

Care Skillsbase: Skills Check 23

Supervising Staff

Interviewer's pack

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Summary	
Suitable for	Senior care/support worker
Skill checked	Spoken communication
Covers	Language and concepts associated with supervision
Learning for interviewer	Can the member of staff discuss supervisory skills with understanding?
Learning for member of staff	Supervisory skills (importance of rapport, giving feedback, addressing a performance problem)
Approx time needed	Total: 30 minutes (15 minutes for Skills Check and 15 minutes feedback)
How it works	Presents information and asks questions about supervisory skills. Use it to develop a short discussion to check the person's spoken communication skills.
Notes	Opportunity for short role play: interviewer takes role of member of staff who is persistently late for work; person takes role of supervisor addressing issue.
Before you start	Read the general guidance in the Skills Check area of the Care Skillsbase website.

We welcome suggestions to improve this Skills Check. Please use the contact form on our website at www.scie.org.uk/careskillsbase

Understand the Job: Supervising Staff

Effective communication is vital in health and social care. Use this activity to learn more about the **communication skills** you will be using in your job.

First, write your name and today's date on the line below.

(First name)

(Last name)

(Date: Day-Month-Year)

.....

1. Did you know?

Supervision has an enormous impact on how staff work. It affects their confidence, motivation and competence. It affects how well they work with colleagues. It affects how they feel about their job and their employer. All of which directly affects the quality of care we offer to the people using our services.

2. Talking to staff

Consider these six questions.

1. What has gone well since last supervision?
2. Are you getting the support you need?
3. Have any problems or issues arisen since last supervision?
4. Is there any training that might help you do the job better?
5. Are there any changes in your health or CRB info*?
6. Is there anything else you want to discuss?

These are good supervisory questions, but they don't guarantee a successful supervision. That depends on the rapport (or relationship) that exists with the member of staff in the first place.

Describe the sort of relationship that, in your view, would support good supervision.

What might you do, as a supervisor, to establish and maintain that relationship?

*Note: CRB = Criminal Records Bureau check / Access Northern Ireland info / Disclosure Scotland info

3. Giving feedback

Supervision is also about telling staff how well they are performing. This is easy enough when everything is fine, but it can mean addressing problems. The recommended way to do this is:

- acknowledge what the person is doing well
- address the problem
- reaffirm what the person is doing well.

In other words, sandwich criticism with praise. Why do you think this approach is recommended?

4. What would you say?

Over the last month, a member of staff has often been late for work. She has childcare problems, but you need her at work on time. Last week she was 15 or 20 minutes late every day.

What would you say to this person?

Feedback form	Date:			
Staff member's name				
Staff member's job title				
Interviewer's name				
Interviewer's job title				
1. Interviewer's view	The member of staff ...	No	Partly	Yes
a.	Used spoken communication effectively one-to-one.			
b.	Understands what key words and ideas mean in relation to his/her work.			
2. Interviewer's reasons	The member of staff ...	No	Partly	Yes
a.	Expressed him/herself clearly, appropriately and with confidence.			
b.	Showed understanding of specialist care words and ideas; was able to relate them to his/her own work (care knowledge).			
c.	Spoke in a way that was easy to understand (pronunciation).			
d.	Found the words s/he wanted, or explained effectively with other words (general vocabulary).			
e.	Used clear, grammatically accurate language (grammar).			
f.	Spoke at a normal pace, without long pauses, repetition or self-correction (fluency).			
g.	Understood and responded appropriately to instructions and questions (listening).			
3. Next steps to help develop skills and knowledge for the job		Yes	No	
a.	Interviewer will arrange monitoring, feedback and support from a supervisor.			
b.	Interviewer and member of staff will plan personal development to improve staff member's understanding of key social care words and ideas.			
c.	Interviewer and member of staff will plan personal development to improve staff member's spoken communication skills.			
4. Interviewer's signature	Staff member's signature			

Use the other side of this sheet for notes.

Personal development form	Date:	
Staff member's name		
Staff member's job title		
Interviewer's name		
Interviewer's job title		
1. Learning aim: to work safely and meet quality standards, the member of staff should develop the following knowledge and skills		Tick (✓) if 'yes'
a. Speaking and listening skills: to communicate clearly and with confidence on the job.		
b. Specialist care terms: to understand and relate key words and ideas to his/her job.		
English language skills (for staff from other countries)		
c. Pronunciation: to speak in a way that is easy for others to understand.		
d. General vocabulary: to be able to find the right words when talking.		
e. Grammar: to help express ideas in precise, accurate language.		
f. Fluency: to speak at a normal pace, without long pauses, repetition, self-correction.		
g. Listening comprehension: to understand questions, requests, instructions.		
2. How will the learning happen?		
3. What support and resources will be needed to make the learning successful?		
4. When will the learning happen?		
5. How will we know the learning has been successful?		
6. Progress review date		
7. Interviewer's signature	Staff member's signature	