



social development

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# **SUPERVISION MANUAL FOR THE SOCIAL SERVICE PRACTITIONERS**

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## **EXECUTIVE SUMMARY**

## GLOSSARY

***Child and Youth Care Worker***– The Policy for Social Service Practitioners (DSD, 2017) defines a Child and Youth Care Worker as a person who works in the life-space of children and adolescents with both normal and special development needs to promote and facilitate optimum development through the planned use of everyday life events and programs to facilitate their ability to function effectively within different contexts.

***Coaching*** – A form of development in which a person called a *coach* supports a learner or client in achieving a specific personal or professional goal by providing training and guidance.

***Community Development Practitioner***– The Policy for Social Service Practitioners (DSD, 2017) a Community Development Practitioner a person who facilitates community development initiatives and collective solutions within a community to address issues, needs and problems that arise within that community. Furthermore, they develop strategies to encourage community participation and raise community awareness of available services, programmes, and support networks.

***Continuing Professional Development*** – A statutorily determined process that requires persons registered with the SACSSP to obtain a specified number of points annually to maintain ethical and high-quality service by attending or participating in activities of a professional nature to remain registered with the SACSSP.

***Mentoring*** – The formal or informal transmission of knowledge, skills, attitudes, psychosocial support and professional development over a sustained period. The mentor is responsible for providing support to, and feedback on, the individual in his or her charge.

***Performance Appraisal*** – a process that enables the supervisor and the supervisee to reflect on the achievement of set outcomes in the supervisee' s personal development plan and to identify future development areas for incorporation with the supervisee's personal development plan.

***Performance Management*** – a component of supervision concerned with both quantitative and qualitative evaluation of social service delivery.

***Personal Development***–The SF (DSD, 2012) defines Personal development as process of information gathering to compile a register of learning needs, strengths, assets and capabilities, which should be actively engaged in a personal development plan and subsequent supervision sessions.

**Personal Development Assessment** – a cognitive process that involves thinking, collecting empirical data about the supervisee and applying professional assessment regarding the supervisee’s growth and development needs.

**Personal Development Plan** – A tool that clearly indicates, in priority order, identified developmental areas, based on a personal development assessment.

**Portfolio of Evidence** – recorded evidence reflecting performance and professional development.

**Scope of Practice** – The terminology used by national and state/provincial licensing boards for various professions that defines the procedures, actions, and processes that are permitted for the licensed (registered) individual. The scope of practice is limited to that which the law allows for specific education and experience, and specific demonstrated competency.

**Social Service Beneficiaries** – These are persons who receive services (tangible or intangible) from the Department of Social Development. Although services should be equal for all people, specific target groups are more vulnerable than others in South African Society. These will differ depending on the type of intervention, namely micro, mezzo or macro. These terms refer to individuals, the family or group or the broader community. They include children, youth, women, older persons, persons with disabilities and internally displaced people (DSD, 2013).

**Social Service Practitioner** – The Policy for Social Service Practitioners (DSD, 2017) has operationalised the definition of a social service practitioner as any person registered or who is studying toward practising a social service profession or a social service occupation. The generic term covers both professionals and people practising an occupation. This is a collective term used to denote all persons that practise under the mandate of Social Development and to whom this policy is applicable. Inclusive cadres are Social Workers, Community Development Practitioners, Child and Youth Care Workers, Youth Workers, Early Childhood Development Practitioners and Community Based Personal Care Workers.

**Social Service Practitioner Supervisor** – The social service practitioner supervisor as a SSP practitioner with the required experience and qualifications to whom authority has been appointed and delegated for the supervision of SSP practitioners on either or both professional and auxiliary levels of practice.

**Social Worker** – The Policy for Social Service Practitioners (DSD, 2017) defines a Social Worker as a person who is registered or deemed to be registered as a social worker in terms of the Social Service Professions Act 110 of 1978.

**Supervisee** – A supervisee is a registered social service practitioner who is guided by a supervisor in terms of carrying out his or her duties. The terms supervisee and social service practitioner (SSP) are used interchangeably in the Supervision Manual.

**Supervision** –The Policy for Social Service Practitioners (DSD 2017) defines supervision as a process by which an experienced worker is given responsibility by the organisation to coach and mentor another less experienced worker or workers in order to meet certain organisational, professional and personal objectives, which together promote the best outcomes for service users.

**Supervision Contracting** – A contract is an agreement entered into by both the supervisor and the supervisee. It is a binding document that gives structure and provides direction and purpose for the supervision process. The contract is about the criteria, logistics, roles and responsibilities of the parties involved.

**Tasks** – The Policy for Social Service Practitioners (DSD 2017:10) defines tasks as a particular area of work or responsibility within a job and a collection of tasks associated with a job are captured into a job description. The most important tasks that an incumbent is responsible for in their job are referred to as key performance areas.

**Termination**– Termination in supervision has two possible implications. It can be about ending a supervision session or ending a supervision relationship due to transfer, promotion or termination of services with the organisation.

**Wellness**– wellness in supervision is about a supportive role or function performed by the supervisor with an aim of decreasing job stress that interferes with the supervisee's work performance. It does not mean engaging in a therapeutic relationship with the supervisee but being alert to the supervisee's emotional needs, acknowledging them and offering help or referring them for help.



## **ACRONYMS**

CDP	Community Development Practitioner
CDW	Community Development Worker
CYCW	Child and Youth Care Worker
DSD	Department of Social Development
IDM	Integrated Development Model
PSSP	Policy for Social Services Practitioners
PMDS	Performance Management and Development System
SACSSP	South African Council for Social Service Professions
SF	Supervision Framework
SM	Supervision Manual
SSP	Social Services Practitioner
SSPS	Social Service Practitioner Supervision

# MODULE ONE: CONTEXTUALISING SUPERVISION

## 1.1 Introduction

Supervision is a broad concept, used in many professions, occupations and settings. It is therefore critical to contextualize this generic yet important aspect of social services practice. The ensuing discussion will primarily look into the definition of supervision within the social development sector, its significance in the light of the challenges and resistance it receives from the practitioners and the principles that underpin it, as well as its functions.

Supervision is a process which ensures that the services provided by the social service practitioner (SSP) to individuals, families, groups, communities and the organization in which he/she works are of a high standard. Supervisors are therefore crucial elements in dealing with SSP efficiency and increased productivity and as such should be confident in what they are doing hence the development of this Supervision Manual. The Supervision Manual (SM) is a reference document to enable SSP supervisors to conduct effective supervision for the benefit of the entire social development sector and the social service beneficiaries thereof. The SM is an operational document that is aimed at empowering social service supervisors on “*how to supervise social service practitioners*”. It aims to provide social service practitioners with skills to conduct effective and meaningful supervision.

