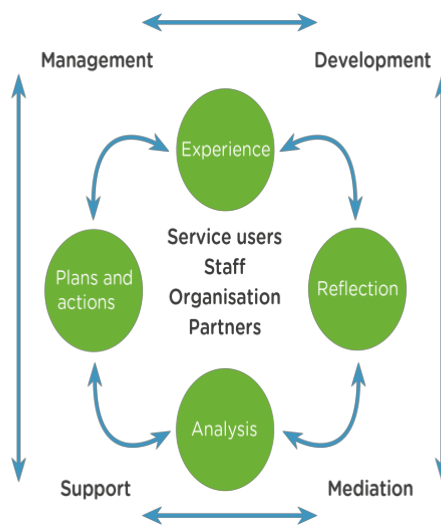


Supervision policy



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Professional supervision

While there is no single or agreed definition of supervision, at its core, supervision is a process of professional learning and development that enables our practitioners to reflect on and develop their knowledge, skills and competence, through agreed and regular support from a leader or other professional.

What is supervision?

The EYFS sets out the requirement for supervision arrangements to be in place. It stipulates that regular staff supervision is a statutory requirement.

3.21. Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.

3.22. Supervision should provide opportunities for staff to:

- discuss any issues – particularly concerning children’s development or well- being, including child protection concerns
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness.

Professionally, staff supervision has become a normal part of counselling, psychotherapy and social work practice and now in early years education and children’s services. At a time of heightened awareness of safeguarding issues, there is increasing recognition that working in the early years includes a high degree of outreach work and contact with families. Many practitioners find themselves working in unfamiliar contexts and dealing with unpredictable issues. The need for keeping practice and practitioners ‘safe’ is a priority.

Our practitioners often manage increasingly complex issues in their intensive work with children and families. They can feel anxious, discouraged or overwhelmed, lose confidence and perspective, feel threatened and unable to cope with the demands of their jobs. Even when things are going well, there is a need to step away from the day-to-day demands and review and reflect on practice.

Supervision provides a regular, dedicated time for 1-1 or small group reflection and discussion. Commonly, supervision is organised over a 4-6 weekly cycle. The following definition recognises supervision as a core process by which those with leadership responsibilities regularly provide support and challenge to ensure and improve the quality of their services.

‘Staff supervision is a two-way process which promotes accountability and staff support and development. Both parties should be committed to making supervision worthwhile, positive, honest, objective and unbiased. The needs of the individual, the project or department where they work and the organisation as a whole should all be taken into account. Parties should be fair and open and promote equality and trust.

Supervision should be a positive experience for all and take place regularly. If managers are not supervising their staff, they are omitting a key function of management.' Developing Supervision in Children's Centres, Chris Pascal (2012)

Supervision is an accountable, two-way process that motivates the practitioner / teacher and supports the development of good practice. It gives practitioners / teachers a chance to:

- reflect on their practice
- focus on their strengths
- receive feedback, guidance and support
- identify and review areas for personal development.

Supervision should be helpful and enjoyable, so that practitioners / teachers have the support they need to carry out their role to the best of their abilities.

It also:

- helps practitioners / teachers develop and build on their skills and knowledge, which can have a positive effect on their practice and well-being, and result in positive outcomes for those they provide care and support to
- supports practitioners / teachers to feel safe in their practice, especially when faced with complex and challenging situations
- lets managers and organisations monitor and review practitioners' / teachers' progress
- helps organisations make sure people receiving care and support have the support they need to achieve their outcomes or goals.

What is appraisal?

Appraisal is a more formal review of a practitioners' / teachers' performance and improvement over a period of time. Appraisals are usually carried out annually, but may be supported by a mid-term review. It is an opportunity to:

- re-evaluate the practitioner's / teacher's objectives
- re-evaluate their job description
- recognise and celebrate their success and achievements
- motivate workers and build on their strengths
- identify areas for improvement and how their training needs will be met.

The objectives set in the appraisal should be discussed during supervision meetings with the practitioners / teachers to make sure they are being met.

Appraisal Vs Supervision

Appraisal

An annual event

This is an opportunity for managers to review last years objectives and performance and look at what has been achieved.

