OUTSTANDING THINKING

Coaching • Mentoring • Culture Change • Consultancy

OUTSTANDING THINKING

SOCIAL CARE SUPERVISION TOOLKIT

Transforming thinking into exceptional action

A practical coaching, reflection and action workbook

Organisation _____

Supervisor _____

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Supervisee _____

Review period _____

Better thinking. Better leadership. Better practice. Better outcomes for people.

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01. How to use this passport

This passport is designed to support reflective, person-led and action-focused supervision. It is a working document: use the pages that fit the conversation rather than completing every section mechanically.

THE PRINCIPLE

Supervision should create thinking, not dependency. The supervisee should leave with greater clarity, ownership and confidence.

Use it to: prepare for supervision • choose what matters • explore practice • challenge assumptions • reflect • identify learning • agree actions • review progress.

Confidentiality: record information in line with your organisation's confidentiality, data protection and record-keeping policies. Avoid unnecessary personal or identifying information about people receiving care.

Supervisor reminder: coaching does not replace professional responsibility. Where there is immediate risk, safeguarding concern, unsafe practice or another matter requiring action, follow organisational procedures.

MY SUPERVISION INTENTION

What do I want supervision to help me think about?

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02. The Outstanding Thinking supervision cycle

1 **CONNECT**	2 **CHOOSE**	3 **EXPLORE**
Create psychological safety.	Identify what matters most.	Understand the situation.
4 **REFLECT**	5 **TRANSFORM**	6 **ACT**
Examine practice.	Identify new thinking.	Agree action and follow-up.

SUPERVISION PROMISE
Move from **What happened?** → **What were you thinking?** → **What did you learn?** → **What will you do differently?**

The supervisor's golden rule

Don't rush to solve. Ask: “What do you think?” “What makes you think that?” “What else might be possible?” “What would you like to do?”

70/30 principle: aim for the supervisee to do most of the thinking and talking. The exact ratio is less important than building ownership.

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03. TGROW — structure the conversation

Use when: the supervisee has a specific issue, challenge, decision or goal to explore.

T — TOPIC | What would you like to explore?

What's on your mind? • What is the real issue? • Which situation would make the biggest difference?

G — GOAL | What would you like to achieve from the conversation?

What would you like to understand? • What would a useful outcome look like? • What do you want to leave with?

R — REALITY | What's happening now?

What happened? • What did you observe/do/say? • What were you thinking and feeling? • What assumptions were you making? • What was the impact?

O — OPTIONS | What could you do?

What are your options? • What else could you do? • What would you advise a colleague? • What might be most consistent with person-led practice?

W — WILL | What will you do?

What will you do first? • By when? • What support do you need? • How will you know it made a difference?

Confidence: _____ / 10 What would move it one point higher?

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04. Gibbs' reflective cycle

Use when: you want to examine a specific event or piece of practice in depth.

1. DESCRIPTION

What happened? Who was involved? What was the outcome?

2. FEELINGS

What were you thinking and feeling? Did this influence your actions?

3. EVALUATION

What went well? What didn't? What did the person experience?

4. ANALYSIS

What influenced your decision? What assumptions, values or organisational factors were involved?

5. CONCLUSION

What have you learned about yourself, the person and your practice? What would you repeat or change?

6. ACTION PLAN

What will you do differently? What support is needed? Who needs to know? When will you review?

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05. Deep-thinking tools

5 WHYS

Use to move beyond the first explanation and understand contributing factors without assigning blame.

Problem / issue:

Why 1?

Why 2?

Why 3?

Why 4?

Why 5?

What have we learned?

What needs to happen next?

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06. Ladder of inference & assumption check

LADDER OF INFERENCE

What happened → What did I notice? → What did I interpret? → What assumptions did I make? → What conclusion did I reach? → What action did I take.

What happened?

What did I notice?

What did I interpret?

What assumptions did I make?

What conclusion did I reach?

What action did I take?

ASSUMPTION CHECK

When you hear “They don't care”, ask: **What makes you think that?** Then explore evidence, alternatives and what you don't yet know.

The assumption I am making:

Evidence I have:

What else could be happening?

What don't I know?

What question could I ask?

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07. Control, influence & scaling

CIRCLE OF CONTROL

CONTROL	INFLUENCE	CONCERN
What can I directly control?	What can I influence?	What concerns me but I cannot directly control?

Where would it be most useful to put your energy?

SCALING

Measure confidence, clarity, support, progress or another useful dimension.

What are we measuring? _____ Current rating: _____ / 10

Why is it at this level rather than lower?

What would move it one point higher?

What action will you take?

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08. Feedback, strengths & solutions

FEEDBACK WINDOW

Explore what is known to the person, what is known to others, possible blind spots, hidden strengths and undiscovered potential.

What might other people see that I don't currently see?

What do I do well that I perhaps don't recognise?

What feedback have I found difficult to hear?

What will I do with this learning?

STRENGTHS-BASED SUPERVISION

A success I am proud of:

What did I do that made it successful?

Where else could I use that strength?

What does this tell me about myself as a professional?

SOLUTION-FOCUSED

If this situation was working well, what would be different?

Has there been a time when the problem didn't happen? What was different?

What's the smallest useful step?