The material presented in this supervision manual will best enable the SSP supervisors to gain confidence in their supervisory roles and understand the challenges that they experience as they come to recognise the need for cadre development and support for efficiency in social development.

This module will enable the supervisors of SSPs to understand supervision within a developmental context, the significance of supervision and the functions of supervision.

## 1.2. Understanding supervision within a developmental context

The Policy for Social Services Practitioners (DSD, 2017) defines supervision as a process through which an experienced worker is given responsibility by the organisation to coach and mentor another less experienced worker or workers in order to meet certain organisational, professional and personal objectives, which together promote the best outcomes for service users. It is important to break down the definition into its elements which are as follows:

- *Process (interactional and on-going)*

- *experienced worker*

*-given responsibility*

*-coach*

*-mentor*

*-organisational objectives*

*-professional objectives*

*-personal objectives*

Supervision ensures that the services provided by the social service practitioner to social service beneficiaries are of a high standard. Effective supervision contributes to practice standards and sharpens a social service practitioner's skills, confidence and knowledge.

### **1.3. Significance of Supervision**

Supervision is an indispensable management tool and a required administrative task ensuring that:

- staff are managed, supported and developed,
- services are delivered competently and effectively
- Organisational goals are achieved.

It is important for supervisors to understand elements that best enable supervisors to conduct professional supervision (Christian and Hannah, 1983:98). These should not be confused with the prescribed roles and responsibilities which are discussed in Module 6.

- **Guidance** - A supervisor has to not only supervise but also play a guiding role for the supervisees giving them direction in terms of what to do and how best to do it.
- **Motivation**- A supervisor inspires the supervisee to grow and improve, personally and professionally.
- **Instilling confidence**-Confidence is an important factor which can be achieved through acknowledging work efforts, thus bolstering the confidence of the supervisee.
- **Building morale**-Employee morale describes the overall outlook, attitude, satisfaction, and confidence that employees feel at work. A good supervisor will help supervisees achieve this by creating a conducive work environment that allows them to build their morale.

## 1.4. Principles of Supervision

*\* While these are supervision-specific principles, supervisors are reminded to uphold the Batho Pele principles constantly as they carry out their supervisory roles.*

The following principles convey the expectations for SSP supervision:

- **Adopt a supervisee-centred approach:** This involves recognising each SSP's unique attributes, needs, capacity and level of development. The supervisor must be supervisee-centred whilst considering the objectives of the organisation and the best interest of the social service beneficiaries. This would best enable the supervisor to identify a particular method of supervision that would be appropriate at a given time.
- **Respect:** The keystone of this principle is support with respect for the supervisee's initiatives and how they approach their work; and for their capacity as practitioners. Thus, being person-centred in approach means creating a positive environment characterised by respect, empathy, genuineness, and unconditional positive regard. This approach was developed by Carl Rogers (a humanistic psychologist) who proposed that for a person to grow and develop they need an environment that provides them with these conditions.
- **Embracing diverse practices and processes:** While the DSD Sector SSP Supervision Model is the model that has been recommended for practice, the supervisor has to consider other models depending on the unique developmental needs of the SSP at a given time.
- **Shared responsibility:** The supervisor and the SSP both share responsibility for carrying out their role in this collaborative process. Kadushin (1992:23) postulates that the supervisor is assigned to supervise the SSP and the SSP is expected to be accountable to the supervisor.
- **Interactive in nature:** Supervisors should maintain the interactive nature of supervision by embracing and upholding the principles of adult learning during supervision. These principles are as follows:
  - ✓ Adults are autonomous and self-directed
  - ✓ Adults bring knowledge and experience to each learning activity
  - ✓ Adults need learning to be relevant and practical
  - ✓ Adults are goals orientated
  - ✓ Adults are problem –orientated and want to apply what they have learnt
  - ✓ Adults are motivated by intrinsic and extrinsic factors
  - ✓ Adults are pressed for time

<https://repository.up.ac.za/bitstream/handle/2263/26952/02chapter2.pdf?sequence=3>

## **1.5. Functions of Supervision**

Supervision is about a supervisor performing distinct supervisory functions to promote efficient and professional social service delivery. The functions of supervision are the administrative; educational; and the wellness and personal support function.

### **1.5.1. Administrative function**

The administrative function focuses primarily on the correct, effective and appropriate implementation of organisation policies and procedures. The primary goal is to ensure adherence to policy and procedure. The supervisor carries the responsibility to ensure that the policy of the organisation or institution is implemented.

It has bearing on clarification of roles and responsibilities, work load management, review and assessment of work as well as addressing organization and practice issues. Workload management, performance management, performance appraisal and the link of the SSP supervisor between the social service practitioner and the organizational matters are formalized as being part of supervision.

### **1.5.2. Educational function**

The educational function focuses primarily on the enhancement of the knowledge, attitudes and skills of SSPs required to execute their work. The primary goal is to assist the supervisees to improve their knowledge, attitudes and skills so that they can perform to their optimal level when executing their duties. Supervisees must be able to intervene in various situations on different levels.

The educational function of supervision should be distinguished from staff development and in-service training. It maintains an individualised focus as it is directed at the educational essentials of the supervisee within the context of a prescribed workload. The content of educational supervision shifts in focus, depending on the education, competencies and experiences of each worker.

### **1.5.3 Wellness and Personal Support Function**

The support function is restorative in nature and focuses on the maintenance of harmonious working relationships with an emphasis on morale and job satisfaction (Mokoka (2016:66)). The supervisor has to support the SSP in dealing with job-related stress, sustaining worker morale and developing a sense of professional self-worth. The supportive function focuses primarily on worker morale and job satisfaction. The goal is to improve morale, job satisfaction and the quality of work. An enabling environment is created to enhance productivity. The supportive function enables the supervisor and supervisee to deal with job-related tensions and stressors, which may, if left unattended, impair the work to the detriment of service delivery.

Supervisor support involves providing SSPs what they need to perform the challenging work. The support can be both practical (*e.g. approving needed time off for the SSP or being alongside*

*the SSP when completing difficult tasks) and emotional (i.e. demonstrating genuine care and concern for the well-being of the SSP).*

Supervisors should demonstrate genuineness, unconditional positive regard and empathic understanding of their SSP s. Hence they need to develop some skills in order to perform the wellness and personal support function. Skills associated with this function include the following:

- **Advocacy** ( *the supervisor advocates for the wellness and the wellbeing of the SSP by ensuring that SSP s who need this type of support are identified early and provided with the necessary support*)
- **Empathy** ( *the supervisor needs to be warm, sensitive and respectful in his/her interaction with the SSP*)
- **Communication** (SSP s have a need to feel understood and this can be achieved when the SSP supervisor relationship is built on trust. Communication is key in developing such a relationship )
- **Analytic skills** (supervisors use analytical skills to diagnose and understand issues that develop and are likely to impact on the objectives of supervision. Supervisors may consider engaging others in decision-making or even seek additional resources to assist with problem solving )
- **Referral skills** (The supervisor must be able to observe early warning and identify SSPs who need help and refer them to relevant service providers within and outside of the department/organisation).

