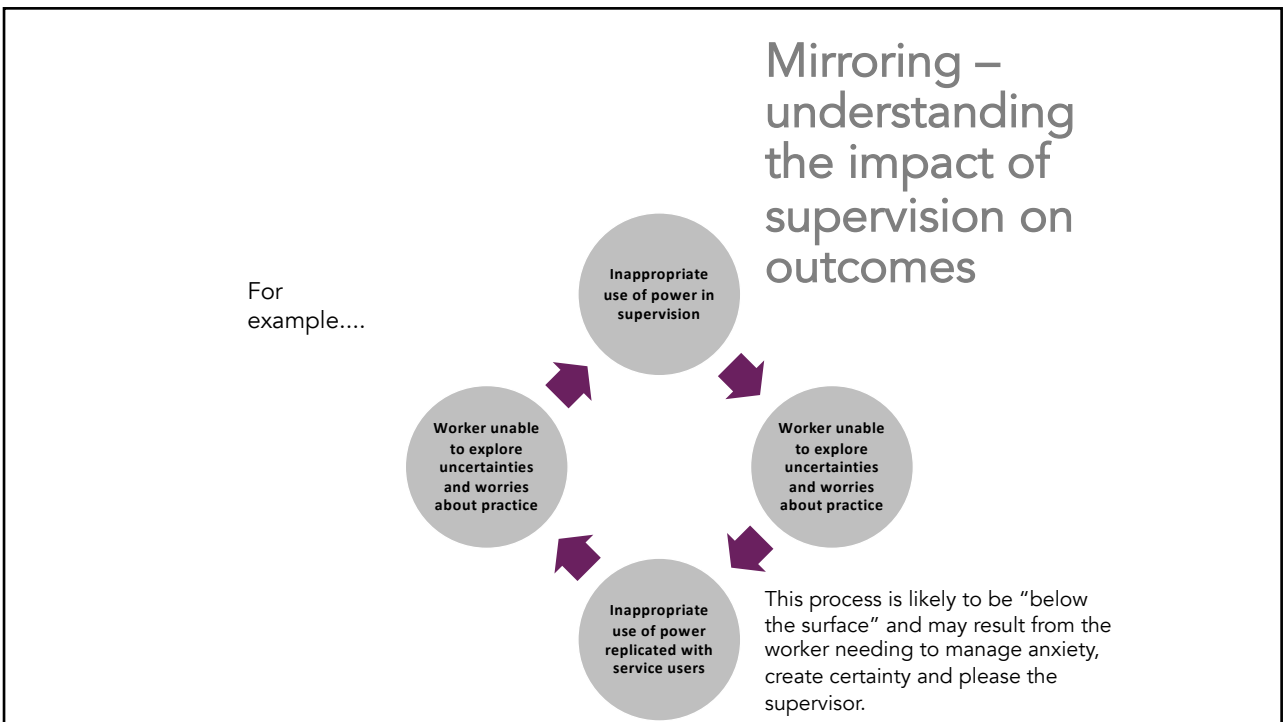
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Wonnacott concluded:

The strongest positive correlation between style of supervision and good outcomes depended on the existence of two factors:

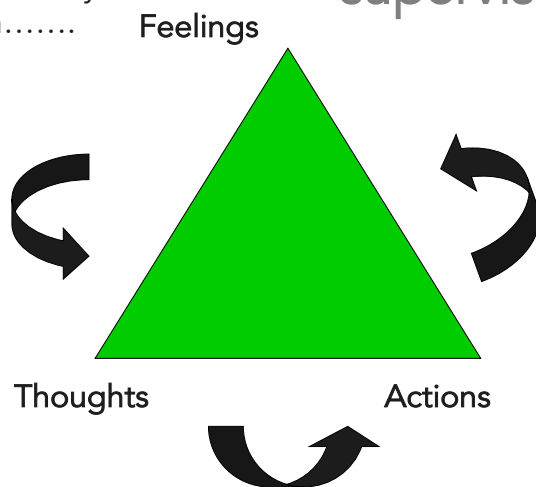
The supervisor having an accurate assessment of the worker's capabilities

The supervisor having emotional intelligence

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What is needed for successful supervision?

