

# **Survey of Skills Inventory**

Read each statement and score yourself based on your ability to carry out each activity competently. Scoring is as follows:

5 = carries out activity effectively on a regular basis  
4 = carries out activity effectively when I can “get to it”  
3 = carries out activity fairly well, some of the time  
2 = often struggles with this activity  
1 = does not carry out this activity

## **A. Supportive Supervision**

- 1. I advocate for the needs of the unit, both in writing and in meetings with the administration.
- 2. I negotiate unit expectations with the administration.
- 3. I obtain support from the administration on difficult decisions.
- 4. I am clear with staff regarding expectations for the unit’s individual social worker and the unit as a whole.
- 5. I meet with my unit periodically to discuss the agency mission, affirm the unit mission, and review the importance of our work in the lives of children, families, and communities.
- 6. I provide clear, useful, constructive criticism to improve performance based on job expectations and unit goals.
- 7. I provide specific feedback on where staff are doing well and where they are falling short, both one on one and with the unit as a whole.
- 8. I provide direction and guidance to staff who are having difficulty dealing with problems associated with case management and specific clients.
- 9. I work with staff to find ways to make the job as manageable as possible.
- 10. I am fair in my use of power and authority.
- 11. I provide regular, scheduled, uninterrupted conference time with each staff member.
- 12. I provide regular, scheduled, uninterrupted conference time with my unit.

- 13. I supervise staff based on their readiness level (competence, confidence, and commitment) and not on what is comfortable for me.
- 14. I show encouragement and genuine appreciation for the work that staff are doing and provide staff with a sense of belonging to the unit and agency.
- 15. I encourage autonomy and interdependence among staff.

Total \_\_\_\_\_

## **B. Educational Supervision**

- 1. I have reviewed the expectations of the social worker in my unit with each staff member.
- 2. I have clearly identified the performance measures with my staff, both individually and collectively.
- 3. I regularly update staff on how they are doing, both individually and as a unit in meeting performance expectations.
- 4. I regularly meet with staff to discuss their professional strengths and partner with them to identify areas for improvement.
- 5. I use the identified areas for improvement with staff as the basis for approving training requests.
- 6. I use identified areas for improvement with staff as the basis for developing professional goals for the next reporting period as part of the annual performance evaluation process.
- 7. I encourage staff to stretch and grow professionally.
- 8. I give my staff opportunities to be creative and try new, sometimes nontraditional, interventions with clients.
- 9. I encourage staff to participate in agency and state activities that will allow them to mature and develop as professionals.
- 10. I formally recognize (via letter, memo, in unit meetings, one-on-one) when staff improve in areas earlier identified as needing improvement.
- 11. I require staff to share in the regular unit meeting any information they received as a result of attending a training or conference.
- 12. I expect staff to share with me how they intend to apply new learnings they received from a training session to their work.

- 13. I follow up with staff to see how they are doing with applying new learning on the job, either through our regular conference or by reviewing case notes.
- 14. I work with the unit to plan for covering a unit member's work when he/she is in training.

Total \_\_\_\_\_

### **C. Administrative Supervision**

- 1. I have a method for managing my workload that is effective and efficient.
- 2. I have a reputation for organization.
- 3. I have a system for tracking the casework activities of my staff.
- 4. I have a system for tracking the paperwork that my staff are responsible of competing.
- 5. I am able to complete and submit my monthly reports on time.
- 6. I am able to attend scheduled meetings.
- 7. I arrive at scheduled meetings on time, most of the time.
- 8. I am focused on mission; all thing flow from mission.
- 9. I have developed my approach to work so as to be based on the mission of the unit and the performance measures of the unit.
- 10. I manage the work; it does not manage me.
- 11. I spend my days focused on mission and success rather than on putting out fires.

Total:\_\_\_\_\_

After you have completed each category, add your scores for each category. The sum of each category is your score in that category.

Used with permission from Saunders Consulting Group:  
[saunderconsultinggroup@yahoo.com](mailto:saunderconsultinggroup@yahoo.com)

# **Survey of Skills Inventory Scoring**

Totals:

Supportive \_\_\_\_\_

Educational \_\_\_\_\_

Administrative \_\_\_\_\_

For each category, identify where you fit in the information below. It is likely that you will not score in the same range for each category. So, if you score 50 in administrative supervision and 42 in educational supervision, EXCELLENT will apply only to your administrative supervision skills and GOOD will apply to your educational supervision skills.

## **EXCELLENT**

Supportive

Educational

Administrative

Supervision: 75 - 60

Supervision: 70 - 56

Supervision: 55 - 44

You should feel very good about your skills as a supervisor. You are doing all the right things to build a strong, highly functioning group of professionals. Your focus on mission is the right approach towards the work – staff should feel very supported by your efforts. The Child Welfare League of America (CWLA) reported in their 1990 report that “a primary reason for staff turnover is lack of psychological and educational support.” You probably keep staff longer than most – your efforts will pay off! To provide competent supportive and educational supervision requires that you have a handle on the administrative aspects of the job. If you didn’t, you’d be running around doing the “last-minute hustle” or burning the midnight oil all of the time.

## **GOOD**

Supportive

Educational

Administrative

Supervision: 60 - 45

Supervision: 56 - 42

Supervision: 44 - 33

You have the skill base to do an effective job as a supervisor. However, a mark of excellence is consistency and regularity. Challenge yourself to “keep the main thing the main thing,” working to support and educate staff so they can become autonomous and interdependent professionals that want to remain with your unit because it is tops. How can you enhance your management systems to maximize the use of your time? What are you doing that you can do less of, in order to do more of the right things? Prioritizing around mission and performance measures will save you time in the long run and get you the results you’re after.

## **NEEDS SOME IMPROVEMENT**

Supportive Supervision: 45 - 30	Educational Supervision: 42 - 28	Administrative Supervision: 33 - 22
------------------------------------	-------------------------------------	--

Doing anything fairly well some of the time is a seed of excellence that should be acknowledged! The challenge is to do more of the right things more of the time. Review the survey and identify what three activities you want to focus your attention on right now. Make a plan for doing so. Share it with a colleague you trust. Review it with him/her in three-month intervals to keep you focused on improving in these activities. When you feel confident that you have improved in the target areas, pick three more activities until you are satisfied that you have achieved competence, confidence, and commitment in the targeted areas of supervision.

## **NEEDS IMPROVEMENT**

Supportive Supervision: < 30	Educational Supervision: < 28	Administrative Supervision: <22
---------------------------------	----------------------------------	------------------------------------

Rome wasn't built in a day, so...take heart and be encouraged! We all have areas that need improvement. Review the area of supervision you feel improvement is most needed in and set a plan! Consider the following strategies to support you in your effort to improve:

- a. Look around the agency: who there has a reputation for excelling in this area? Approach him/her. Ask that s/he consider mentoring you. Describe your areas of strength and weakness, and brainstorm interventions.
  
- b. Develop a six-month plan. With the help of your mentor, a colleague, or on your own, identify two areas on which to focus your attention. Write out in clear, specific language what you will do, by when and with whose support, and DO IT.

Used with permission from Saunders Consulting Group:

[saunderconsultinggroup@yahoo.com](mailto:saunderconsultinggroup@yahoo.com)