## **1.6 Conclusion**

Despite it being an unfashionable task, SSP supervision is a critical aspect of service delivery. Regarding the purpose of supervision, Morrison (2003:46) contends that the purpose of supervision is to enhance the practitioner's professional skills, knowledge, and attitudes in order to achieve competency in providing quality care. It aids in professional growth and development and improves outcomes. The overall aim of supervision is to promote best practice for social service beneficiaries by maintaining existing good practice and continuously striving to improve it.

## MODULE TWO: MODELS OF SUPERVISION

### 2.1 Introduction

A shift from the old “social welfare” paradigm to a more developmental approach opened the opportunities for the professionalization of other social service professions thus the Social Services Practitioners (SSPs) fraternity then came into being. This expansion of the social services sector called for a review of the historical theoretical models of professional supervision in the South African context. The foundation for the configuration of theories, models and approaches that informs SSP supervision in the DSD is therefore the developmental approach.

### 2.2 Selected Model: Developmental approach

The theories, models and approaches outlined below are selected on the basis of their alignment with the five pillars of the developmental approach: rights-based, harmonisation of social and economic development, commitment to democracy and participation, pluralism, and a micro to macro continuum. (Comparative Analysis Report, DSD May 2018)

The SF Comparative Analysis Report suggests a multi-pronged approach to supervision thus allowing the consideration of other models. A synopsis of these is provided below for easy referencing by SSP supervisors.

The significance of selecting this model was that

- It is a South African model that resonates with the needs of the sector.
- It is aligned to the generally accepted developmental approach.
- It is outcomes based, making it easy to monitor its effectiveness

#### 2.2.1. Integrated Developmental Model

The integrated Developmental Model acknowledges that the SSP is introduced to the organisation as a newly qualified cadre and that through supervision develops competency and grows into maturity. The model postulates that in the process of moving towards competence, SSPs move through a series of stages that differ from one another and that each stage requires a different supervision environment so that optimal growth can occur. A brief synopsis of these levels provided hereunder has been cited from the Comparative Analysis Report on Supervision (DSD, May 2018).

- **Level One:** SSPs who are at this level (entry level) are characterised by limited experience, anxiety, fear and hopefulness though they may show high levels of motivation. Their focus is primarily on their own behaviours (as they are trying to implement skills), on their thoughts (as they are figuring out what to do next, trying to understand the social service

beneficiary) and on their emotions (anxiety, frustration, hopelessness). They are very dependent on the supervisor and supervision can either make or break them, depending on the skill of the supervisor. Supervisors however need to be careful not to play “mother” as this may derail the process and create unrealistic expectations.

- **Level Two:** The focus shifts to the social service beneficiary as the skill level increases and the supervisee is more comfortable with the process. At this level, the supervisee develops a better understanding of the social service sector both cognitively and affectively. Such increased understanding is likely to have a positive effect on motivation and thus a sense of autonomy. Some level of dependency may still be present but will often be overshadowed by a growing sense of autonomy and confidence, especially when things go well.
- **Level 3:** Supervisees are secure, stable in motivation; have accurate empathy tempered by objectivity and use therapeutic self in intervention (Smith, 2009). The SSP is increasingly self-aware of own thoughts, emotions and behaviour in relation to the social service beneficiary. There is an increasing ability to reflect on process and tap into knowledge. Solid belief in own judgment, and skills is developed and supervision becomes more of a consultation session than a traditional supervision one.

The significance of the model in SSP supervision is that it stresses the importance of assessing the practitioner’s developmental level while at the same time providing the optimal supervisory environment for progression through the various levels of development. The South African context is a complex one where the service beneficiaries present with multiple problems hence a need to the SSPs to continually develop and improve their competencies. This model resonates with the developmental approach to social service delivery and up-skilling.

### **2.2.2 Strengths Based Model**

The strength based model in supervision of SSPs is guided by strengths-based theory which endorses people’s strengths, talents, interests, possibilities, competencies, vision, values and hopes. According to Berg and Kelly (2000) the goals of the strengths-based perspective are to facilitate the development of a supervisee (SSP) who will make good decisions and empower social service beneficiaries to make good decisions; to identify competencies and amplify them through supervision; to facilitate supervisees ultimately becoming peers and colleagues who will share the responsibilities, challenges and rewards of good case practice and achieve desired outcomes.

The model emphasises the need for supervisors to know their own strengths and understand how to work with others’ strengths. Not understanding how to work with other’s strengths might



pose a serious challenge to the supervision relationship. A supervisor who understands the strengths of SSPs will best use these strengths to his/her benefit.

The strengths-based model is significant in the SSP supervision because of its ability to create a climate of trust and mutual direction between the supervisor and the supervisee. It is consistent with the South African developmental approach which also emphasises on embracing people's strengths and capabilities.

### **2.2.3 Experiential Learning Model**

According to Woolfe (1992), experiential learning is the process of learning through experience, and is more specifically defined as "learning through reflection on doing". The supervisee (SSP) is aware of the processes which are taking place, and which are enabling learning to occur (concrete experience, doing or having an experience). The SSP is involved in a reflective experience, which enables him/ her to relate current learning to the past, present and future, even if these are felt rather than thought (reflective observation, reflecting on the experience). The experience and content are personally significant: what is being learned and how it is being learned, have a special importance for the person (abstract conceptualisation, learning from the experience). There is an involvement of the whole self: body, thoughts, feelings and actions, not just of the mind; in other words, the student is engaged as a whole person (active experimentation, planning/trying out what you have learned).

The significance of the model is that it allows the SSP to learn through experience and through such experience; the SSP is wholly engaged in terms of thoughts, feelings and actions.

### **2.2.4 Reflective Supervision Model**

When applying this model, the SSP supervisor reflects on (i.e. steps back from the immediate, intense experience of hands-on work) and takes the time to wonder what the experience really means) and collaborates with the SSP by sharing the responsibility and control of power. This does not exempt supervisors from setting limits or exercising authority.

The model upholds regularity, which means that supervision should take place according to a reliable schedule, and sufficient time must be allocated to its practice. The Comparative Analysis Report on Supervision (DSD, May 2018) acknowledges that this model can be adapted to different contexts for purposes of relevance, and hence would be applicable to supervision for all SSPs.