New SMART objectives based around the workers goals and aspirations should be agreed for the next year.

Appraisals are an opportunity to motivate and celebrate successes over the past year as well as identify any lessons learned and training needs

The objectives set in the appraisal should be discussed regularly at supervisions to ensure they are being progressed

Supervision

Occurs on a regular basis, as and when required.

This should be an opportunity for employees to spend some time with their manager to discuss how things are going with work and wellbeing

Managers should take a step back and allow the worker to lead the conversation, unload and identify what they need to be doing moving forwards.

Supervisions are an opportunity to identify any new development opportunities such as buddying

Objectives set at appraisals should also be reviewed at supervisions to ensure they are being progressed

Our Practitioners / teachers at all levels have a right to regular professional supervision and appraisal.

How to develop a positive relationship with you supervisee (practitioner / teacher).

To form an effective relationship with your supervisee, you must have mutual respect for each other – you can't, as a supervisor, be viewed as having 'power over' your supervisee.

Having mutual respect means valuing each other's input and ideas – if you both feel respected, valued and listened to, you are more likely to develop a positive relationship.

Trust, openness and honesty lead to open and frank discussions. If you are open and honest with your supervisee, they will value this and will usually behave and respond to you in an open and honest way.

Working on developing a positive relationship with your supervisee will also help them develop positive relationships with people, children and families in their own practice.

To provide honest and meaningful advice and support, you will need to have the right experience, knowledge and skills, otherwise it could have a detrimental effect, leading to a lack of trust and respect. It could also have a negative effect on staff morale, productivity, staff well-being, workplace culture and the quality of care and support being provided.

Develop a **supervision agreement**

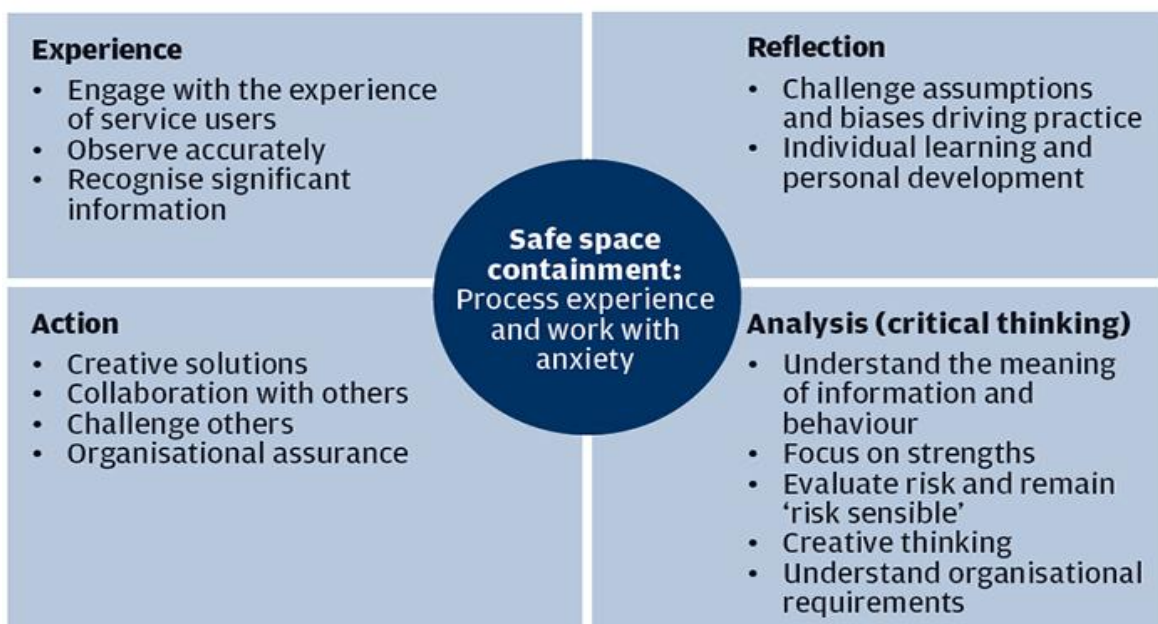
Supervision agreements help to:

- set out the expectations you have of one another in how you conduct the supervisory relationship
- encourage a discussion about your priorities
- make clear what is negotiable and what is not
- clarify the expectations from the organisation
- underline the importance of supervision and clarify expectations about why you are meeting and what is likely to happen as a result
- establish expectations about the emotional labour of work with children, young people and families – who will sometimes be highly distressed – that make it easier to manage emotionally distressing or difficult conversations should they arise in the future.