The opportunity to reflect on.....



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Ruch's four levels of reflection (2000)

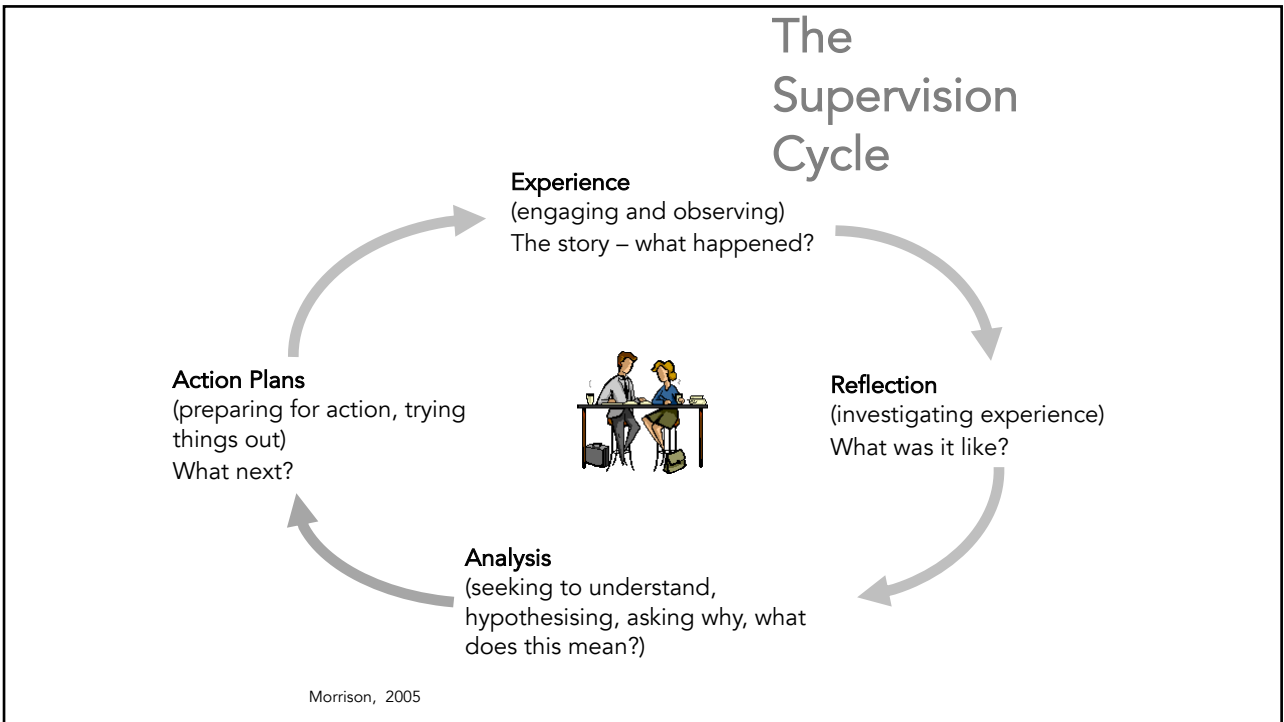
| | |
|---|---|
| <p style="text-align: center;">Technical</p> <p>Pragmatic. Compares performance with knowledge of 'what should be done'</p> | <p style="text-align: center;">Practical</p> <p>The practitioner's self evaluation, insight and learning. Moving from 'reflection on action' to 'reflection in action'</p> |
| <p style="text-align: center;">Process</p> <p>Awareness of the impact of unconscious processes and intuitive responses on professional judgement</p> | <p style="text-align: center;">Critical</p> <p>Questioning the influence of power relationships and assumptions underpinning our view of the world</p> |