The model is significant to the supervision of SSPs as it reflects on other peripheral issues among which would be exploration of the parallel process, i.e., attention to all the relationships, including that between practitioner and service user, significant others and between practitioner

and supervisor (MA IMH, 2017). It can therefore be adapted to different contexts for purposes of relevance.

### **2.2.5 Situational Leadership Supervision Model**

This model provides a framework for providing the appropriate supervisory style to meet the present need of the supervisee (Bedford & Gehlert, 2013:60). It is a contemporary model that focuses on the here and now, thus accommodating changes in the working environment. It allows the supervisor to accommodate the different styles of leadership. It also allows the supervisor to be flexible in terms of their role performance. The supervisor can play the role of a teacher, consultant and/ or evaluator. The expectations of both the supervisor and the SSP are clearly explained hence it has been commended for its practical application.

Some supervisors are currently using the model in practice and have reported to identify its advantages. Though its effectiveness has not been ascertained, supervisors who are applying value its practical application.

### **2.2.6 Interactional Supervision Model**

The model was developed by Shulman (2010:203) and provides a practical focus on the knowledge, values and skills required to successfully supervise in the complex arena of human services. The model is based on the interactional relationship between the supervisor and the supervisee. It perceives the supervisory relationship as a dynamic interaction in which the supervisor and the supervisee are each influencing, influenced by the behaviour, and expressed emotions of the other. It is relevant to contemporary supervision due to its evidence-based emerging practices.

The model clearly articulates the phases of the supervision process and outlines the dynamics of each phase with reference to new supervisors, new practitioners, experienced supervisors and mature practitioners.

## **2.3. The Outcomes of the SSP Supervision Models**

The expected outcomes of these models are pitched to benefit the SSP, the organisation and the social service beneficiaries. The outcomes of supervision are summarised as follows:

- *In relation to the organisation:* Improving the performance of the organisation by achieving the following objectives:
  - To improve compliance through adherence to legislative and policy prescripts.
  - To improve service quality through adherence to organisational and professional standards of practice and competence.
  - To retain and develop social service practitioners.

- *In relation to the social service beneficiaries:* Improving service delivery by achieving the following objectives:
  - To enhance capacities to respond effectively to complex and changing practice environments.
  - To ensure that social service practitioners practise in a manner that takes account of the diversity of the communities and service users.
  - To ensure that services are delivered in a professional and ethical manner.
  
- *In relation to the SSP:* Enhancing the competence of the social service practitioner by achieving the following objectives:
  - To advance the knowledge and development of the professional identity of the social service practitioner through professional development linked with the performance management system.
  - To provide an enabling environment, which will facilitate reflection, support, recognition and constructive feedback and effectively deal with workplace challenges.
  - To enhance the professional and ethical conduct of social service practitioners through training and development.
  - To engage social service practitioners in professional learning that enhances capacities to respond effectively to complex and changing practice environments.

## **2.4 Conclusion**

Supervisors need to engage in supervision knowing very well which model suits the needs of the supervisee. Models give shape to the supervision process. Random supervision that is not guided by theory or empirical data deprives the supervisee of the opportunity to learn from the process. As indicated, there is no one model that fits all; hence, supervisors ought to use their experience and skill in assessing whether a single model or a multi-model approach would be appropriate in their supervision practice.

## **MODULE THREE: METHODS AND STRATEGIES OF SUPERVISION**

### **3.1 Introduction**

This SSP Supervision Model supports two methods, namely, Individual and Group supervision. Its proposition is that, supervision can either be a one-on-one (supervisor and an individual SSP) or a group supervision (supervisor and more than one SSPs), depending on the need and objective of the supervision session. This module discusses the two methods and their supporting strategies. It is important to note that some cadres may use one method more frequently than the others, a choice informed mainly by the nature of the work the supervisee does, the physical distance between the supervisor and the supervisee, and the frequency of supervision. The supervisor needs to thoroughly assess what is the best for the supervisee.

### **3.2 Methods of Supervision**

#### **3.2.1 Individual Supervision**

Individual supervision is conducted on a one-on-one basis between the supervisor and and supervisee. It promotes the personal growth of the SSP because of the method being intense in nature. Its effectiveness is underpinned by values that are explicit in the supervision contract. These values are commitment, sense of responsibility, accountability and confidentiality. Individual supervision provides the opportunity for more individualisation and focuses on the specific needs of the SSP.

#### **3.2.2 Group Supervision**

Group supervision uses a group setting to implement the functions and responsibilities of supervision. It is not a seminar, neither is it a workshop nor an in-service training session but about work allocation, policy discussions, competency development and growth. There is one designated leader who is the supervisor responsible for these activities Munson (1993:169-171). Group supervision may also be applicable to a group of newly appointed SSPs. It would, however, be more appropriate for the supervisor to tactfully invite participation of all SSPs in a group supervision session thus guarding against having the engagement dominated by an extrovert SSP.

### **3.3 Supporting Strategies for Supervision**

The application of the strategies of supervision may vary based on the context, the geographical realities where supervisees practise, and the specific occupational realities The variation might call for the adoption of the various supervision strategies, which are discussed below.

### **3.3.1 Coaching**

The Manual for the Induction of Social Service Practitioners in the Department of Social Development (DSD, 2017) defines coaching as “training or development in which a person called a coach supports another person in achieving a specific personal or professional goal”. The aim of coaching is to correct inappropriate behaviour, improve performance and foster or encourage the development of skills.

Coaching focuses on the ‘here and now’ (i.e. immediate problems and opportunities) rather than on the distant past or future and hence is short term and applied as needed. Coaching involves the belief that the individual has the answers to their problems within themselves. It is about unlocking a person’s potential to maximise his or her own performance. It is helping them to learn rather than teaching them. Coaching brings out the best in SSPs by helping them focus, break down tasks and clarify their values. Coaching helps supervisees to improve awareness, and to set and achieve goals in order to improve a particular behavioural performance.

#### *Action steps in coaching*

- Step 1: Clarify a current, important area of development that the SSP needs to work on.
- Step 2: Identify relevant and realistic actions that the SSP should take to address that area of development.
- Step 3: Give the SSP timeframe to take the action identified.
- Step 4: Have a session with the SSP and reflect on the actions.

### **3.3.2 Mentoring**

Mentoring is a formal or informal way of creating the conditions for the SSP to develop knowledge, skills, attitudes and providing support for the SSP’s professional development. It enhances the overarching goal of supervision. While coaching and mentoring are similar in skill and approach, they differ in focus, and hence differ in role. The goal of mentoring is to support and guide personal growth with its focus on long term career development. Mentoring is long term and the mentee is in charge of his/her learning.

