



Complaints! & The role of Supervision

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1


Functions of Coaching Supervision



NORMATIVE **FORMATIVE** **RESTORATIVE**


Proctor, Brigid (1988) A cooperative exercise in accountability.
In: Marken M, Payne M (eds). Enabling and ensuring. Leicester: LNYB & CET in Youth & Comm Work; 1988 (pp21-34).

2




Pre-emptive, preventative

- What am I not bringing?
- What do I least want to bring?
- Who have I never brought to supervision?
- Are there any patterns across my whole portfolio?
- How am I checking the alignment between the client's expectations and the service received?




3



At first sight of a complaint & during a complain process

- How do I stay in dialogue with the complainant?
- What support do I need?
- How do I keep centered (and not panic)?
- What else do I need to resource me?
- What reflection can I do at this point?
- How can you (Supervisor) support me?
- What action can I take now?



4

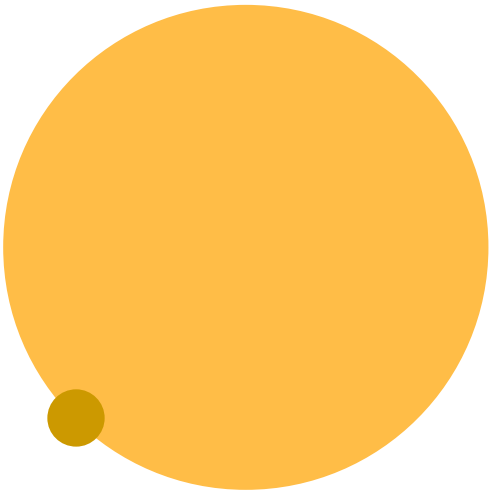


After a complaint


- Getting the most learning
- Making practice changes
- Regaining Confidence



5



What are the conversations to have **now** with my Supervisor / Supervisee?



6