See **Annexe A - example of a supervision agreement**

The Supervision Cycle

SUPERVISION CYCLE FOR PRACTITIONERS



Time to stop and reflect is too often a missing element of day-to-day practice for many leaders and practitioners.

Reflection on feelings engendered by the work, including consideration of assumptions or biases that may drive current practice, is an important element of supervision.

Taking time to evaluate the strengths and weaknesses of particular courses of action, and how the practitioner might have acted differently for the benefit of the child, is an essential learning tool for continuous improvement.

When leaders provide Supervision which encourages reflection and critical thinking it leads to greater opportunities for improved practice and performance.

The supervision cycle integrates all four functions of supervision – management, support, development and mediation.

The cycle prompts the supervisor to work collaboratively with the supervisee through the following four stages.

- **Experiences** – working with the supervisee to understand what is happening in their current practice. For instance, how they are supporting the most vulnerable and disadvantaged children, how they ensure all children make progress in their learning and development. It is an opportunity to make sure that the perspectives of children and their families are taken into account during discussion.
- **Reflection** – engaging with the supervisee to explore their feelings, reactions and intuitive responses. This is an opportunity to discuss any anxieties and acknowledge situations where stress may be impacting on their work.
It is an opportunity to explore any assumptions and biases that might be their driving practice. This is an important element of creating an inclusive and welcoming enabling environment for all children and their families.
- **Analysis** – helping the supervisee to consider the meaning of the current situation and use their knowledge of similar situations to inform their thinking. At this point alternative explanations may be explored and, the needs of key children are discussed. This provides an opportunity to consider the relevance of research and practice knowledge. This in turn may be useful in identifying any learning and development needs for the supervisee.
- **Action planning** – working with the supervisee to identify targets and goals and how they are going to achieve them. Review actions and targets at subsequent supervision sessions – charting progress.

When using the supervision cycle in practice:

- do not feel that each stage of the cycle must rigidly follow the last – there will be many times when the conversation moves back and forth between the stages
- do try and use mainly open questions in order to facilitate discussion and explore the supervisee's perspective
- do resist the 'short circuit' which moves directly from experience to action and does not engage at all with reflection and analysis

- do practise using the cycle in both formal situations and in ad-hoc supervisory conversations.

Why emotional intelligence is important.

Emotional intelligence is the ability to recognise, understand and manage emotion in an appropriate way, and is essential to forming effective relationships.

It involves:

- self-awareness – being aware of and understanding your emotions, and recognising the effect they can have on you and others around you
- self-management – being able to manage your emotions so they do not have a negative effect on a situation or those around you
- social awareness – the ability to understand other people's emotions and the effect they can have on them and on group dynamics
- relationship management – the ability to handle and influence other people's emotions by the effective use of interpersonal skills, empathy and conflict resolution.

Being able to effectively manage your emotions, and interpret and respond to other people's emotions will help make you a better supervisor. It will help teams work effectively and motivate people to work to the best of their ability to achieve the organisation's outcomes or goals.

Reflection will help increase your self-awareness and develop a better understanding of others. To help you do this, you should critically evaluate your practice to identify actions that have had a positive or negative effect or outcome.

How to communicate effectively with your supervisee

As a supervisor, good communication skills are essential, and you will need to provide information in a confident, clear, concise and accurate way.

Communication should be a two-way process and involve:

- listening to what your supervisee says
- paying attention to your supervisee's non-verbal communication
- being clear
- being friendly
- being empathetic
- being open-minded
- being respectful.

The most effective conversations are those where people feel heard, so you should make sure you pay attention to your supervisee, listen to what they have to say and don't become distracted by other things.

Use open questions to get the discussion going, such as those beginning with 'what', 'how', 'why' and 'when', and avoid using questions that lead to 'yes' or 'no' answers.