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09. Values, impact & the person's perspective

VALUES INTO ACTION

Which value is most important here? _____

What would that value look like in behaviour?

What will I do to demonstrate it?

KEY QUESTION

What does our value look like when someone is actually watching?

IMPACT

My intention:

The actual impact:

Who was affected?

Was the impact what I intended?

What could I do differently next time?

PERSON'S PERSPECTIVE

If the person receiving care were sitting here, what might they say happened?

What would matter most to them?

What might they want me to do differently?

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10. Difficult conversations

FACTS — What do I know?

INTERPRETATION — What am I assuming?

PURPOSE — What do I want to achieve?

PERSON — What might they be experiencing?

LANGUAGE — What do I need to say?

LISTENING — What do I need to understand?

OUTCOME — What needs to happen afterwards?

COURAGE + COMPASSION
What would a compassionate but courageous conversation look like?

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11. Coaching question bank

AREA	QUESTIONS
Opening	What's important today? • Where would you like to start? • What would be useful to explore?
Exploration	Tell me more. • What happened? • What did you notice? • What were you thinking? • What influenced your decision?
Challenge	What makes you think that? • What evidence do you have? • What assumption might you be making? • What else could be true? • What haven't you considered?
Perspective	What might the other person say? • How might they have experienced it? • What would an objective observer have seen?
Learning	What have you learned? • What surprised you? • What would you do differently? • What will you take forward?
Action	What are you going to do? • What is the first step? • When will you do it? • What support do you need? • How will you know it has worked?

My notes / questions I want to remember:

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12. Supervision session record

Supervisee	_____	**Date**	_____
Role	_____	**Supervisor**	_____
Previous supervision	_____	**Next**	_____

A. CHECK-IN

Wellbeing: ____/10 Workload: ____/10 Confidence: ____/10

What's important to acknowledge today?

B. WHAT DO YOU WANT TO EXPLORE?

My main topic:

Why is this important?

What would I like to get from today's supervision?

C. WHAT HAPPENED?

Situation/event:

What did I do / what did others do / what was the outcome?

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13. Supervision reflection & new thinking

D. What was I thinking?

What was I feeling?

What assumptions did I make?

What went well?

What didn't go well?

E. What might the person receiving care say?

What might a colleague say?

What might an objective observer say?

What have I perhaps not considered?

F. What have I learned about myself, my practice, the person and the team/system?

G. NEW THINKING

My thinking has changed because:

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Something I now see differently is:

The key insight I am taking away is:

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14. Action plan & the one thing

ACTION	WHY?	BY WHEN?	SUPPORT	REVIEW

THE ONE THING
What is the one thing you will do differently as a result of today's conversation?

My one thing:

When will I do it?

How will we know it has made a difference?

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15. Supervision action tracker

Date	Issue explored	Key learning	Action	Owner	Due	Outcome	Cl os
							■
							■
							■
							■
							■
							■
							■
							■

Next supervision opening question:

FOLLOW-UP

What happened with the action we agreed last time?

Review notes:

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16. Supervision quality check

■ Planned and protected

■ A genuine two-way conversation

■ Focused on the supervisee

■ Person-led

■ Reflective

■ Coaching rather than simply instructing

■ Challenging when necessary

■ Strengths-based

■ Focused on learning

■ Clear about actions

■ Clear about accountability

■ Followed up

What could improve the next supervision?

WHEN COACHING IS NOT ENOUGH

Coaching should not replace professional responsibility. Where there is safeguarding, immediate risk, unsafe practice, medication safety, serious performance concern, professional misconduct or another matter requiring action, follow organisational procedures.

Immediate action or escalation required? ■ No ■ Yes

Details:

Who needs to be informed / by when?

Follow-up date:

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17. Supervisor reflection & commitment

An Outstanding Thinking supervisor aims to be: **CURIOUS • CHALLENGING • SUPPORTIVE • REFLECTIVE • COURAGEOUS • PERSON-LED • DEVELOPMENTAL • ACCOUNTABLE**

Which quality do I demonstrate most consistently?

Which quality would I like to strengthen?

What will I do to strengthen it?

THE SUPERVISOR'S DO NOT

Avoid: doing all the talking • immediately giving solutions • asking leading questions • turning every issue into a performance concern • allowing supervision to become a task checklist • focusing only on what went wrong • accepting assumptions as facts • losing agreed actions • using reflection instead of accountability • creating dependency.

Which could be a risk in my supervision practice?

What will I do differently?

THE SUPERVISOR'S DO

Ask before telling • Explore before judging • Challenge assumptions • Listen for what isn't being said • Ask about impact • Look for strengths • Encourage ownership • Turn insight into action • Follow up • Celebrate learning.

One change I will make in my supervision practice:

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18. The Outstanding Thinking supervision promise

Every supervision conversation should aim to leave the person thinking:

“I understand the situation more clearly.”

“I understand myself better.”

“I have considered perspectives I hadn't considered before.”

“I know what I am going to do next.”

THE OUTCOME
“I am more capable of making good decisions for myself, my team and the people I support.”

My supervision commitment

I will use supervision to:

I will take responsibility for:

I will ask for support when:

THE ULTIMATE SUPERVISION QUESTION

“What are you noticing about your thinking?”

What happened? → Why did I respond that way? → What might I do differently next time?

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