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**SUPERVISION AND LEADERSHIP OF SOCIAL
WORK**

**METHODICAL GUIDELINES
to practical classes and independent work
for training Masters
specialty 231 Social Work**

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Preface

Practice supervisors are qualified social workers whose primary function is to supervise practice and decision-making, and to develop the skills of individuals and teams in social work services. Being a practical supervisor is a skilled and complex role that requires certain skills and abilities. Supervisors not only influence the activities and development of the organization (at the management level) but are also responsible for supervising the work of practicing social workers and the quality of services provided. This dual role has been compared to a bridge that "passes between direct practice and strategic management".

Supervisors are responsive to the diverse needs of organizations and are trusted leaders who help create an atmosphere of trust and positivity in the workplace and attend to the individual needs of supervisees to support the development of their professional identity and skills.

The purpose of the course "Supervision and Leadership of Social Work" is to form a scientific and professional worldview of the master's specialty 231 - Social work in the field of supervision, to understand the basics of supervision, the best methods of supervision and leadership in the environment of social work.

The main tasks of studying the discipline "Supervision and Leadership of Social Work" are:

- Familiarization with theoretical models and best practices of supervision, formation of leadership in social work.
- Study of types of supervision, types and styles of leadership.
- Mastering the principles of staff motivation and conducting negotiations.
- Mastering the principles of solving problems in the social sphere.

During the study of the discipline of higher education, one should acquire the skills to: use foreign sources when performing tasks of scientific research and applied activities, to express oneself in a foreign language, both orally and in writing; use general and specialized software to solve professional problems and carry out scientific research; to organize the joint activities of workers from various fields and non-professionals, to prepare them for the performance of social work tasks, to initiate team building; develop criteria and performance indicators of professional activity, apply them in the assessment of the work performed, offer recommendations for ensuring the quality of social services and management decisions.

Topic 1

Supervision and Leadership Approaches in Social Work

Learning Objectives:

1. Understanding the essence of definitions of supervision.
2. Define the functions of supervision - early perspectives.
3. Explain the dimensions of supervision.
4. Understanding the role of power and leadership in supervision.

Professional supervision is a process between a person called a supervisor and another person called a supervisee. It is usually aimed at increasing the efficiency of assistance to the person under control. This may include the acquisition of practical skills, acquisition of theoretical or technical knowledge, personal development at the client/therapist interface and professional development.

Supervision is the primary means by which an agency-based supervisor assists staff, individually and collectively; and ensures standards of practice. The goal is to enable subordinates to perform their jobs as effectively as possible as outlined in their job descriptions.

The theoretical perspectives for understanding supervision are represented in Table 1.1.

Table 1.1

Key theoretical perspectives for understanding supervision

<p>Social exchange theory – if supervisees have a positive experience of supervision they are more likely to be motivated and view their role and work within the organization more favourably. There are, therefore, both risks and benefits implicit within the supervisory relationship depending on the quality of this (Carpenter et al. 2013).</p>	<p>Social capital theory - emphasises the importance of a person's social networks and focuses on examining the nature, structure and resources which are present in these networks. Again the quality of the supervisory relationship is influential and is thought to contribute to developing social workers' resilience (Carpenter et al. 2013).</p>	<p>Social cognitive theory – focuses on self-efficacy in performance of key tasks (Bandura 1988). If a person thinks that the task can be done and that they have skills to do it, they will persevere, even in the face of adversity.</p>
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Supervision in social work is uniquely shaped by the practical context. This means that a position within an organization, usually defined as a 'supervisor' or 'manager', gives one person authority over social workers'

work with clients. This conceptualization of supervision makes the term "peer supervision" an oxymoron since colleagues at work do not have power over each other's practice.

The Functions of Supervision

1.Educational/formative/developmental. This function of social work supervision aims to develop the competence and confidence of social workers. Supervision provides social workers with the space to better understand how social work values and ethics apply to their cases and to improve their practical knowledge, skills, and attitudes. This aspect of supervision allows for continuous learning and assessment of training and learning needs.

2. Supportive/restorative/resourcing. Supervision provides social workers with space to work through reactions and emotions about their work that affect their work performance and professional effectiveness. Supportive supervision includes providing emotional support, enabling, empowering, and helping social workers identify situations where self-care or outside personal support may be needed.

3.Administrative/normative/qualitative. This function of social work supervision focuses on the managerial role of supervisors. Supervision provides the space to ensure organizational accountability and ethical practice. This includes setting work goals and objectives, managing workload, reviewing, and evaluating the supervisee's performance, and ensuring that service standards are met.

The Dimensions of Supervision

The main dimension is *the relationship* between the supervisor and the subject of supervision, which should be based on an environment of respect and recognition of the individual, which can lead to a position of authoritative support.

Discussion of *work/cases* is often the main theme of any session, but this dimension is not only a cursory look at the events that have happened since the last meeting; it needs to include the critical reflective analysis.

The managerial dimension is important to include as it will impact on the service generally, as well as individual practice. A thorough discussion of goals, performance, and workload will have more impact than whining about his presence in supervision.

Professional development will cross personal and organisational perspectives. It should recognize individual achievement and learning needs and anticipate future changes in the service and provide opportunities for development to respond to them (Fig. 1.1).

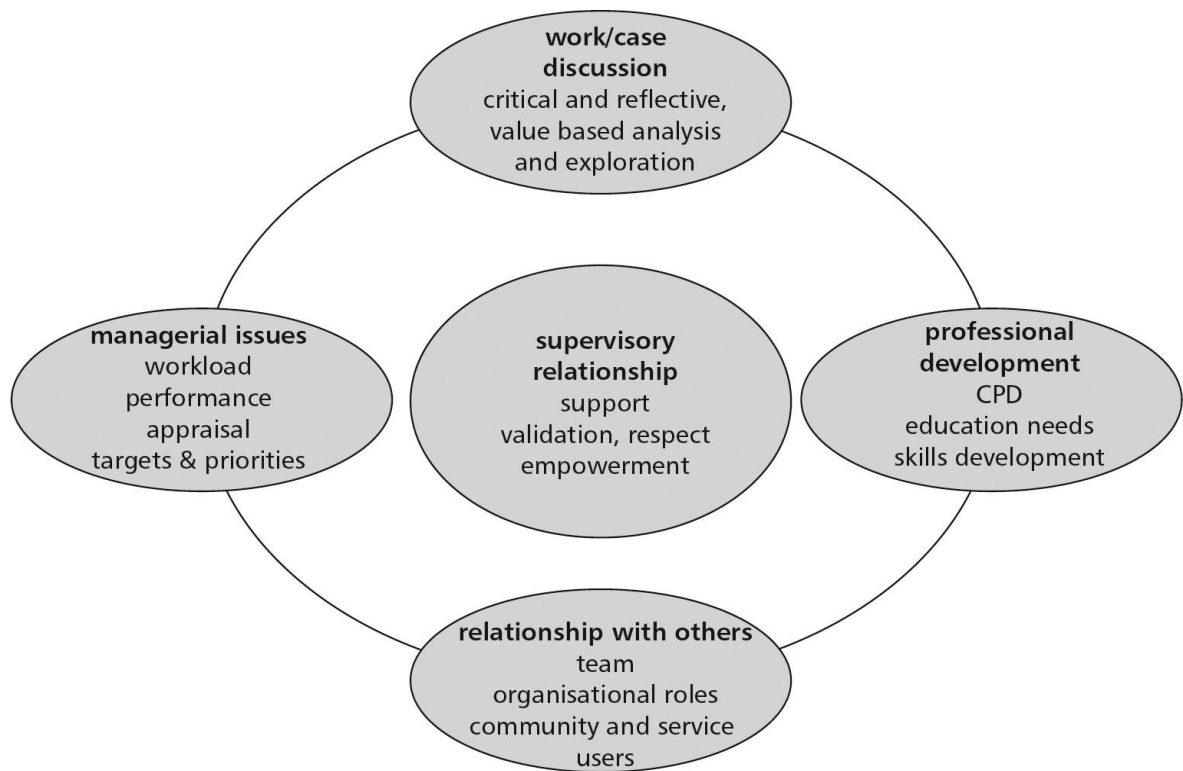


Figure 1.1. The Dimensions of Supervision

Power is the superiority of one person over another. In the basis: force (power); impact; authority (prestige). In general, power is a determining influence on the behavior of the masses, groups, organizations, the instruments of which the state possesses.