The word OARS can help you remember the skills needed to have a good conversation:

- Open-ended questions
- Affirm – notice strengths
- Listen Reflectively
- Summarise in an empowering way.

How to involve and engage your supervisee in supervision.

Supervisees should be involved and engaged in the supervision process.

While supervision plays a part in checking if objectives are being met, it's also how organisations make sure practitioners / teachers are properly supported to carry out their role to a high standard and develop new skills to work in an outcome-focused or child-centred way.

As a supervisor, you should encourage your supervisees to prepare for the supervision session by:

- Negotiating a supervision agreement
- attending and prioritising all planned supervision sessions
- approaching the sessions with a positive attitude
- using the session to discuss and reflect on their work, and share thoughts and ideas
- critically reflecting about what has worked well, what hasn't and discuss anything they are worried about
- identify any situations that are beyond their ability or they're unsure about
- reading and agreeing the supervision record
- acting upon any actions, including completing any training or learning and development activities
- reviewing the notes of your previous meeting
- making a note of things they would like talk about
- reflecting on how the learning and development activities they carried out have changed their practice.

You should make sure your supervision meetings take place in a quiet, private space and that there are no interruptions (you should switch off your phones and update your calendar so your colleagues are aware you're unavailable). If you need to cancel or rearrange the meeting, make sure you do it in a timely manner and you both agree the new date and time.

Giving constructive feedback.

You will need to provide your supervisees with constructive feedback on a regular basis.

- Having a relationship based on trust will help you give feedback effectively and means your supervisee will be more likely to take your suggestions forward
- Don't avoid problems relating to work or other issues affecting your supervisee – be honest and upfront when giving constructive feedback
- Mention the positives (such as talking about your supervisee's positive attitude or how well they have performed in the past). Use your findings from your daily learning walks to focus on the individuals strengths and areas for improvement – it can motivate your supervisee to reflect and think about what they need to do to improve

- Help the supervisee reflect and think about what they could have done differently, and to think innovatively – this will allow them room to grow and develop
- Be specific! Telling someone their work needs improving and not giving any detail isn't helpful. Your supervisee may end up feeling frustrated, which won't lead to an improvement.

What is reflection and how can it help?

Reflection gives supervisees an opportunity to think about their practice, attitudes and values.

It's a chance to:

- evaluate how well your supervisee is doing, including what's working well and what's not working
- discuss any problems or difficulties, and how they can be avoided
- identify any stresses or worries relating to work
- make sure they are achieving the best possible outcomes for people, children and young people
- identify any learning and development opportunities to improve practice
- think about potential barriers to different ways of working and how they could be overcome.

You should create a safe environment for your supervisee to bring any uncertainties, issues or dilemmas they may have to your supervision session.

Encourage your supervisees to reflect on a day-to-day basis when carrying out their work and not just during supervision sessions.

How to use a strengths-based approach.

Using a strengths-based approach means supporting your supervisees to find solutions themselves and become more confident in their own abilities based on their strengths, skills and earlier experiences.

Try to avoid:

- the expert trap – you may want to fix some situations with your knowledge and expertise, but you should listen to your supervisees and let them use their own expertise and strengths
- the problem-solving trap – try not to come up with all the ideas, instead ask your supervisee "what have you tried?", "how did it help?" and "what can you do differently?"
- the 'it will be okay trap' – instead, listen to your supervisees.

Using strengths-based approaches with your supervisees demonstrates good practice, which you should see reflected in their own practice.

Supporting your supervisee's continuing professional development.

Depending on the experience and ability of your supervisee – their individual development level, the supervision will need to involve some teaching and mentoring. It should contribute to your supervisee's continuing professional development (CPD) and they should be able to draw on your knowledge and expertise. Supervision should also help further develop an experienced worker's knowledge and skills.

Supervision should provide an opportunity for you and your supervisee to discuss their CPD needs, and any training and development they need or may want to do. You can help your supervisee identify their learning and development needs, and review if those needs have been met.

If your supervisee is undertaking a qualification, it's an opportunity to discuss their progress and any support they may need. The supervision should also make time to consider any registration requirements your supervisee may have and the expectations set out in the Code of Practice (where relevant).