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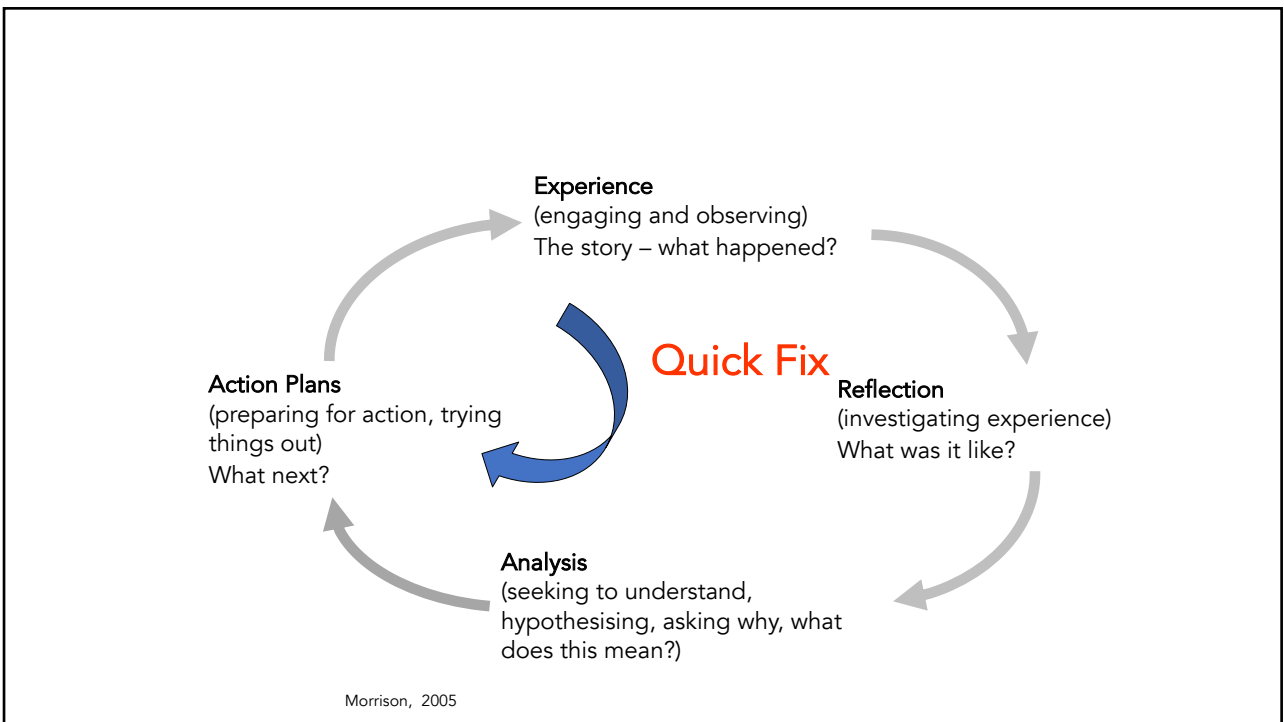
Ruch's four levels of reflection (2000)

| | | | |
|--------------------------|-----------------|---|--------------|
| Technical/surface | Compliance | Normative – what <u>should</u> be done? | Organisation |
| Practical | Problem solving | Descriptive, pragmatic What is happening; How can it be solved? | Intervention |
| Process | Self awareness | Interpretive Why do things happen/ what is my part in it? | Individual |
| Critical | Transforming | Critical – why are we doing this (not that); what larger purpose do we serve? | Society |

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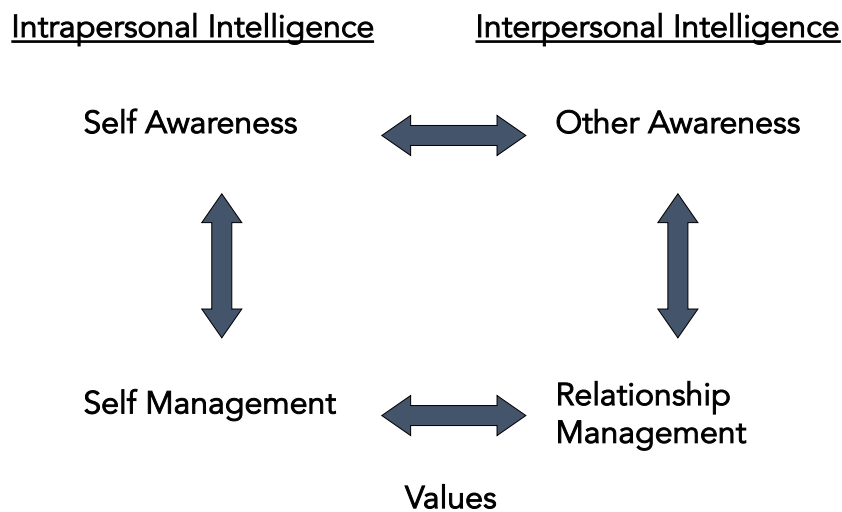
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Emotion and safe practice