There are four types of power:

- 1) Power ‘over’ means the ability of the powerful to influence the actions and thoughts of others. It includes domination, force, coercion, and abuse.
- 2) Power ‘to’ refers to the ability to act; including the ability to claim rights, citizenship, or the voice.
- 3) Power ‘within’ refers to a sense of self-identity, an understanding of our rights and roles as citizens, and the confidence and awareness that anything can be a prerequisite for action. It is usually called "inner strength".
- 4) Power ‘with’ refers to the power that can arise through cooperation with others, collective action and alliance formation. Commonly described as ‘strength in numbers’.

Review & Discussion Questions

1. Describe the essence of definitions of supervision.
2. Explain the theoretical perspectives for understanding supervision.
3. Describe psychotherapeutic and managerial approaches to supervision.
4. Identify principles of supervision.
5. Describe the functions of supervision.

6. Explain the dimensions of supervision.
7. Describe the essence and typology of power.
8. What is leadership in your opinion?
9. What are the top three qualities that you value most in leaders?
10. What are your top three strengths as a leader?
11. What are three qualities that you would like to improve as a leader?

Topic for essay

1. Whether or not one was “born to lead”?

Topics for presentation

1. The definition of supervision. Supervision strategies.
2. Tips to empower the staff.
3. Effective Leadership in Social Work.
4. The difference between leadership and supervision.

Watch the videos and be ready for discussion

1. Leadership, Management, and Supervision
https://www.youtube.com/watch?v=EyI_ISMlndI
2. What's the difference between a boss and a leader?
<https://www.youtube.com/watch?v=9DSh2VRgvEk>

Read the articles and prepare short report

1. Andrea Roselli, Christopher Austin (2021). The dynamical essence of powers. *Synthese* (2021) 199:14951–14973 <https://doi.org/10.1007/s11229-021-03450-8>
2. Amina Hussain and Rachelle Ashcrof (2022). Social Work Leadership Competencies for Practice amid Crisis: A Scoping Review. *Health & social work*, 2022, Vol.47 (3), p.205-214.

Topic 2

The Supervision Process in Social Work

Learning Objectives:

1. Identifying the types of supervision.
2. Describe the management of supervision process.
3. Case and practice management and structuring supervision.

There are several different types of supervision, such as individual supervision, group supervision, peer supervision, special supervision, case supervision, etc.

One-to-one supervision between supervisor and supervisee takes place face-to-face (or by phone or video call if it can be cancelled) privately at a pre-arranged time with an agreed agenda and preparation for both parties.

Group supervision can complement, but should not replace, one-to-one supervision. This involves a group/team of staff (led by a service or team leader, assistant team leader or senior practitioner) to display cases using safety signs, learn from each other's practice and work together as a team. This can be particularly useful when discussing newly allocated cases to assess the assessment timeframe and direction of cases or cases that feel stuck. It is an opportunity for reflection, analysis, planning and exploration of topics and is considered particularly useful for new or less experienced employees as it allows more experienced employees to teach less experienced employees how to manage things efficiently and in a timely manner in a way that promotes learning and development.

Joint supervision is an opportunity to unite several workers working on a case. For example, family support workers and social workers. This provides clarity on the progression plan and allows all practitioners to understand the direction of the case and their role in it.

Personal supervision is an important element of workforce support and should be considered a priority to support staff in managing occupational stress.

The management of supervision process

The process of supervision is interactive, based on constructive interpersonal communication and reflection between the supervisor and the subject of supervision.

The Table 2.1 shows the suggested frequency of supervision. Supervision may include one-on-one and group / peer-to-peer supervision. At least half of the minimum supervision time should be formal supervision. In addition, practice context and case nature should be further considered when planning the frequency of supervision sessions.

Table 2.1

FREQUENCY OF SUPERVISION

Duration of Social Work Experience of Supervisee	Frequency of Individual Supervision Sessions	Contact Time per session
0 – 6 months	Weekly	At least 2 hours
More than 6 - 12 months	Weekly	At least 1.5 hours
More than 1 year - 3 years	Fortnightly	At least 1.5 hours
More than 3 years - 10 years	Monthly	At least 1.5 hours
More than 10 years	Bi-monthly or as needed	

Case and Practice Management and Structuring Supervision

The primary purpose of supervision is to allow you to manage the quality of your supervisee's work.

Structuring and Planning Supervision:

- Determining the agenda for a session and preparing for supervision.
- Recording.
- Cancellation and Rescheduling.

Review & Discussion Questions

1. Describe differences between one-to-one and group supervisions.
2. Explain joint supervision.
3. Describe the management of supervision process.
4. Who is responsible for supervision process?
5. Explain case and practice management and structuring supervision.

Topics for presentation

1. Documentation of supervision.
2. Ethics of supervision.
3. Supervisory process.
4. Organisational policy of supervision.
5. Structuring and Planning Supervision.

Watch the videos and be ready for discussion

1. The Role of the Supervisor
<https://www.youtube.com/watch?v=AMCygSPXDQo>

2. An example of a first supervision session
<https://www.youtube.com/watch?v=saCn4nmLuKo>

Read the article and prepare short report

1. Li, Jiatian ; Yin, Yilin (2020). Research on supervision demand of general contracting project based on grounded theory. *IOP conference series. Materials Science and Engineering*, 2020, Vol.768 (5), p.52040. doi:10.1088/1757-899X/768/5/052040

Topic 3

Leadership Styles and Emotional Intelligence for Supervisors

Learning Objectives:

1. Understanding flexibility of supervision and leadership styles.
2. Identifying the essence of Emotional intelligence for supervisors.
3. Describe the elements of Emotional Intelligence for supervisors.

Style refers to a way of doing something. *Leadership styles* mean the behavioral pattern which a leader adopts to direct the behavior of members in an organization to achieve the goal of the organization.

The three major styles of leadership are:

1. Authoritarian or autocratic - 'Boss'.
2. Participative or democratic - 'Teamwork'.
3. Delegative or Free Reign - 'Multidisciplined' (Fig. 3.1).



Figure 3.1 Kurt Lewin's Three Styles Model

Authoritarian (autocratic)

Characterized by individual control over all decisions and little input from group members. Provide clear expectations of what needs to be done, when it needs to be done, and how it needs to be done. It is best used in situations where there is little time for group decision-making or when the leader is the most knowledgeable member of the group.

Participative (democratic)

Generally, the most effective leadership style. Offer guidance to group members, but they also participate in the group and allow other group members to contribute their input. Encourage group members to participate, but reserve the final say in the decision-making process. Members of this group were less productive than members of the authoritarian group, but their contributions were of a much higher quality.

Delegative (free reign or laissez-faire)

The least productive of all three groups. Do not offer or suggest leadership to group members and leave decision-making to group members.

Although good leaders use all three styles, with one of them normally dominant, bad leaders tend to stick with one style.

According to Daniel Goleman there are six styles of leadership (fig. 3.2).



Figure 3.2 Goleman's six leadership styles

In a 2003 Harvard Business Review reported that 80% of competencies that differentiate top performers from others are in the domain of *Emotional Intelligence* (otherwise known as emotional quotient or EQ).

The term emotional intelligence was created by two researchers, Peter Salavoy and John Mayer in their article "Emotional Intelligence" in the journal *Imagination, Cognition, and Personality* in 1990. It was later popularized by Dan Goleman in his 1996 book *Emotional Intelligence*.

Emotional intelligence refers to the capability of a person to manage and control his or her emotions and possess the ability to control the emotions of others as well.