How to have outcomes-focused supervision.

To encourage your supervisees to work in an outcomes-focused way, you should demonstrate and reinforce this way of working during your supervision sessions.

In the same way we work with people, children and young people to identify the outcomes that are important to them, you should work with your supervisees to identify the outcomes that matter to them and focus on their strengths and skills:

How to have an outcomes-focused supervision meeting.

- Two-way approach: you and your supervisee prepare for the supervision meeting, decide the agenda, discuss and reflect, and agree the actions together
- Role modelling: interact with your supervisee in the way you want them to interact with people receiving care and support, by recognising their strengths and resources
- What matters conversations: find out what matters to them – use open questions and encouraging words, pay attention to what they say, reflect and summarise
- Protected thinking time: people need time and space to think about how they can best work with, and not do for, people. Don't rush in with answers – give your supervisee time to think and find their own solutions
- Reflective discussion: encourage and help your supervisee think about how people might view their care and support. What worked well to help people achieve their outcomes? What could you do differently?
- Future focus: encourage your supervisee to describe the person's outcomes, goals and hopes for the future. Help them form a clear picture of the steps required and the resources needed to achieve those outcomes. What are the supervisee's outcomes and hopes for their future, how will they get there?

You can use the following discussion points to help you plan an effective, outcomes-focused supervision session:

- What are we working towards (outcome)?
- What is working well (strengths)?
- What are we worried about (priority tasks)?
- What needs to happen (what options are we exploring)?
- Where are we now (what has been the progress so far?)
- Where do we want to be (what are the next steps)?

How to prepare for your supervision meeting.

Supervision shouldn't be a 'tick-box' exercise that's based around completing tasks. You should prepare for the sessions and make sure you know enough about the areas of work you will be discussing to have a reflective conversation about them with your supervisee. If you don't, the supervision process will lack any real value.

You should also:

- prioritise what needs to be discussed during the session
- review the notes from your previous session and make a note of the items and actions you need to follow up
- set the dates for your supervision meetings in advance so they are planned and valued
- check if there are likely to be any unavoidable interruptions (these should be exceptional)
- make sure the physical environment is laid out so your supervisee feels comfortable expressing their feelings and worries, and be mindful of confidentiality issues.

Policies, procedures and supervision record forms set out what you and your supervisee can expect from supervision. They also give your organisation a chance to audit and monitor supervision performance.

It is a good idea to have a written agreement with your supervisee about your supervision sessions. The agreement should include:

- how often the sessions will take place
- how long the sessions will be (approximately)
- where the sessions will take place
- the main areas for discussion/agenda items
- confidentiality issues
- when the notes will be written and who will write them
- procedure for complaints or reconciling differences.

Supervision and confidentiality.

Your supervisees should be comfortable discussing all aspects of their work with you. To encourage this, you should be clear with your supervisee about what will happen to the information you discuss.

You and your supervisee should be able to access the supervision record at any time. Although it's a confidential document, it's also an organisational document that doesn't belong to you and your supervisee, so it's neither secret nor private. Any supervision policies should set out the situations in which others can access the record and you must both be aware of them.

The situations could include:

- auditing
- grievance
- discipline
- internal or external inquiry
- complaints.

Performance management

What is performance management?

Effective performance management helps practitioners / teachers achieve their professional and personal goals, as well as the organisation's goals.

Performance management is the process of:

- setting performance expectations, objectives and goals
- monitoring progress
- measuring results
- appraising and rewarding or correcting practitioners' / teachers' performance.

A structured performance management process includes supervision, appraisal and professional development programmes. It plays an important part in staff retention and well-being, and the quality of care and support provided.

How often should you hold supervision meetings?

The frequency of your supervision meetings will depend on:

- your organisation or setting's supervision policy
- the experience, confidence and competence of your supervisee

- your supervisee's support needs
- if there is a performance issue
- your compliance with regulatory requirements.