The SSP supervisor mentors by providing counsel, insight and guidance and acts as a sounding board for ideas and decisions that relate to the SSP’s professional goals. The supervisor can provide advice on professional development strategies, planning career goals, establishing contacts in the field of interest, giving feedback and encouraging the exchange of ideas.

<https://www.management-mentors.com/resources/coaching-mentoring-differences>

#### *Action steps in mentoring*

- Step 1: The supervisor determines the purpose of the mentoring by asking the questions such as “what is the supervisee seeking to achieve?”
- Step 2: The supervisor agrees with the supervisee on how to work together by determining ground rules for the relationship.
- Step 3: The Supervisor explores the supervisees ambition by setting goals together with her/him.
- Step 4: They jointly plan for achieving the set goals.
- Step 5: They jointly review the learning and new insights.

*Adapted from Coaching and Mentoring in Social Work: A Review of the Evidence. HSCB (2014)*

### **3.3.3 Consultation**

Consultation, according to the SF, is work-related and goal directed, seeks to solve problems and must be conducted as part of the supervision process. In consultation, the SSP takes full responsibility for the workload and his/her own actions. The SF (DSD, 2012) suggests that the SSP should be motivated towards professional maturity and guided towards working independently in the total scope of his/her work.

Consultation is conducted at the request of the supervisee on the occasions when they would like to discuss specific cases (Munson, 2002:11). The consultant might be from a different organisation and is regarded as an “expert” in a certain field (NACCW 1998:5).

#### *Action steps in consultation*

- Step 1: The supervisee talks about his/her concerns.
- Step 2: The supervisor listens to the concerns raised and reaffirms those concerns.
- Step 3: The supervisor seeks and shares views towards addressing the concerns raised.
- Step 4: The supervisor considers what the supervisee says and then gives him/her the opportunity to contribute to the decision-making process.

### **3.3.4 Peer Consultation**

Peer consultation refers to arrangements in which peers work together for mutual benefit (Benchoff, 1994). It describes a process in which critical and supportive feedback is emphasised while evaluation is de-emphasised. The basic premise underlying peer consultation is that individuals who have been trained in basic helping skills can use these skills to help each other to function more effectively in their professional (or paraprofessional roles). Benefits of peer consultation include greater interdependency of colleagues as opposed to dependency on the supervisor, and increased responsibility of professionals to assess their own skills and those of their peers and for structuring their own professional growth.

<https://ericdigest.org>

*Action steps in peer consultation*

- Step 1: The SSP approaches an SSP with whom they are on the same level and talks about his/her concerns.
- Step 2: The consulted SSP listens to the concerns raised and reassures his/her colleague that her concerns are genuine and that they can support each other in addressing them.
- Step 3: They then jointly seek and share views on ways of addressing the concerns raised.
- Step 4: They both contribute to the decision-making process in relation to the concerns raised.

### **3.3.5 Integrated Peer Consultation**

This form of peer consultation occurs between practitioners from differing professional and or disciplinary backgrounds. This approach is influenced by the development of integrative and collaborative approaches to social service provision. The multi-disciplinary environment, for instance, is one factor that has exposed social service practitioners to the phenomenon of integrated peer consultation.

*Action steps in integrated consultation*

- Step 1: The SSP approaches an SSP who is in a different field of practice and talks about his/her concerns.
- Step 2: The consulted SSP listens to the concerns raised and reassures his/her colleague that her concerns are genuine and that they can support each other in addressing them.
- Step 3: The consulted SSP explains to the consulting SSP how the concerns raised would be addressed in his/her field of practice.
- Step 4: The consulting SSP considers his/her scope of practice and how such concerns would be addressed.
- Step 5: They both agree on a workable solution guarding against encroaching on the scope of practice of each another.

*Adapted from* <http://www.courtenell.com.au/workplace-health-and-safety/whs-consultation-managers-supervisors.html>

### **3.3.6 Live Supervision**

Live supervision is more about supervising a supervisee on the job. The supervisor is present in the worker's life-space as a support and coach through observing, modeling, teaching, and intervening as necessary (Scott 2009:64). It is more about supervising a supervisee on the job as opposed to the traditional interview session with the SSP. Live supervision is one of the most effective ways of doing supervision as the supervisor participate in the intervention by being present during the SSP 's engagement with the social service beneficiary. This provides an opportunity for the supervisor to give the supervisee immediate corrective/constructive feedback.

The follow-up meeting (immediately after the session), and its reflection on what took place in the session, is extremely important because, there is a tendency on the part of both supervisor and supervisee to let important points go unattended to, since they believe the points will be covered in the follow-up supervision session (Munson, 1993:299-301). Examples of live supervision would include going to court to observe the social worker presenting a report or attending a ward committee meeting to observe a community development practitioner conducting a meeting and handling the dynamics of the committee or child and youth care supervisor being present with the child and youth care worker to assess progress and the quality of the relationship between them and the child or children and family they are working with, and gives feedback on the assessment.

### **3.3.7 Online Supervision**

The use of technology for supervision purposes is gradually increasing. Video-conferencing is a growing technological tool used to provide supervision, especially in remote areas. The use of technology in supervision is supported but with due consideration for the risks as issues of confidentiality are likely to be compromised. When using technology to provide distance supervision, one must be aware of standards of best practice for providing particular programmes (software systems) and be knowledgeable of the statutes and regulations governing the provision of such services.

It is important to adhere to privacy and security rules that address social service beneficiaries' rights, confidentiality, allowable disclosure and documentation. This may include requirements regarding data protection, encryption, firewalls, and password protection. It is important to note that on-line supervision should be adopted on condition there is an organisational policy guiding its application in practice.



### **3.4 Conclusion**

Supervision practice allows for a fluid combination of methods and supporting strategies. The selection of a method and a particular strategy depends on the supervisor's understanding of the SSP's developmental stage and the environmental and situational factors. The supervisor's choice of method should be informed by the purpose or objective of the supervision session, the number of supervisees and the needs of the supervisees. Supervisors opting for contact-less supporting strategies are however advised to consider the quality engagement of the strategy selected. This will ensure that the purpose of supervision is achieved and the standards are maintained.