Emotional intelligence is a very important skill in leadership. It's a scientific fact that emotions precede thought. When emotions run high, they change the way our brain's function diminishing our cognitive abilities,

decision-making powers, and even interpersonal skills. Understanding and managing our emotions (and the emotions of others) helps us to be more successful in both our personal and professional lives.

Emotional intelligence is essential to the tasks of a supervisor. Supervisors who have essential emotional intelligence skills have more productive satisfied teams. Those supervisors who are evaluated as ineffective lack key qualities of emotional intelligence. Emotional intelligence aids a supervisor in key tasks such as developing a working relationship with employees, facilitating teamwork, motivating employees, helping employees cope with workplace change.

According to Daniel Goleman Emotional intelligence has five main elements such as - self-awareness, self-regulation, motivation, empathy, and social skills (Fig. 3.3).

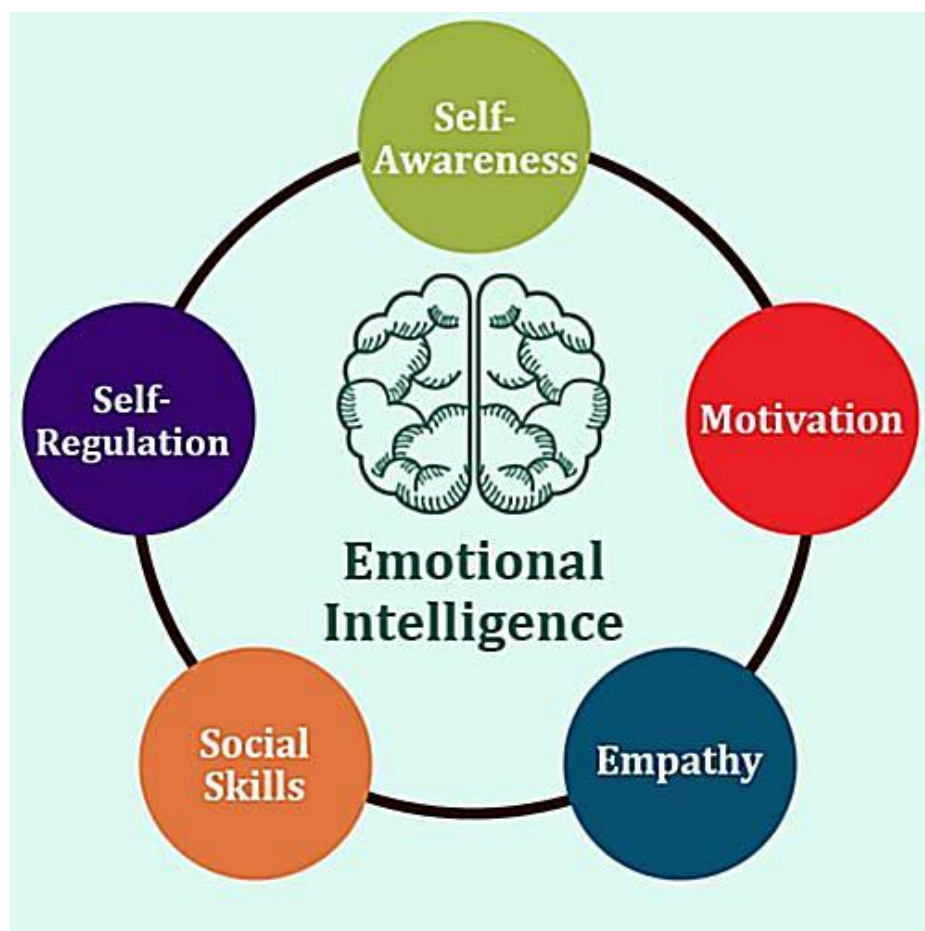


Figure 3.2 The main elements of Emotional Intelligence

Review & Discussion Questions

1. What is Leadership style?
2. Explain Kurt Lewin's Three Styles Model.
3. Give an example of an authoritarian or autocratic leader among celebrities and politicians.
4. Give an example of a participative or democratic leader among celebrities and politicians.
5. Give an example of a delegative or free reign leader among celebrities, politicians.
6. Explain Goleman's six leadership styles.
7. What is Emotional Intelligence?
8. Describe the main elements of Emotional Intelligence.

Topics for presentation

1. Flexibility of supervision and leadership styles.
2. Distinguishing supervision and leadership styles.
3. Supervisory emotional intelligence.
4. The elements of emotional intelligence for supervisors.

Watch the videos and be ready for discussion

1. Goleman's leadership styles
<https://www.youtube.com/watch?v=fOGWwcQC7fw>
2. Emotional Intelligence
<https://www.youtube.com/watch?v=weuLejJdUu0&t=2s>
3. Which Leadership Style Is This?
<https://www.youtube.com/watch?v=Bv16yctXaFM&t=4s>

Read the cases and answer the questions

Case 1 MOLLY'S LEADERSHIP STYLE (COMPETENCYBASED CASE EXAMPLE)

Molly was recently promoted to a director's position which now required her to facilitate meetings with her team. She was full of energy, eager to bring about change, and was committed to fostering a new culture where staff felt that they had a say. There were several issues that needed her immediate attention and resolution in the first few months of her new leadership role. She decided that she would bring these to the team and allow the team to decide how to manage these issues. At first this seemed to work well, but after a few meetings she started to notice that the group was teetering between seemingly frustrated and utterly disinterested. She could not understand how people could seem so frustrated and indifferent—after all she was giving them a voice in these matters. She started to reflect on how these meetings were being conducted and was able to recognize that she had perhaps allowed too much of a say by some but had failed to facilitate the meeting in such a way as to ensure that there was input from all. Additionally,

in reviewing her agenda notes she realized that so much time was consumed by getting input from people that the meetings often ended without a definitive resolution, and without hitting all the agenda items. She pondered if she had created a culture of paralysis by over analysis in her well-intended desire to lead democratically.

Questions: 1. How could Molly modify her use of the democratic style?

2. What are the potential risks and benefits of continuing to employ the democratic style?

3. In addition to the democratic style, what other style might she try to integrate at times?

4. What are the potential risks and benefits of trying to incorporate other styles?

Case 2 BLENDING LEADERSHIP AND MANAGEMENT

Elle was assigned to lead the implementation of an electronic health records system at a large social service agency, after three project managers had left the agency. At the time it was assigned to Elle, it had been through many iterations of change and many staff had given up on the idea that the project would ever come to fruition.

The agency culture was entrenched in an archaic style of doing paperwork—there was no electronic record keeping for any data, the billing department still mailed out typed invoices, and a large portion of the employees still had never even set up their email accounts. Elle quickly realized that the project would need both aligning and organizing. She understood that launching a project of this magnitude would require that she create an “A-team” of staff who could first and foremost help to align others and increase the buy-in for this project. After all, everyone was already stretched way too thin and asking them to commit what little time they had to learn the system and create the technological functionality to be tailored to the agency’s needs and regulations would be a big ask. Once she obtained buy-in from a select group of individuals working in diverse roles to represent all levels of the organization, she was confident that they could promote the changes by modelling their commitment, knowledge, and enthusiasm for the much-needed change.

Elle organized weekly meetings and collaborated with the team to set achievable tasks to slowly build the team’s confidence in their competencies and skills (leave them hungry to keep growing, she figured). She even worked with IT consultants to help translate the tech jargon that was so foreign to the team. The team had gelled and reached a point where they were truly excited to launch the electronic health record system; all members had proven their dedication to the agency, the team, and the progressive nature of the work. On the day of the go-live training, the company that had sold the electronic health record system reported that vital forms such as assessments, treatment plans,

and progress notes were not ready for deployment, meaning the agency could not use them. Over the next few weeks, Elle and the team of IT consultants pressed for the product completion, but to no avail. Elle's A-team was told by the company that they had "outpaced" the company, which meant they could not quality test their own product in stride with the completion of tasks the A-team finished. The team's enthusiasm was rapidly deflating. The weekly meetings seemed to lose purpose and energy. Elle now had to rebuild, and regain, their confidence while also managing her own feelings of frustration and dissatisfaction with the company they were working with.

