

## The Four-Perspective Checklist

Based on: *NQSW Guide for Supervisors: The Four Function Checklist* (2009/10)

This can be used to provide a representative picture for your agency / service or for your team.

Insert the RAG colour into the columns on the questionnaire below for each of the 4 sections

'Key':

- 😊 = confident/competent & knowledgeable
- 😐 = some evidence, needs further development
- 😞 = little evidence, considerable development required

The Organisational Perspective	😊	😐	😞
Individuals understand their role and responsibilities			
Agency policies and procedures are understood and appropriately followed			
The worker is clear as to the limits and use of their personal, agency and statutory authority			
The purpose of supervision is clear			
Work is reviewed regularly in line with agency and legal requirements			
Action plans are formulated and carried out within the context of agency functions and statutory responsibilities			
The basis of decisions and professional judgements are clear to the supervisor and the workers, and made explicit in agency records			
Records are maintained according to agency policies			
The worker knows when the supervisor expects to be consulted			
The worker is given an appropriate workload			
Time management expectations of the worker are clear			
The worker has a clear understanding of the functions of partner agencies and their role and responsibilities in working with them			
<b>Comments:</b>			

The Professional Perspective	😊	😐	😞
The overall quality of the worker's performance is assessed in relation to the sector/ professional standards			
There is clear accountability for practice and quality			
Practice/ clinical/ case/ specialist/ expert supervision provided for individuals or groups			
Access to specialist advice or consultation as required			
Developing practice through reflection and analysis			
Appropriate interventions and decision making			
Clear methods of evaluating the outcomes of professional practice			
<b>Comments:</b>			

The Individual Perspective	😊	😐	😞
Create a safe climate to look at their practice and its impact on them as a person			
Clarify the boundaries between support, counselling, consultation and confidentiality in supervision			
Debrief the individual and give them permission to talk about feelings			
Explore any emotional blocks to their work			
Explore discrimination issues in a safe setting			
Support workers who suffer any form of abuse, either from users or from colleagues, whether physical, psychological or discriminatory			
Monitor the overall health and emotional well-being of the individual, especially with regard to the effects of stress			
Clarify when the worker should be advised to seek external counselling and any other form of additional support for example peer, other agency, and the relationship this has with performance monitoring			
Assist the development of the worker's professional competence, skills, knowledge and understanding including the importance and relevance of the common core.			
Explore the worker's value base in relation to race, gender etc and its impact on their work			
Explore the worker's preferred learning style and blocks to learning			
Discuss the worker's learning and development needs, and how these can be met			
Develop the worker's capacity to set professional goals			
Ensure access to professional consultation in areas outside the supervisor's knowledge and experience			
Explore the worker's ability to reflect on their work and interaction with users, colleagues and partner agencies			
Give regular and constructive feedback to the worker on all aspects of their performance			
Support the worker's commitment to on-going professional development			
Develop the worker's capacity for self-appraisal, and the permission to learn from their experiences or difficulties			
Encourage and support a relationship where the worker provides constructive feedback to the supervisor and both can learn from each other			
Maximise opportunities to access wider multi-agency learning, making use of coaching, shadowing, professional discussion and action learning sets.			
<b>Comments:</b>			

The Transformational Perspective	😊	😐	😞
Support dialogue with senior management about gaps in or issues with resource			
Allocate and utilise resources in a creative and efficient way			
Represent staff development need to senior management			
Negotiate, develop and clarify the team's role and responsibilities			
Initiate, clarify and contribute to policy formulation			
Consult and brief staff about Children's Trust organisational developments and information			
Act as an advocate/mediator/ambassador between worker or team and other parts of the agency/ outside agencies			
Help people celebrate success and resolve difficulties in the workplace or between partner agencies			
Involve staff in developmental decision-making			
Deal sensitively, but clearly, with complaints about staff, creating opportunities for new practice Assisting staff, where appropriate, through complaints procedures.			
Create opportunities for effective communication across all services			
Develop consistency of excellence in practice			
Support the resolution process for dilemmas raised by an integrated worker			
<b>Comments:</b>			