Agreeing actions with your supervisee

During the supervision session, you may set actions with your supervisee. Here are some of the things you should think about when doing this:

- create the actions with your supervisee and focus on goals
- listen to your supervisee's ideas and solutions
- make sure the actions are achievable
- agree a timeline for completing the actions
- record any challenges, dilemmas and strengths you discuss and the details of the plan you have agreed.

Discussing health and well-being with your supervisee.

Staff health and well-being is essential to providing high quality care and support. In the same way you have 'what matters' conversations with people, children and young people who receive care and support, you should make sure you have 'what matters' conversations with your supervisees during your supervision sessions.

See Annexe C - questions to engage practitioners in discussions about their health and well-being in the annexe.

How to have difficult conversations with your supervisee.

There will be times when you will need to have difficult conversations with your supervisees. Being able to talk about sensitive and emotive issues is an important part of the job, but it's also one of the toughest.

A difficult conversation may include one where you discuss:

- poor performance or conduct
- personal matters
- investigating complaints or grievances
- sensitive matters, such as turning down annual leave.

Badly handled difficult conversations can have negative consequences, such as damaging team dynamics, lower morale and a negative effect on attendance and performance.

Workers will value supervisors who can address difficult issues in an open and honest way rather than focusing on blame and criticism. You should create a safe environment for your supervisee where they can learn from their mistakes.

Recording feedback.

Recording is important because it means you:

- have an accurate record of what was discussed and the actions agreed
- have a record of any disagreements
- can benchmark and audit the quality of supervision
- can use the information for performance management.

Be specific when you record your supervision sessions as it's a great way to make sure you capture the evidence effectively.

At the end of each session, or as soon as possible afterwards, you and your supervisee should sign and date the record to confirm it's accurate. You will both need to keep a copy of the record – it can be a hard or electronic copy. You may want to keep your copy in a supervision or personal staff file.

Refer to Annexe B – Supervision record

Annexe A

An example supervision agreement

SUPERVISION AGREEMENT

This is an agreement between _____ (Supervisee) and
(Supervisor).

This agreement is designed to be a working tool to underpin the development and maintenance of a good supervisory relationship. The agreement should be:

completed at the start of a new supervisory relationship, or at the earliest point after that and reviewed every 6 months.

The expectations of the organisation regarding supervision are set out within the supervision policy, non-negotiable, and provide the framework for this agreement.

The effectiveness of the supervision agreement depends upon the quality of conversation between the supervisor and supervisee, and it is very important that this document provides a foundation for discussion.

It should be completed at the conclusion of a discussion in supervision rather than filled out at the time.

The purpose of supervision is to ensure that leaders and practitioners meet the requirements of their roles and responsibilities; and to identify key strengths and areas for development, including professional training needs.

Effective Dates:

Frequency of Meetings:

Duration of supervision session: Usually 1 hour.

Availability of supervisor for ad hoc discussions between sessions

Type of Supervision: Individual

Supervisor's definition of supervision: Good quality professional supervision is essential for excellent leadership and early childhood and education practice. It allows the individual leader and/or early years practitioner / teacher the time and space to reflect on their professional identity, development and the wider social and political environments that influence early childhood policy and practice. Through supervision we aim to:

- secure strong and effective leadership
- promote and encourage consistently high quality teaching, learning and care
- secure positive outcomes for all children attending the setting.

Purpose, Goals And Objectives Of Supervision:

- To fulfil requirements of EYFS and other relevant legislation
- To promote development of supervisee's professional identity and competence
- To secure continuous improvement – ultimately working towards achieving and maintaining outstanding practice.
- (Other) as agreed upon by supervisor and supervisee.

Context And Content Of Supervision:

The content of supervision will focus on the acquisition of knowledge, conceptualisation, and skills within the defined scope of practice.

The context will ensure understanding of ethics, codes, rules, regulations, standards, guidelines (including consent, confidentiality/ privacy), and all relevant legislation.

A supervisory record form will be used to document key actions of each supervisory session.

Feedback will be provided at the close of each session. Supervision notes will be shared with the supervisee.

Particular priority areas to be discussed regularly

E.g. Safeguarding / child protection, key children, personal well-being, professional development – training, coaching and support.