Question: What EI skills can Elle employ to manage this situation?

Topic 4 Models of Supervision in Social Work

Learning Objectives:

1. Identifying the different models of supervision.
2. Describe the 4x4x4 model of supervision.
3. Understanding the reflective and development models of supervision.
4. Describe evidence-based model of supervision.

Various models of supervision can be found in the literature. Table 4.1 provides a brief overview of the supervision models.

Table 4.1

THE SUPERVISION MODELS

Supervision models	
<p>Reflective supervision (Franklin, 2011)</p> <p>Reflective learning model (Rankine, 2017; Rankine et al., 2018; Wilkins, 2017a)</p>	<p>Builds on Schön's (1992) work ('reflection-in-action'), emphasising the analysis of relationships and models of collaboration.</p> <p>Fosters professional development.</p> <p>Focuses on exploration of thoughts and feelings and provides opportunities for practitioners to explore issues of diversity and power in relation to the practice of social work.</p>
<p>Developmental model (Kim et al., 2018)</p> <p>'Live' supervision (Davys and Beddoe, 2015; Birkholm Antczak et al., 2017; Dugmore et al., 2018)</p>	<p>Considers the supervisees current stage of professional development.</p> <p>'Live' supervision of the practitioner working in practice contexts initiated through through direct observation or recordings of practice.</p>

Supervision models

4x4x4 (integrated) model

(Morrison, 2009, in Dugmore et al., 2018)

Acknowledges the political and social environment in which supervision operates, and the challenges this creates for supervisors, by focusing on different supervision stakeholders, functions and stages.

Clinical supervision

(Carpenter et al., 2013, drawing on Bogo and McKnight, 2006; Renner et al., 2009)

Mainly offered in the USA, with a focus on both counselling and psychotherapy (within which it originated).

Interprofessional supervision

(Beddoe and Howard, 2012; Davys, 2017; Sweifach, 2017)

A form of supervision offered to different professionals working within multidisciplinary or interdisciplinary teams. It has the potential to improve functioning in such teams, but may lack clear frameworks and guidance for the professionals involved (who are drawn from a variety of professional backgrounds).

Emerging models:

Evidence informed model

(O'Donoghue et al., 2018)

Like the 4x4x4 model, it considers the dynamic relationship between the people involved in the supervisory relationship and the wider environment in which supervision takes place. The model was developed from an overarching review of research on supervision.

The 4x4x4 model of supervision

This is a very powerful integrated supervision model (see Figure 4.1) that includes the following elements:

Four main stakeholders in supervision (service users, staff, organisation, partners).

Four functions of supervision:

- 1) management (ensuring that practice and performance is of a high standard);
- 2) development (supporting ongoing development of practitioner skill and knowledge);
- 3) support (a secure and reflective relationship);
- 4) mediation (helping to connect practitioners experiences of practice, organisational life and the wider political or structural system within which social work is provided).

Four stages of the Kolb’s learning cycle (experience, reflection, analysis and plan / action).

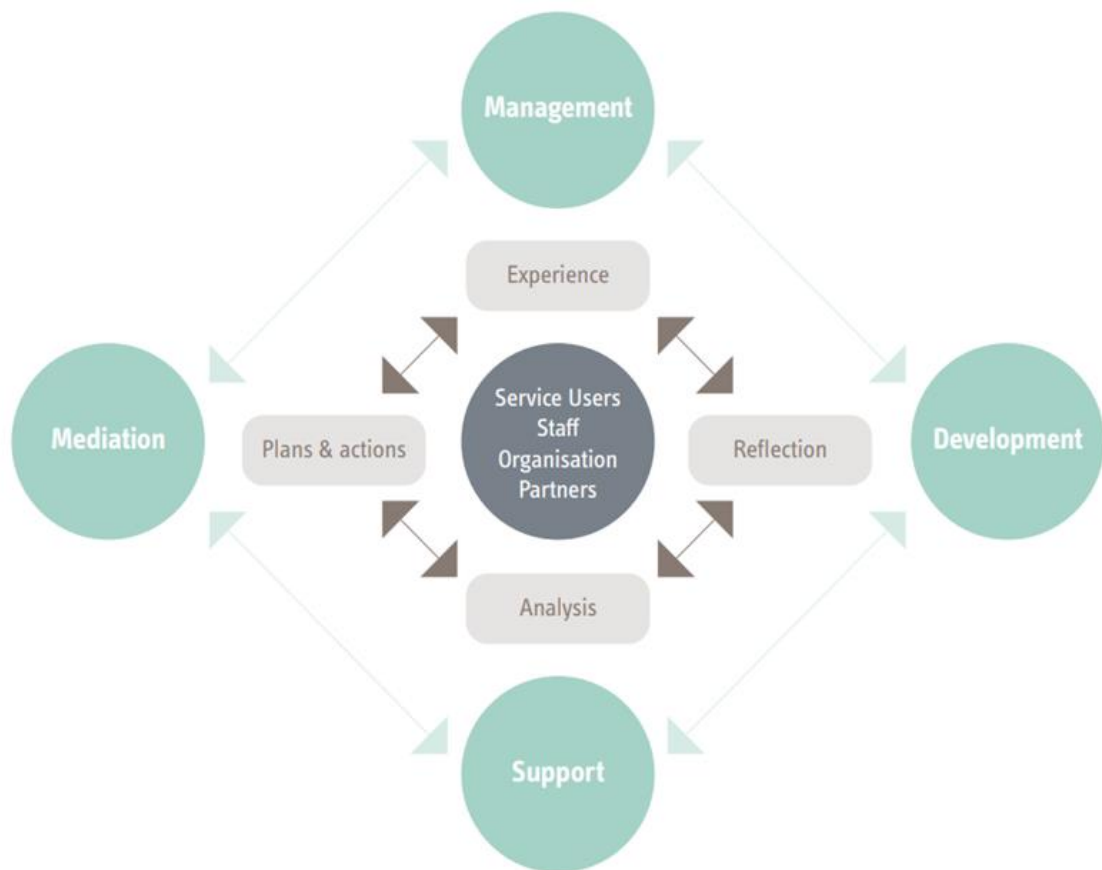


Figure 4.1 The 4x4x4 model of supervision

The reflective model of supervision

Reflective supervision emphasises the analysis of relationships and models of collaboration in practice. The intention is that this process will allow practitioners to explore their thoughts and feelings not only during supervision but also in practice (Franklin, 2011). It is often referred to provide “scaffolding” (Wonnacott, 2013) or “space” (Earle et al., 2017) for practitioners to explore their emotions regularly and safely.

The importance of providing space for reflection during supervision is widely recognized in social work practice. However, in social work practice in England, the reflective model is generally used in conjunction with other forms of supervision. It is important to note that different models of supervision interact, build, and learn from each other.

Development model of supervision

Similar to reflective supervision, the developmental model emphasizes the practitioner's stage of professional development and their learning and support needs (Fig. 4.2).