- Emotion is critical to judgement
- Leaders in high performing companies have twice as much Emotional Intelligence in those as low performing companies (Goleman 1998)
- 'A system that seeks to ignore emotions is in danger of leaving them to have an unknown and possibly harmful impact on the work, and is also neglecting a rich source of data to help us understand what is going on.' (Munro 2008)

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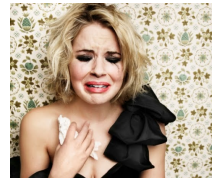
The Emotional Intelligence Paradigm (Morrison 2006)



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Attachment & the Turbulent Workplace

- Attachment triggered by anxiety, threat, overload
- Attachment driven responses seek:
 - To find safety in the face of danger
 - Comfort in the face of distress
 - Closeness in the face of isolation
 - Predictability in the face of chaos
 - Role/job containment in the face of overload or conflict



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Different Emotional Coping Styles

Inhibited
Display of
Negative
Affect and /
or **False**
Positive
Display

Balanced
Integrated
display of
negative affect

Hyper-activated
Display of Negative
Affect



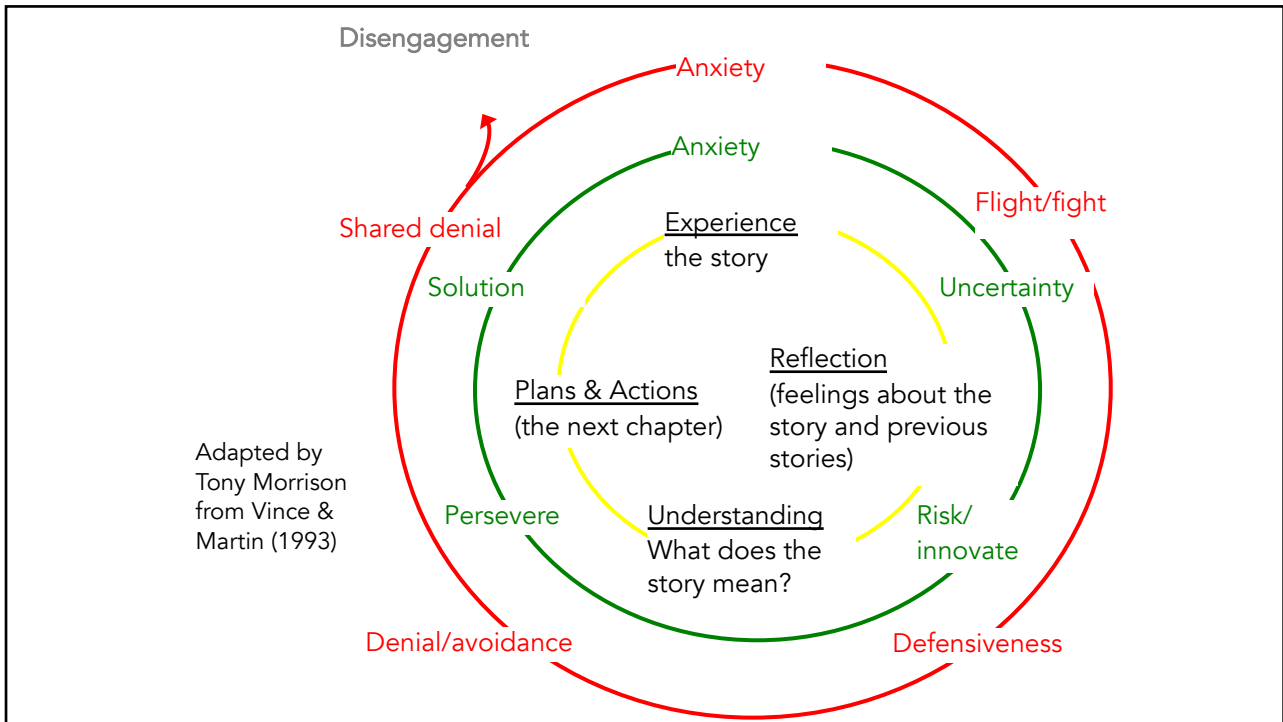
A

B

C

'Negative affect' = Fear, Anger, Sadness, Need for Comfort

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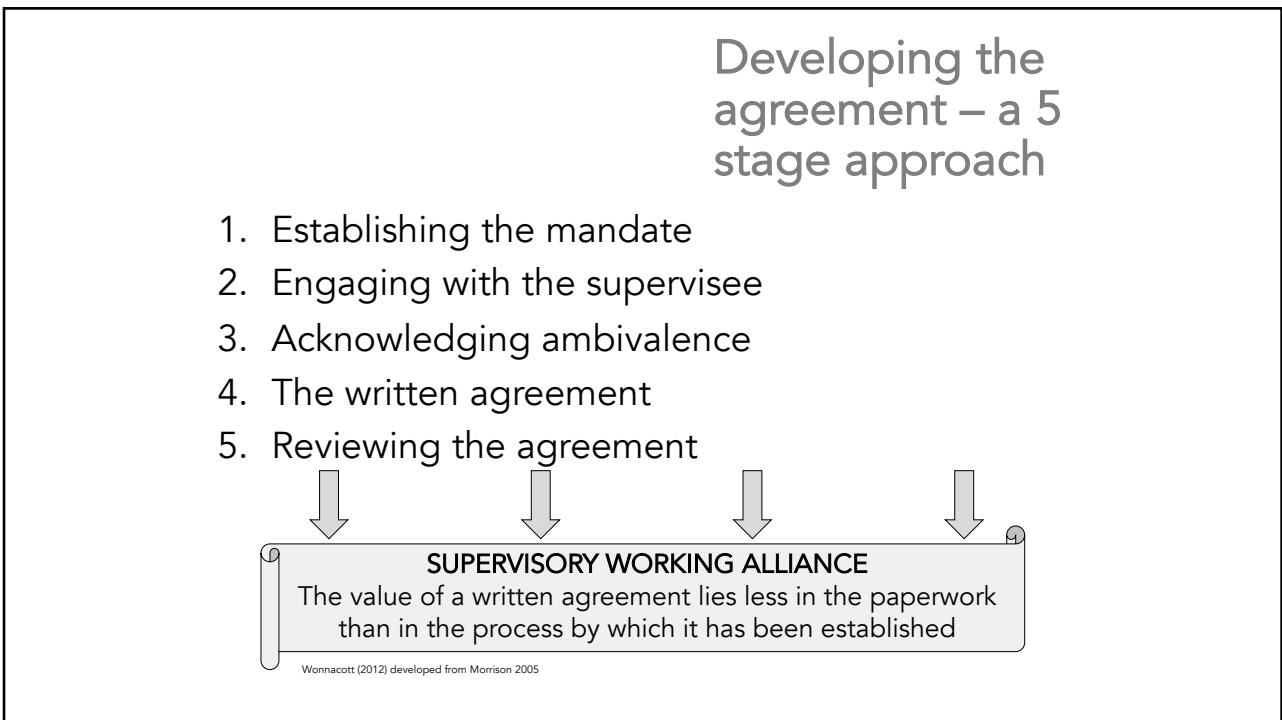
Why is a supervision agreement important?

- Reflects the seriousness of the activity
- Positively models partnership behaviour
- Clarifies roles and responsibilities
- Clarifies accountability and authority
- Is a basis for reviewing the relationship
- Is a benchmark for auditing the quality of supervision

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Take away Task

Reflect on the supervision agreement you have with your supervisor and supervisees.

Consider the following questions:

- What is clear and agreed between you and your supervisor?
- If applicable, What is clear and agreed between you and your supervisees?
- What is unclear? What is disputed?
- What actions can you take to strengthen those supervisory arrangements?