4. Rights and Responsibilities of both parties

a. Supervisor Rights

1. To raise issues about the supervisee's work.
2. To question the supervisee about their work and workload.
3. To give the supervisee constructive feedback on their work performance.
4. To observe the supervisee's practice and to initiate supportive / corrective action as required.
5. To not always know the answer – but to have time to find out.

b. Supervisor Responsibilities

1. To uphold ethical guidelines and professional standards.
2. To make sure supervision sessions happen as agreed and to keep a record of the meeting.
3. To create a supervision file containing supervision records and other documents relating to development and training.
4. To ensure that the supervisee is clear about their role and responsibilities.
5. To record the supervision session and to provide a copy of notes for supervision file.
6. To monitor the supervisee's performance.
7. To assess the supervisee against agreed standards and expectations set by the provider.

8. To know what the supervisee is doing and how it is being done.
9. To deal with problems as they impact on the supervisee's performance.
10. To support supervisee and the agreed personal development plan.

c. Supervisee Rights:

1. To uninterrupted time in a private venue.
2. To Supervisor's attention, ideas and guidance.
3. To receive feedback.
4. To set part of the agenda.
5. To ask questions.
6. To expect Supervisor to carry out agreed action or provide an appropriate explanation, within an agreed time frame.
7. To have their development/training needs met.
8. To challenge ideas and guidance in a constructive way.
9. To say when they are feeling stuck and in need of additional support / help.

d. Supervisee Responsibilities:

1. To uphold ethical guidelines and professional standards;
2. To be prepared to discuss child cases e.g. looked after children / safeguarding and child protection / children with disabilities and/or special educational needs with the aid of written case notes or other evidence materials
3. To validate diagnoses, interventions, approaches and techniques used;
4. To be open to change and use alternate methods of practice if required;
5. To consult supervisor or designated contact person in cases of emergency;
6. To implement supervisor directives in subsequent sessions; and
7. Maintain a commitment to on-going education, learning and development.

This agreement is subject to revision at any time, upon the request of either the supervisee or the supervisor. A formal review, however, will be conducted every 6 months and revisions to the contract will be made only with consent of the supervisee and approval of supervisor.

We agree, to the best of our ability, to uphold the guidelines specified in this supervision contract and to manage the supervisory relationship and supervisory process according to agreed professional practice.

Supervisor

Supervisee

This agreement is in effect from DATE _____

Date of revision or termination: DATE _____

Notes

Annexe B – supervision Record

Deborah Udakis
Consultancy Ltd
Inspiring confidence, delivering results



Supervision meeting record

Employee name:

Name of person leading supervision meeting:

Date:

WellBeing Review

Progress on actions from previous meeting:

Concerns relating to individual children / safeguarding
Actions to be taken (when and by who):

EYs development / initiatives and news / updates

--

Action to be taken:	When:	Where:

Concerns or team issues

Actions:		

Setting performance (occupancy rates; fee collection, safeguarding; EYFS; marketing etc.):

Actions	When	Where

Professional development

Action to be taken:

Action to be taken:		

Practitioners agenda / areas for discussion:

Action to be taken:

Action to be taken:	When:	Where:

Performance management / quality of education

Number of days
holiday outstanding
for current leave year:

Planned dates for leave
in the coming month:

Date of next meeting:

Factual accuracy of record - supervisee's comments.

Supervisee signature:

Supervisor signature:

Annexe C

Questions to highlight how the job may be affecting your employee's overall wellbeing

- 1). What are your energy levels like after a day at work?
- 2). Have your sleeping habits changed since you started work here?
- 3). Has your appetite changed since you started working here?
- 4). Do you suffer mood swings during your day at work?
- 5). Which moods do you feel mostly at work?
- 6). Have your relationships suffered as a result of work?
- 7). Have any of your outside commitments suffered as a result of work?

Questions to highlight what your employee worries about whilst at work

- 8). Do you ever worry about finances?
- 9). What worries you the most when at work?
- 10). Do you ever worry about the security of your job?
- 11). Can you tell us the last time you left work feeling upset?
- 12). What do you struggle with the most at work?
- 13). What would a nightmare day look like to you as an employee?