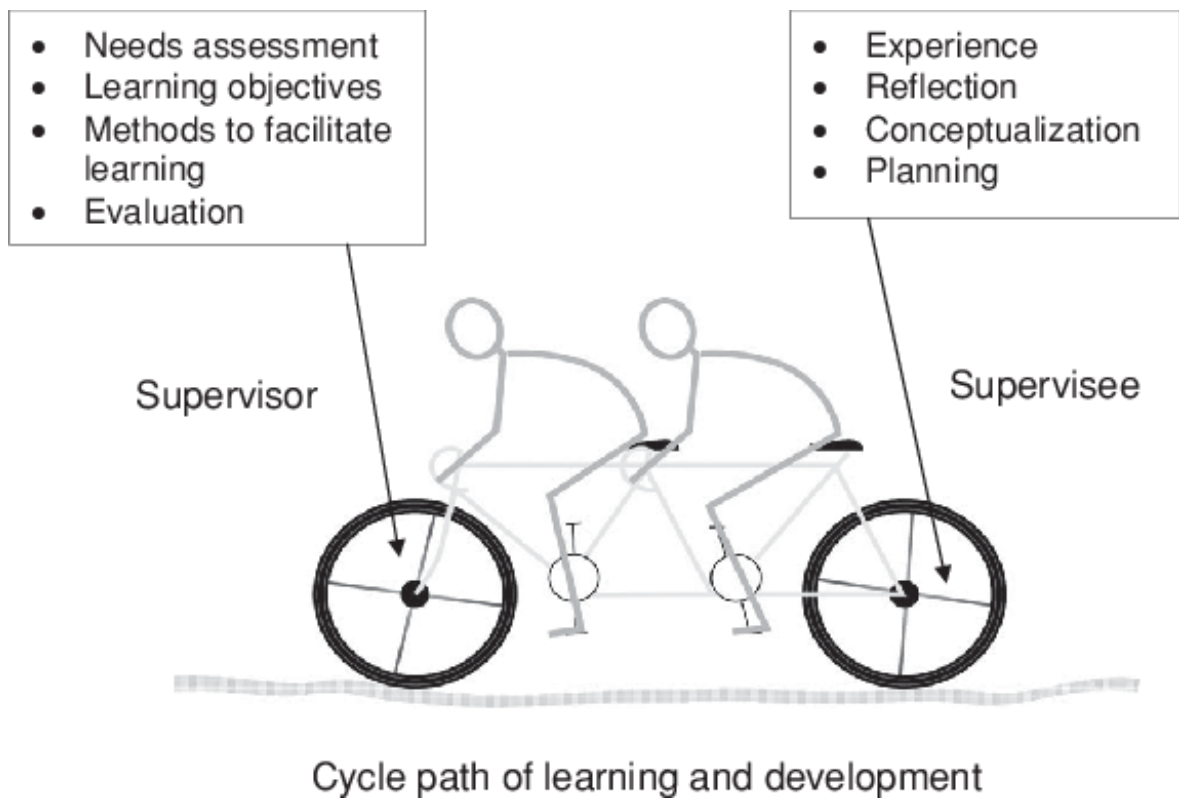


Figure 4.2 Development model of supervision

Essentially, this model takes into account the stage of development of a practitioner's practice and the various challenges associated with different levels of experience, knowledge and skills (Kim et al., 2018). The focus then shifts to the supervisor, who offers different types of supervisory experiences based on the individual support and development needs of each practitioner (Everett et al., 2011).

Evidence-based model of supervision

The 'evidence-based model' (Fig. 4.3) is based on a review of previous research, which led O'Donoghue and colleagues to identify that there must be a dynamic relationship between five key aspects of supervision to be effective.

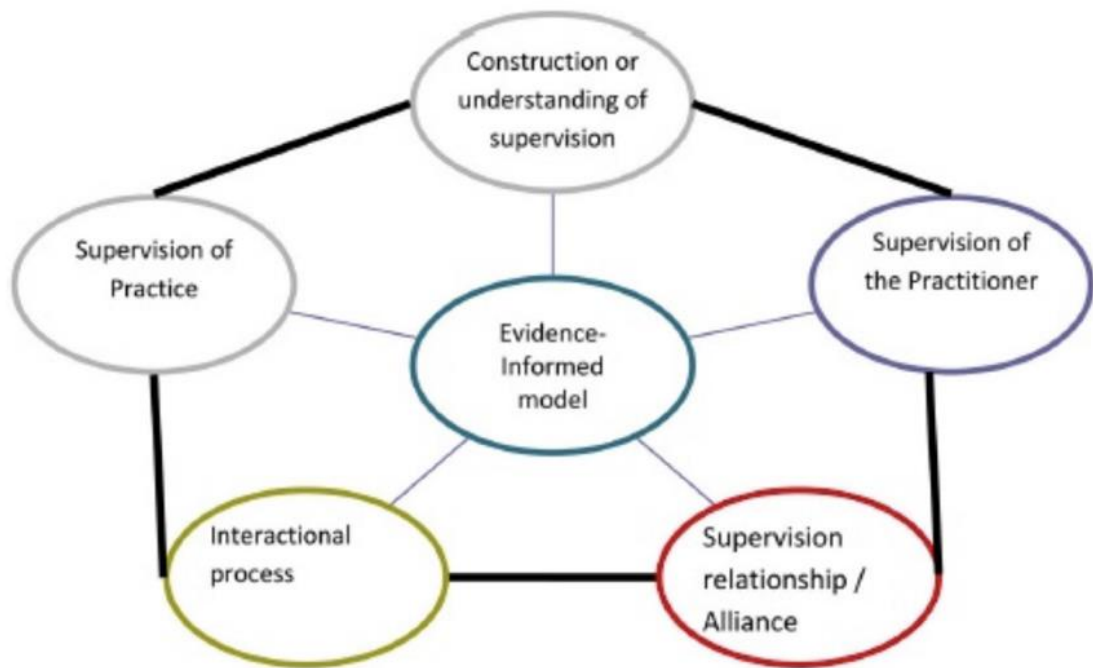


Figure 4.3 Evidence-based model of supervision

Similar to the 4x4x4 model (Morrison 2005), the evidence-based model described above can be used by managers as a tool to:

clarify roles, responsibilities and accountabilities	attend to the professional development and emotional needs of their supervisees	effectively engage with the interactional and relational processes involved in supervision while seeking to improve the supervisee's frontline practice.
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Review & Discussion Questions

1. What supervision models do you know?
2. Describe the 4x4x4 model of supervision.
3. Explain the reflective and development models of supervision.
4. Describe an evidence-based model of supervision.
5. Which model(s) do you find helpful and why?
6. Looking at the different functions outlined in both the evidence-informed model and the 4x4x4 model – which aspects of the supervisory practice do you think you do well, and which do you need to be more mindful of and improve?

Topics for presentation

1. Models of Supervision.
2. Clinical supervision.

3. Cycle paths of learning and development in supervision.
4. The nine levels within the Professional Capabilities Framework (PCF).
5. Interprofessional supervision.
6. 'Live' supervision.

Watch the videos and be ready for discussion

1. Reflective Supervision and Consultation in Child Protection
https://www.youtube.com/watch?v=Lv_TArz9ERA&t=56s

2. Resilience Based Clinical Supervision | University of Nottingham | Creative Connection
<https://www.youtube.com/watch?v=YQsAS3co51U&t=114s>

Read the article and prepare short report

1. KÖRÜK, Serdar ; KARA, Ahmet (2019). Supervision Models in Psychological Counseling. *Eskisehir Osmangazi Üniversitesi sosyal bilimler dergisi*, 2019, Vol.20, p.51-63. DOI: 10.17494/ogusbd. 548256

Topic 5

Supervising Staff in Social Work Environment

Learning Objectives:

1. Understanding multiple roles of the supervisor.
2. Describe the elements of good supervision.
3. Explain key aspects of delegating assignments.
4. Understanding educational supervision.
5. Describe handling incompetent and destructive employees.
6. Understanding managing staff diversity.

Multiple roles of the supervisor

Supervision in social work has since expanded to include a range of approaches for supervisory staff. Thus, the roles of supervisors have expanded to serve more diverse purposes. Supervisors' responsibilities are increasingly complex and can range from personal supervision to maintain and improve the quality of care to managing resources that span a wide range of service delivery processes and systems. The role of the supervisor is to create an environment of trust, empathy, support, and confidentiality to promote the supervisee's development of knowledge, technical skills and capacity for self-reflection and self-awareness.

The elements of good supervision

The five E's associated with good supervision are:

- empathy,
- exemplary modelling,
- ethical behaviours,
- empowering,
- educating.

Empathic supervisors are emotionally attuned to their supervisees and can feel a strong pulse when the supervisee feels overworked, insecure about their skills, has a work-life balance, and is taking care of themselves, too much or too little emotionally invested in clients.