## **MODULE FOUR: THE PROCESS OF SUPERVISION**

### **4.1 Introduction**

Supervision is one process that enables SSPs to grow and develop within the organisation. In order for supervision to be effective and efficient, a clear process is essential. Four key things are important for any process to be successful-: it must be simple, controlled, documented and communicated. While the DSD SSP model acknowledges the different levels of development of the supervisee through a cyclical process, this process has been infused with Shulman's (2010) interactional supervision model for practical application. Supervision processes are not linear but dynamic and interactive. The SSP and the supervisor negotiate each phase they go through but may sometimes go back as determined by the SSP's quest for growth and development. The phases of supervision are as follows:

### **4.2 The Process of supervision**

#### **4.2.1 Engagement**

The purpose of engagement is to establish a supervisory relationship between the supervisor and the supervisee. The approach seeks to start where the supervisee is, rather than where he/she should be. Open communication is encouraged. It involves personal preparation for the first session. The key skill in this phase is tuning in or trying to develop some empathy by putting oneself in the place of the other person. The goal is to sensitise oneself to the concerns, feelings and issues that might be present in the supervisory relationship but are not easily communicated.

#### *Action steps*

- Step 1: The supervisor develops the agenda for the session. He/she makes a conscious effort to select cluster of aspects that will inform the agenda.
- Step 2: The supervisor reviews his/her own notes that she made when the SSP was introduced to his/her section (if it is a newly appointed SSP, the curriculum vitae would be the best source of information in getting to know the SSP).
- Step 3: The supervisor familiarises herself/himself with the supervisee's professional background (knowledge and experience) motivations and career goals.
- Step 4: Supervisor may assume various roles including facilitator and enabler
- Step 5: In tuning in, the supervisor has to be thoroughly prepared to ensure that he/she projects the image and the reality of competence.

#### **4.2.2 Assessment**

Assessment serves mainly as a process of information gathering to compile a register of the learning needs, strengths, asserts and capabilities of the SSP which should be actively engaged

in subsequent supervision sessions. The urge to identify weaknesses and gaps is usually stronger than the urge to locate strengths and assets hence supervisors should be mindful of this in their assessment. A personal development assessment register is then compiled.

#### *Action steps*

- Step 1: The supervisor revisits the SSP's file to make sense of the knowledge and the skills that the SSP possesses.
- Step 2: The supervisors gathers information on the assets, strengths and capabilities of the SSP.
- Step 3: The supervisors compares the job specific competencies with the competencies that the SSP possesses.
- Step 4: The supervisor then assesses the areas of development for the SSP.
- Step 5: Then a personal development assessment register is compiled

### **4.2.3 Planning**

This relates to the designing of a personal development plan which is a tool that defines what the SSP will learn (i.e. learning and developmental needs), how the SSP will learn (i.e. specific supervision activities indicating methods, techniques and opportunities for demonstration) and how the learning will be assessed (i.e. what should be demonstrated by the SSP). The supervisor should take the primary responsibility for monitoring and evaluating the plan but the compilation of the plan is a joint responsibility between the supervisor and the SSP. Each SSP must have a personal development plan aligned with the organisational development plan. The personal development plan must be reviewed annually.

Supervision is always focused on the development and growth of the SSP hence objectives of sessions are based on the SSP's personal development plan.

*\*A matrix for a personal development plan (form PDP) is provided in the manual as Annexure A*

#### *Action steps*

- Step 1: From the register of development areas that the supervisor has developed, he/she needs to prioritise these areas in the order of their importance. They might all be equally important but the supervisor should use his/her discretion to determine which ones are priorities.
- Step 2: The supervisor designs an activity plan (i.e. how the SSP will learn) to respond to the developmental needs of the SSP.
- Step 3: It is important that target dates be set for each activity designed.

- Step 4: The supervisor and the supervisee should agree on the method of assessment (i.e. how the supervisee will be assessed in terms of the developmental area and the activity thereof).
- Step 5: It is equally important for the supervisor to ensure that resources are allocated for the designed activity/ activities.
- Step 6: The development plan is then concretised in terms of persons responsible for the proposed course of action.
- Step 7: It is important that the supervisor and the SSP for ownership sign the personal developmental plan.

#### **4.2.4 Contracting**

A supervision contract is a written document, which sets out the content of the discussions that have taken place to establish how the supervisor and supervisee will work together. It is a foundation for effective supervision practice as it defines the professional relationship between the supervisor and the SSP. The contract should be negotiated by the supervisor and the supervisee, and signed as a written agreement, which identifies the terms of the supervision relationship. As a feature of the organisation's policy, the supervision contract should be introduced to the SSP s during their induction. The contract must be reviewed annually.

<https://www.scie.org.uk/publications/guides/guide50/foundationsofeffectivesupervision>

*\*A template (Form SCT) is provided in the as Annexure B*

#### **4.2.5 Implementation**

This relates to conducting supervision sessions and documentation. Supervision sessions may be formally or informally structured learning situations (depending on the discipline and its scope of practice) but are conducted according to a set agenda with a goal and/ or defined outcomes. The purpose is to provide an opportunity for the development of SSP competencies by means of critical reflection in order to promote the SSP's work related knowledge, skills and values.

##### *Action steps*

While each profession has its specific way of conducting supervision (some may have a one hour sit-in session, while others may have intermittent encounters), it is important that the following steps are adhered to.

- Step 1: Outline the purpose of the session.
- Step 2: Elicit information about the social service beneficiary. This information can either be elicited from the SSP, as the SSP would have submitted some record of his/her work prior to the session. These records might include written recording, tape recording, work

schedules, log forms, and a work plan. In some instances, the supervisor might have received first-hand information from the social service beneficiary (e.g. Life space supervision).

- Step 3: Engage the supervisee on intervention processes (paying attention to errors and to appropriate applications). The supervisor assesses whether the SSP has the knowledge and skills to perform particular tasks. He /she also assesses whether the SSP is able to integrate theory (the knowledge learnt) with practice (the actual situations that the SSP deals with).
- Step 4: The supervisor provides feedback – feedback should be provided as soon as possible after the performance. It should be specific (one should be able to point to a specific intervention, act or comment that needs praise or correction). Feedback should point to the concrete behaviour which illustrates a deficiency in performance. Vague and general statements have less credibility. Feedback should be descriptive rather than judgemental.
- Step 5: Goals for the next session are then set. This keeps the SSP looking forward to new accomplishments and rewards.
- Step 6: Complete a supervision report as per the template (Form SSR) provided (Annexure C).

Note that all supervision sessions must be recorded and there must be a portfolio of evidence. It is important to develop a plan for the SSP's Continuous professional development for the development of the SSP and for compliance with SACSSP regulations.

#### **4.2.6 Evaluation**

This is an objective appraisal of the SSP's total functioning on the job over a specified period of time (performance appraisal). It is a process of applying systematic procedures to determine the extent to which the SSP is achieving the requirements of his/her position in the organisation. The evaluation is an assessment based on clearly specified, realistic and achievable criteria reflecting the standards of the organisation. It is important to note that performance evaluation systems may vary between and within organisations.