Questions to gauge how your employee feels when they are at work

- 14). As an employee here, how would you rate your mental health outside of work?
- 15). As an employee here how would you rate your mental health inside of work?
- 16). Can you explain the difference or similarities between the two answers given above?
- 17). How would you rate your overall mood when you are at work 10 being very happy and 0 being very unhappy?
- 18). Why have you given the score above?
- 19). What makes you unhappy at work?
- 20). Compared to when you started your role how would you say your mental health is?
- 21). As an employee do you ever feel nervous at work?
- 22). How often do you feel nervous at work?

Questions to find out how supported your employees feel whilst at work

- 23). Do you feel supported if you feel unhappy at work?
- 24). Who would you turn to if you felt your mental health was declining whilst at work?
- 25). Do you feel like we do enough to support your mental health at work as an employee?
- 26). How would you rate your stress levels whilst at work 10 being incredibly stressed 0 being not stressed at all?
- 27). Can you explain the answer which you have given above?
- 28). Is there a way for you to manage your stress effectively whilst at work?

Questions to find out how your employees manage their mental health

- 29). How do you manage your feelings when you feel unhappy at work?
- 30). How do you unwind after a day at work?
- 31). Do you do anything currently to help your mental wellbeing?
- 32). What do you think is the best remedy when you are feeling down or unhappy at work?
- 33). Are there any quotes or mantras that you use to boost your mental health?

Questions to find out how you as a company can better support your employees

- 34). What could we do to improve your work life balance?

- 35). Could you explain a time when you felt very supported at work how can we ensure this happens all the time?
- 36). Do you feel like we have a supportive culture here?
- 37). Do you feel like you have the necessary tools to do your job properly?
- 38). Would you like us to have dedicated resources here to support your mental health as an employee?
- 39). What can we do to make you feel more confident and stable in your role here?
- 40). Is there anything we can do as a company to promote better mental health for our employees?
- 41). What does a supportive manager look like to you as an employee?
- 42). What does an unsupportive manager look like to you as an employee?

Questions to assess an employee's self-esteem at work

- 43). Do you feel confident at work?
- 44). What makes you disappointed as an employee?
- 45). Do you see yourself as a capable person?
- 46). Do you think you can handle most challenges which come your way as an employee?
- 47). How do you work when you are under pressure?
- 48). How often would you say you felt positively about your mental health - all the time, very often, sometimes, rarely, never.

Questions to assess how this person feels as a member of the team at your company

- 49). Do you feel valued as a team member?
- 50). Do you get along with your colleagues?
- 51). Do you feel fulfilled in your role here?
- 52). Why do you or don't you feel fulfilled in your role here?
- 53). Do you feel like you are respected?
- 54). Do you feel like your voice is heard here?
- 55). Do you feel like your opinions are taken onboard?

Questions to assess how much the workload could be affecting your employee's mental health

- 56). Do you feel like you have a good work life balance here?
 - 57). Do you ever feel overworked or underworked here as an employee?
 - 58). How much enjoyment do you get from your job?
- Questions to discover what or who positively impacts your employee's mental health
- 59). What would a perfect day look like to you as an employee?
 - 60). What makes you feel excited as an employee?
 - 61). What do you think you think your main strengths are at work?
 - 62). Who do you think has the most positive influence here and why?
 - 63). What can we all learn from this person?
 - 64). What makes you feel happy at work?
 - 65). What brightens up your day?
 - 66). Is there anything that you look forward to when coming to work?
 - 67). Who makes you feel like a valued employee and why?
 - 68). What are you grateful for at work?
 - 69). Who do you find the most inspiring at work?
 - 70). What gives you hope when at work?

Of course you don't need to ask all of these questions regarding an employee's mental health, and nor should you. You should select a few key questions which you think are most relevant and ones which you think will provide valuable insight into your employee's mental health.

Once you have gathered the answers it's crucial that you think 'how can I change these answers for the better'. Create a structured plan of how you can support this employee going forward. For example, if an employee's answers seem very focused around not feeling confident enough to carry out tasks. You should make a plan focused around building their self esteem up.



Wellbeing

Definition;

"the state of being comfortable, healthy and happy"

The all important question is, how happy, healthy and comfortable are you at work?