Supervisors have many opportunities to be role *models of professional practice*, which can range from effective communication, professional boundaries, critical thinking skills, team building and ethical behavior. Modelling awareness of diversity and displaying how to facilitate open and respectful conversations in supervision about differences in cultural backgrounds, age, language, sexual orientation or expression, physical abilities, gender, and so on, can help supervisees become more aware of the aspects of diversity in their work with clients; their own values, beliefs, and biases; and contribute to their development of culturally competence practices.

Ethical behaviour is guided by professional standards, but individual

values can also permeate decisions and behaviour. The supervisor's role is to illuminate conflicts of values, help weigh the possible consequences and benefits of certain actions taken by the supervisee and consider how to promote social justice and respect for people.

Key aspects of delegating assignments

Task delegation is a thoughtful approach to identifying the best person to be assigned specific tasks. A general 80/20 rule can be applied when delegating tasks: 80% of the time should be based on what you know the subordinate can do successfully, and 20% on what she or he has the potential to do. This rule protects supervisees from feeling overwhelmed and potentially defeated by the tasks delegated to them.

The act of delegation demonstrates to employees that their expertise and insights are valued and can have a greater overall impact on the organization than if supervisors or managers were to perform the tasks themselves. When delegating a task to a supervisor, it is helpful to let them know why they have been selected for the current task.

Educational supervision

Educational supervision includes training and development of knowledge, skills, and self-awareness. Supervision often involves socializing with the supervisee, especially those new to the field, to the profession, organization, and their affiliated teams/departments. Socialization may include teaching the supervisee how to manage anxiety and develop ways to cope with high stress and job demands.

Educating and training supervisees can have excellent returns on investment, and good supervision is marked by continuously raising the bar, or gradually increasing rigor, expectations, and assignments to help supervisees develop.

Handling incompetent and destructive employees

Dealing with incompetence and disruption in the workplace can take a long time, and despite a manager's best efforts to resolve the problem, the manager may not get the desired result. Incompetence can significantly affect how clients receive treatment and care and can be a problem for managers for several reasons.

There are many examples of *incompetence*, including inadequate assessment skills, failure to engage clients, limited use and knowledge of interventions, poorly written and poorly conceptualized treatment plans, disorganized oral case presentations, and more.

A *disruptive employee* can take many forms. Destructive employees may be thieves (steal large or small sums from organizations), may behave hostilely toward others or intimidate them, may passive-aggressively incite a spirit of negativity, fraught with personal problems that spill over into the

workplace, or have inappropriate boundaries with clients, staff.

Managing staff diversity

Many aspects of diversity must be considered. Sexism, for example, is discrimination against people based on gender stereotypes. While an organization can combat this by educating employees about sexual harassment, sexist discourse, and discrimination against members of the lesbian, gay, bisexual, transgender, queer, intersex, asexual (LGBTQIA) community, there are times when a manager faces more nuanced forms of sexism. Ageism, another discriminatory practice that can permeate the workplace, treats workers differently based on their age, stereotyping older generations as less tech-savvy and less efficient performers out of touch with modern approaches. Supervisors must be aware of the many possibilities of diversity and seek to understand and promote understanding and acceptable behaviours of others in accordance with social work values and employment laws.

Review & Discussion Questions

1. Explain the multiple roles of the supervisor.
2. What supervision methods do you know?
3. Describe the elements of good supervision.
4. Explain the key aspects of delegating assignments.
5. Describe educational supervision.
6. What should be the basis for dealing with incompetent and destructive employees?
7. Give examples of incompetence.
8. What forms can a destructive employee take?
9. What aspects of diversity should supervisors consider?

Topics for presentation

1. Characteristics of effective supervision in a social work.
2. Delegating assignments as an approach for empowering supervisees.
3. Providing feedback as a critical aspect of supervision.
4. Solution of a problem of incompetent and destructive staff.
5. Inclusive environment and prevention of age, gender, and other types of discrimination between supervisor and supervisee.

Watch the videos and be ready for discussion

1. Planning For Supportive Supervision
<https://watch.immunizationacademy.com/en/videos/500>
2. Supportive Supervision of Supply Chain Personnel
<https://www.youtube.com/watch?v=ohrm-PGLydg>
3. Social Work Practice Education Supervision
<https://www.youtube.com/watch?v=uPRKF2HXbTg>

Read the cases and answer the questions

1. COMPETENCY-BASED CASE STUDY — OVERTIME HOURS

Linda, a program director at a skilled nursing facility, could not understand why overtime hours had crept up so much over the last three pay periods. She combed through the vacation and sick time, as well as workers' compensation/light duty, for answers, but to no avail. Determined to figure out the cause of this increase, she decided to get to the office early one morning so she could have a jump-start. As she looked out her office window, she watched several third shift staff walk to their cars and drive away. She looked at her clock, took another sip of coffee, and got back to her work. Later that day it occurred to her to check the timecards and noticed that the staff she had watched leave earlier that morning had punched out an hour and a half after she watched them drive away. After consulting with HR, Linda scheduled individual meetings with all the employees whom she watched leave early and punch out late. During the meetings all but one of the staff confessed that they had been punched in earlier and out later than they had actually worked over the last 6 weeks, and also revealed the names of others who had helped them punch in/out when they were not actually present at work.

Questions:

1. Did this group of employees steal from the organization? Explain.
2. What are the next steps that Linda should take to handle this matter?

2. COMPETENCY-BASED CASE STUDY—MOLLY AND FRANK

Molly is a 31-year-old African American female who is being supervised by Frank, a 61-year-old Caucasian male. Molly finds it difficult to meet with Frank for supervision, as she often feels nervous about asking him to clarify his directives. She describes their meetings as one-sided and perceives that Frank is often talking to her, rather than with her, and as such she is reluctant to share her ideas and points of view about her cases. She worries that her supervisor will not hear her ideas and perhaps even become frustrated and upset if she is not always so agreeable to his supervision. Molly was raised in a family and in a community that valued respecting one's elders—by never “talking back”—and acquiescing to people in authority, particularly Caucasians. Overall, she enjoys her job and the clientele she works with but has considered leaving her job on multiple occasions. She feels intrinsically stuck by her own ambiguity of whether to remain at her job and is not quite sure what she should do.

Questions:

1. What elements of diversity have impacted Molly?
 2. As a supervisor, how could Frank enhance his awareness and understanding of Molly's experience?
 3. How can Molly be empowered?
 4. How does this supervisory dyad reflect on the agency as a whole?
- What are some areas of potential risks, negative perceptions, and areas of improvement for the organization?

Topic 6

Effective Performance Management and Improvement of Staff in Social Work

Learning Objectives:

1. Understanding supervision and team building.
2. Describe employee motivation in supervision.
3. Explain developing performance management and improvement skills.

Supervision and team building

One of the main goals of leadership and supervision is team building. The essence of team membership is to work together to continuously improve individual talents that together contribute to a desired outcome.

In many ways, social work leaders and supervisors can rely on their knowledge of group work theories and skills to develop cohesive teams (groups). Leaders and supervisors must facilitate meetings that allow processes to emerge.

The process of mutual assistance in group work is more than just providing support to other group members: it involves a group of people with similar problems – “all in the same boat” phenomenon— joining together to help one another.

Employee motivation in supervision

Motivation is the act that turns vision into action. The supervisor needs to be able to persuade, influence, and encourage employees to achieve the goal. Creates conditions where people can motivate themselves. Keeps in mind that motivation is very personal and answers the question: “What’s in it for me?”. Good motivation strategies are action-oriented and engage the employee’s emotions.

There are several *motivational factors* that leaders and supervisors should be aware of, including: leading by example, effective communication, empowerment, talent development, and incentives.

The SCARF model, first introduced in 2008 by David Rock, suggests that individuals are motivated by:

- status,
- certainty,
- autonomy,
- relatedness, and
- fairness (Fig. 6.1).