##### *Action Steps*

- Step 1: Compare the achievements made by the SSP with the job responsibilities
- Step 2: Identify relative strengths and weaknesses while assessing the performance
- Step 3: Communicate your observations
- Step 4: Determine a development plan for improving performance
- Step 5: Agree on a course of action or action plan.

#### **4.2.7 Termination/ Transition**

A supervision session, consequently, after a scheduled time (it could be an hour or an hour and a half) is likely to be progressively less productive. It is important that the supervisor determine a convenient point for ending the session. It is advisable for the supervisor to plan the ending of the supervision session at the beginning of the session so that the agenda selected for the session can be completed within the allotted time for the session. The supervisor should ensure that the session is not terminated when the emotional level of the interaction is intense. The supervisor should avoid frustrating questions or comments, for example, to say to the supervisee “*we have two minutes left for the session. Is there anything that you would like to bring up*” can be frustrating to the supervisee. In circumstances where supervision happens on the job (i.e. where there is no formally structured session), the supervisor must ensure that throughout their interaction with the supervisee, they maintain a less tense atmosphere by being factual and concise in their comments and remarks.

##### *Action steps in terminating a supervision session*

- Step 1: The supervisor plan and prepare on how they are going to end the session.
- Step 2: Once the supervisor has reached the objective of the session, the session must be terminated.
- Step 3: The supervisor goes through the agenda items that have been discussed with the supervisee with an aim of giving the supervisee opportunity to ask questions. Through this action, the supervisor would ensure that the supervisee is clarified on those issues that were of concern to him/her.
- Step 4: The supervisor then summarises the session by recapping on the points that were covered and the content or skill that was taught.

In its conceptualisation of supervision, the Supervision Framework (DSD, 2012) aptly reflected that while the initial part of supervision is highly structured, the last part (i.e. Consultation) is free from structure. In other words, the identified phases of supervision are indicative of the structure to be followed in the initial part and consultation, which lacks structure, becomes the end part of the process. While there is a body of literature on the on-going nature of supervision, in social service, it tends to contradict itself when it comes to the process which is something largely demarcated according to phases. Beyond the final phases, the literature identifies consultation as an activity on the continuum of supervision, which is preceded by termination. Every officer in any organisation, irrespective of their level of functioning, is equally responsible for aiding in the success of the organisation hence the reporting lines for accountability. While an SSP, for instance, is accountable to the supervisor, the supervisor is accountable to the manager and the manager to the director.

Practitioners who have developed into professional maturity may not be supervised but graduate from supervision to consultation. Elements that would be articulated as goal posts to be achieved for one to graduate to consultation would include the following:

- the SSP is more secure and self-motivated
- The SSP is self-aware of own thoughts, emotions and behaviour in relation to their social service beneficiary.
- the SSP's skills are developed

*Action steps for transition from supervision to consultation*

- Step 1: The supervisor identifies the elements for transition by asking the questions “is the SSP more secure and self-motivated? Is the SSP self-aware of own thoughts emotions and behaviour in relation to their social service beneficiary? Have the skills of the SSP well developed? ”
- Step 2: The supervisor informs the SSP of the elements that have been identified and how these create room for transition to consultation.
- Step 3: The supervisor and the supervisee renegotiate the supervision contract with specific reference to the frequency and the duration of consultations.
- Step 4: The supervisor explains to the SSP that in the event the SSP demonstrates a lack of independent functioning, there will be a fall back to supervision and this should not be misinterpreted as demotion but need for growth and development.

An SSP who somehow fails to demonstrate their responsible, independent functioning can return to the status of supervision. Supervision is cyclic and the supervisor can move with the supervisee from one-step to the other and even go back as circumstances and need for growth may determine.

*Action steps for handover*

This happens at the end of the relationship between the supervisor and the supervisee

- Step 1: The supervisor have a detailed discussion with the SSP on how they plan to handle the handover. Depending on whether the successor of the SSP concerned has assumed duties or not, if they have assumed duties, the SSP may be requested to assist by allowing the newly appointed SSP to shadow him/her for a few days or longer.
- Step 2: The supervisor advises the SSP to prepare a handover report. It is important that the supervisor and the SSP discuss the focus of the handover report. The report must provide a clear outline of what is expected of the SSP's successor.

- Step 3: Conduct a termination session with the SSP and reflect on the areas of growth and the experiences of the SSP.
- Step 4: The supervisor should observe the SSP's response to termination ( i.e. are they moving towards, moving against or moving away )
- Step 5: The supervisor then allows the SSP to deal with the feelings of termination.
- Step 6: The session can be ended by the supervisor reinforcing the SSP's excitement about the ending of the relationship.

**Adapted from** <https://www.wikihow.com/Do-a-Handover-in-an-Office>

Template for the termination report (FORM TER) is provided as Annexure D.

### **4.3 Conclusion**

The supervision is an interactional process and the supervisor engages in sequential series of deliberately and consciously selected activities. The supervisor should facilitate critical reflection on practice that encourages analysis of values and ethics.



## **MODULE FIVE: STYLES OF SUPERVISION**

### **5.1 Introduction**

Supervision is a critical process in the development of a SSP but at the heart of this exercise, is relationship-building with the supervisee, which is largely influenced by the supervisor's style of supervision. While some aspects of supervision such as models and methods, can be considered universal, and should be adopted by everyone, supervision styles are dependent on each supervisor's choice and hence may vary. A supervisor may have his/her own unique style of supervision, as long as this style respects the more general best practices of supervision.

### **5.2 Styles of Supervision**

There are different styles of supervision, some are highly task-oriented and are often endorsed by cognitive-behavioral supervisors, while others are highly interpersonal and tend to be favored by humanistic supervisors. Furthermore, supervisory styles seem to be differentially related to the supervisee's level of experience and the supervisor's strengths. The supervisor's style of supervision is a result of how they use their own strengths. Supervisors tend to be more task-oriented with more experienced practitioners. It is important for supervisors understand their style of supervision and know who has influenced their supervision style (was it the best supervisor or the worst supervisor).

Styles that may be adopted during supervision include, prescriptive, facilitative, enabling and consulting. The supervisor needs to carefully select these, with the supervisee's needs in mind. A combination of these styles can impact the supervision process greatly, making any supervision session an experience worth remembering.

#### **5.2.1 Prescriptive Style**

This style is characterised by low support and high directive behaviour by the supervisor. The supervisor uses prescriptive knowledge to intervene so that what can be predicted can be changed or avoided (Weinbach 1994:14). He or she tells the supervisee exactly what to say or do to guarantee that a similar mistake does not happen. The advantage of the prescriptive style is that it guides the supervisor to a perfect evaluation for each supervisee that will guarantee that particular supervisee's maximum productivity through useful feedback and constructive criticism.