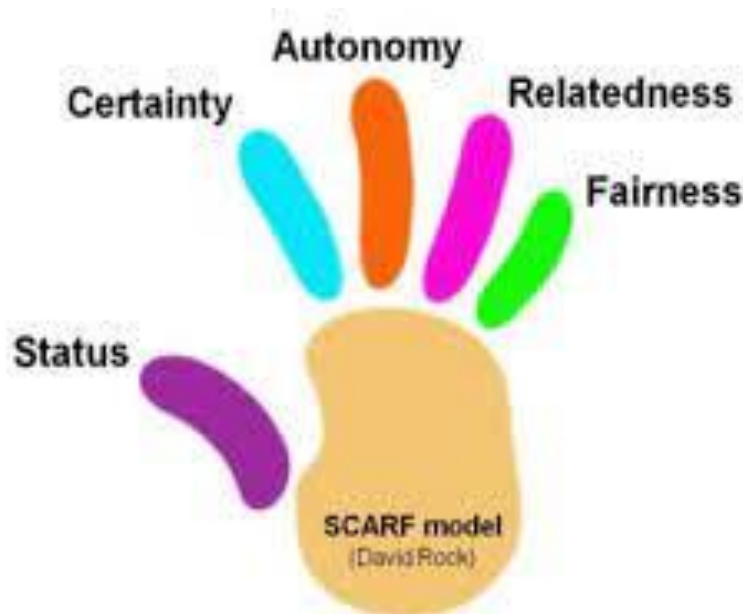


Figure 6.1 The SCARF model

Status means the degree of importance of a person to others.

Certainty is related to a person's ability to predict outcomes, and since our brains envision “mapping machines” (Rock, 2006), this motivation is quite common and causes people to jump to conclusions as the brain tries to map outcomes.

Autonomy is about a person’s perceived sense of control in his or her environment and life events.

Relatedness refers to a person's sense of security and trust in their social/professional orbit.

Fairness is a person's perception of a fair exchange between people in their social/occupational group (Rock, 2008).

Developing performance management and improvement skills

Leaders and supervisors need to provide incentives to staff. Leaders and supervisors need to know what drives their staff, individually and as a team, and tailor the incentives accordingly.

Millennial Leaders: Typically, passionate but may lack the experience to lead and inspire others to follow or implement their creative ideas. It is important to focus on their passion because it is a major strength that can be used to create goals for growth opportunities related to leading others.

Millennial managers: They may not be as focused on the minutiae of day-to-day tasks, especially when compared to previous generations such as baby boomers. As a manager, they tend to thrive and perform better if they are invested in the bottom line in some way (Fig. 6.2).



Figure 6.2 Generational differences and similarities of motivation

Generation X Leaders: This can be a combination of practical thinkers and idealists who are able to think big. They often have passion and a big heart, which helps them work well with others and inspire those they lead.

Generation X Managers: This can be a combination of practical thinkers and idealists who are able to think big. They often have passion and a big heart, which helps them work well with others and inspire those they lead.

Baby Boomers as Leaders: Can be quite likable and charismatic leaders who have a strong base of knowledge and experience that can be an asset in mentoring others.

Baby Boom Managers: May have a wealth of knowledge about the organization because they are likely to have been with the organization longer. Historical knowledge and a penchant for wide networks can be shared and taught to others.

Review & Discussion Questions

1. What is the essence of team membership?
2. How do you understand employee motivation?
3. What motivational factors should leaders and supervisors be aware of?
4. Describe the SCARF model and their components.
5. Explain the factors that contribute to peak performance in five steps.
6. Describe generational differences and similarities of motivation.
7. Explain the perception of millennials by baby boomers.
8. Describe the top three motivators found across millennials, Gen Xers, and boomers.

Topics for presentation

1. Building Effective Social Work Teams.
2. Motivation theories in social work management.
3. Key motivational factors for the professional activities of social workers.
4. Social Work Staff Development.

Watch the videos and be ready for discussion

1. The SCARF Model By DAVID ROCK - EXPLAINED
<https://www.youtube.com/watch?v=PKYP3S92RqU&t=510s>
2. Generational Values in the Workplace: Differences and Dominant Values
<https://study.com/academy/lesson/generational-values-in-the-workplace-differences-and-dominant-values.html>

Topic 7

Communication and Meetings Tasks in Supervision. Supervision in Child and Family Social Work

Learning Objectives:

1. Understanding communication concepts in Supervision.
2. Describe the supervision meeting and barriers to effective communication.
3. Understanding approaches to decision making.
4. Explain the role and functions of supervision in child and family social work.

Communication Concepts in Supervision

Supervisors hold leadership positions in their workplace and must be able to communicate effectively with employees, peers, and senior management.

Cullen (2013) suggested the following styles for inspiring people through communication processes:

Inviting engagement: Social workers described their approaches to patients and other service users in terms of extending invitations that respect each person as a unique individual, allowing them to interact on their own terms.

Individualizing the medium of communication: The social workers interviewed gave several examples of cases where they made a special effort to adopt a means of communication that would meet the needs of the individual patient.

Persuasive congruence: The data included examples of social workers consciously adapting their communication method to fit a specific purpose (p. 1534).

The Supervision Meeting and Barriers to Effective Communication

Meetings can satisfy four of the five management skills: sharing information, brainstorming, problem solving and decision making, and implementing plans.

Meetings can produce a collective result that can be better than the sum of its parts. Prior to scheduling a meeting consider identifying the type of meeting or process(es) to be used. There are many types of meetings from small group, informal, spur-of-the-moment meetings to large-group and regularly scheduled meetings.

A common obstacle to effective communication is when someone starts telling a story and the listener picks up and starts talking about when something similar happened to them, or they change the subject entirely. This is very frustrating for the person who wants to share, and it's a great way to end a meaningful conversation, and if it continues, a good friendship.

Another great barrier to effective communication is when the listener tries to solve the talker's problems. This is usually done from a place of care and concern, but since most people just want someone to listen to them, it can prevent them from sharing what they want to share. Also, apart from being disrespectful (most people have the skills and understanding to solve their own problems), we tend to give advice before the other person has finished telling us about their problem. Again, we are not listening to what someone is saying!

Approaches to decision making

Approaches to decision making represent in table 7.1.

Table 7.1

Approaches to decision making

APPROACH	ASSUMPTIONS	SUGGESTIONS AND EXAMPLES
Rational	Any number of rational processes can be applied, taking into account problem identification, option discussions, and best possible solutions with the least adverse consequences.	Few organizations have the time and expertise to engage in this approach. Because it is at the heart of the rational decision-making process model, it is difficult to employ unless someone is trained in the process or an outside consultant is hired. It also takes time and commitment to see it through.
Acceptability	Not necessarily the best overall solution, but this approach is the best within the current situation.	This approach is used frequently by agencies and academic committees because the rational approach won't work.
Slight modification of the status quo	Maintaining the status quo with only minimal modifications is the goal of all decisions.	This approach can happen without much effort or thought. The way of least resistant can prevail. People always resist change so the least amount of change has a better chance of acceptance.
Crisis response decision making	The organization does not have a stable decision-making process or a strategic plan in place. As a result, decisions are made on a daily or short-term basis without spending time on investigating the problems and issues, but instead responding with quick resolutions which may or may not resolve the issue in the long run.	One frequent tactic is to create ad hoc committees to deal with new issues instead of using existing structures.

APPROACH	ASSUMPTIONS	SUGGESTIONS AND EXAMPLES
Mixed methods	This approach accepts a combination of the rational and the maintaining the status quo approaches, depending on the situation and time and resources available.	The combination adds some rationality to the maintaining the status quo approach. The basic tenets of rational decision making can be used to maintain some aspects of the current situation.
Pressure and influence from above	Preferred decisions are suggested by higher level authorities or for political purposes for which some decisions must be made.	Sometimes choices can be negotiated with higher level authorities. Providing additional information on possible negative impacts of a decision may influence these authorities.
Group agreement or consensus	A shared decision-making process involves everyone that the decision might impact. Members agree on a decision although it might not be the best choice for all.	After long meetings, people more readily compromise to end the process. Sometimes trading solutions resolves differences, which typically occurs with academic committees.

SOURCE: Adapted from Golensky, M. (2011). *Strategic leadership and management in nonprofit organizations: Theory and practice*. Chicago, CA: Lyceum Books.

The Role and Functions of Supervision in Child and Family Social Work

Adamson (2012) represents the various oversight functions as a “swing meter” (Fig. 7.1), noting that they can sometimes compete with each other.

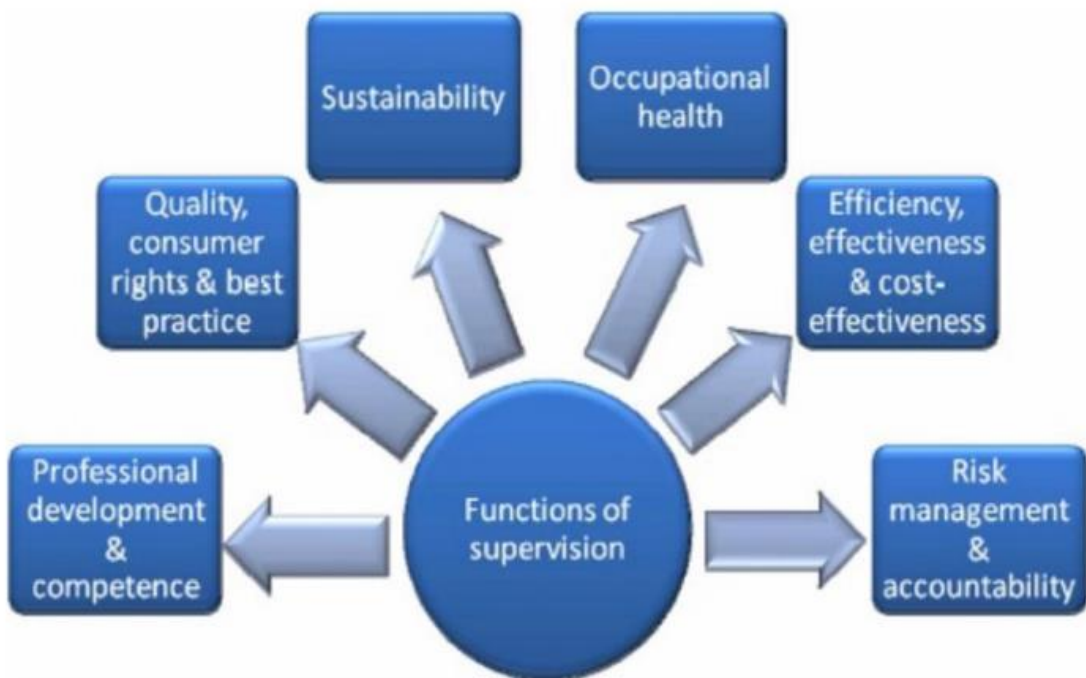


Figure 7.1 Function of Supervision

The way in which the functions and roles of supervision are defined and practiced in different organizations and within the supervisory dyad (supervisor-supervisee relationship) can vary greatly and affect the

experiences of practitioners and therefore children and families.

Review & Discussion Questions

1. What styles for inspiring people through communication processes do you know?
2. Describe barriers to effective communication.
3. Explain basic rules for organizing a supervision meeting.
4. Describe approaches to decision making.
5. Explain the role and functions of supervision in child and family social work.

Topics for presentation

1. Communication strategies in supervision.
2. The role of communication in effective supervision.
3. Problem solving and decision making in supervision.
4. Traps during planning and preparation for supervision meeting.
5. Using genograms in supervision.
6. Supervision in Child and Family Social Work.

Watch the videos and be ready for discussion

1. Frequency of Communication to Supervisor
<https://www.youtube.com/watch?v=xdgo4ILlsZk&t=24s>
2. Example of an outcomes focused supervision session
<https://www.youtube.com/watch?v=JOcSFpGYzho&t=20s>
3. Practice supervisors' perspectives <https://practice-supervisors.rip.org.uk/assets/practice-supervisors-perspectives/>
4. Birmingham Children's Trust Participants' Perspective
<https://practice-supervisors.rip.org.uk/assets/practice-supervisor-development-programme-birmingham-childrens-trust-participants-perspective-film-1/>

Read the article and prepare short report

1. Charlotte Pitt, Samia Addis & David Wilkins (2022). What is Supervision? The Views of Child and Family Social Workers and Supervisors in England. *Practice*, 34:4, 307-324, DOI: 10.1080/09503153.2021.1959543

Recommended literature

1. A. Kadushin, D. Harkness (2020). Supervision in Social Work. DOI:10.4135/9789353885908.n2
2. Amina Hussain and Rachelle Ashcrof (2022). Social Work Leadership Competencies for Practice amid Crisis: A Scoping Review. *Health & social work*, 2022, Vol.47 (3), p.205-214.
3. Andrea Roselli, Christopher Austin (2021). The dynamical essence of powers. *Synthese* (2021) 199:14951–14973 <https://doi.org/10.1007/s11229-021-03450-8>
4. Charlotte Pitt, Samia Addis & David Wilkins (2022). What is Supervision? The Views of Child and Family Social Workers and Supervisors in England. *Practice*, 34:4, 307-324, DOI: 10.1080/09503153.2021.1959543
5. David Wilkins (2019). Social work supervision in child and family services: Developing a working theory of how and why it works. *Aotearoa New Zealand Social Work* 31(3):7. DOI:10.11157/anzswj-vol31iss3id644
6. Inga Jona Jonsdottir, Kari Kristinsson (2020). Supervisors' Active-Empathetic Listening as an Important Antecedent of Work Engagement. *International Journal of Environmental Research and Public Health* 17(21):7976. DOI:10.3390/ijerph17217976
7. Knowledge Briefing: The role and functions of supervision (2020). <https://practice-supervisors.rip.org.uk/wp-content/uploads/2020/01/KB-The-role-and-functions-of-supervision.pdf>
8. KÖRÜK, Serdar ; KARA, Ahmet (2019). Supervision Models in Psychological Counseling. *Eskisehir Osmangazi Üniversitesi sosyal bilimler dergisi*, 2019, Vol.20, p.51-63. DOI: 10.17494/ogusbd. 548256
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10. Michelle Newcomb (2022). Supportive Social Work Supervision as an Act of Care: A Conceptual Model. *British Journal of Social Work* 52, 1070–1088 doi: 10.1093/bjsw/bcab074
11. PSDP - Resources and Tools: Being a practice supervisor in child and family social work (2020). <https://practice-supervisors.rip.org.uk/wp-content/uploads/2020/01/KB-Being-a-practice-supervisor-in-child-and-family-social-work.pdf>
12. PSDP - Resources and Tools: The role and functions of supervision (2020). <https://practice-supervisors.rip.org.uk/wp-content/uploads/2020/01/KB-The-role-and-functions-of-supervision.pdf>
13. Revko A. Leadership and Emotional Intelligence in Social Management. *Інноваційний потенціал соціальної роботи в сучасному світі: на межі науки та практики* : матеріали I Міжнародної науково-

практичної конференції. – Чернігів : НУ «Чернігівська політехніка», 2021. – С. 42-43.

14. SOCIAL WORK SUPERVISION GUIDELINES (2021).
https://sasw.org.sg/wp-content/uploads/2021/05/SWD_SocialWorkSupervisionGuidelines_FINAL.pdf

Information resources

Course Link in MOODLE	https://eln.stu.cn.ua/course/view.php?id=2822
Resources and tools for Practice Supervisors	https://practice-supervisors.rip.org.uk/
National Association of Social Workers	https://www.socialworkers.org/
Social Work Podcast	http://socialworkpodcast.blogspot.com/2008/01/supervision-for-social-workers.html
Council on Social Work Education	https://www.cswe.org/
Australian Association of Social Workers	https://www.aasw.asn.au