This style may be more relevant to SSP s who are at entry level as they are high in motivation, high in anxiety, and fearful of evaluation. Their focus is primarily on their own behaviour (as they

are trying to implement skills), on their thoughts (as they are figuring out what to do next, trying to understand social service beneficiary), and emotions (anxiety, frustration, hopelessness).

### **5.2.2 Facilitative Style**

The facilitative supervision style emphasises mentoring, joint problem solving, and two-way communication between the supervisor and the supervisees. Adoption of a facilitative style helps the supervisor to focus on the needs of the supervisees and provide opportunities for growth. The ultimate goal is to empower the supervisees. This style leads to a shift from fault finding to assessment and collective problem solving to continuously improve the quality of services. The role of the supervisor is to guide his/her supervisees in new ways to improve quality service that meets the needs of the social service beneficiaries.

Adapted from <http://www.affection.org/sante/asvc/www.igc.apc.org/avsc/quality/qfs.html>

In applying this style, the supervisor is highly supportive and directive. The supervisor is not a gatekeeper, but a facilitator of development (Lamberts, 2000:197). Central to this style is the empowering of SSPs by enabling them to take action at various levels when appropriate. This style is more appropriate when supervising SSP s who have developed a better understanding of the social service beneficiary both cognitively and affectively and are more comfortable with the intervention process.

## **5.2 Enabling Style**

This style is characterised by high support and low directive behaviour as the supervisee is more independent and only needs support and rounding off to function independently. This style is more applicable to supervisees who are at mid-level as their focus shifts to the social service beneficiary. Much as their skills level would have increased, they tend to experience fluctuating confidence and motivation. The supervisor offers support and reassurance to allow the SSP to perform their tasks with confidence.

In applying this style, the supervisor is still expected to perform their tasks, namely to supervise. They should not leave SSP to their own devices, regardless of the SSP's level of performance. Enabling means "letting" them grow and develop but not without you as their supervisor. Workplace challenges such as high workload sometimes result in supervisors, unwittingly adopting this style because it allows them time to attend to other "critical" tasks while SSPs are "enabled" to grow and develop on their own. This can be a challenge especially for inexperienced SSP s who may, due to their personality traits, seem to be advancing faster than others to maturity. This style is more suitable when supervising senior supervisees who are about to graduate to consultation.

#### **5.2.4 Consulting Style**

The consulting style is characterised by the supervisor's low support and directive behaviour. The supervisor would consider this style once the supervisee has reached a stage where he/she is able to perform assigned tasks with great confidence and is responsible for his/her actions. At this level, the supervisee is increasingly self-aware of own thoughts, emotions and behaviour in relation to the social service beneficiary. There is an increasing ability on the part of the supervisee to reflect on process and tap into knowledge, and hence needs limited support from the supervisor.

It must be noted that this section is not discussing consultation as a support strategy but rather as a style that can be assumed by a supervisor during a session. The supervisor may act as a consultant, allowing the supervisee to demonstrate his/her skill with less support from the supervisor. This must be done when the supervisor is comfortable with the supervisee's professional judgement and ability to make decisions. The supervisors' role is to guide the supervisee, redirect him/her when she takes an "unwise" step. The supervisor is still responsible for the process and the outcomes thereof and must therefore not leave the supervisee all by him/herself.

#### **5.3 Conclusion**

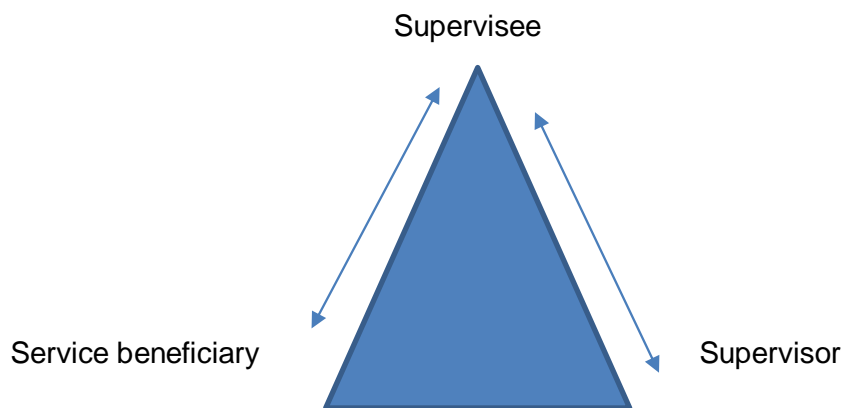
It is important for supervisors to be cognisant of their own strengths and weaknesses as supervisors in order to find the best way to support their supervisees, using a style that will benefit the supervisee and promote supervision objectives. Evaluating one's own supervisory style can be essential and change should be effected where and when necessary.

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## MODULE SIX: THE SUPERVISION RELATIONSHIP

### 6.1 Introduction

Supervision takes place within a positive anti-discriminatory relationship. It is based on a positive relationship with a shared agenda between the supervisor and the supervisee and that ownership of the process is ascribed to both parties (Engelbrecht, 2014:144). The relationship contains the invisible processes of emotional interaction, of both the SSP and the supervisor attaching meaning to what has been said and not said. It is important that there exists a level of trust and honesty for the SSP to feel safe to engage in the relationship. The supervisor is assigned to supervise the SSP and the SSP is expected to be accountable to the supervisor. The supervisor has some official sanction (mandatory responsibility) to direct and guide the practice of the SSP.



*Figure 1 Supervisor supervisee triad*

The supervision relationship is complex as it requires of the supervisor to be supervisee-centred whilst considering the objectives of the organisation and the best interest of the service users.

### 6.2. ***Roles of the supervisor and supervisee***

Supervision entails a reciprocal relationship wherein the supervisor and supervisee contextually assume any of the following roles:

- Administrator
- Educator
- Supporter
- Expert
- Developer
- Motivator

- Enabler
- Broker
- Facilitator
- Empowered
- Negotiator
- Mediator
- Advocate
- Activist
- Modeler
- Sponsor

Collaboratively, the supervisor and supervisee have the responsibility to develop and maintain an effective supervision relationship.

## 6.2 Dynamics of the supervision relationship

Although most supervisory relationships develop fairly easily, sometimes there can be special challenges. The three aspects that must be addressed intentionally by the supervisor to ensure a professional, non-discriminatory relationship are power, diversity and transference.

- **Power:** Power is inherently part of any discourse of supervision through the very nature of the practice thereof. Power in the supervision process can best be addressed through collaborative supervision which is based on the understanding that each person has something to bring to the supervisory relationship. Collaborative supervision is most effective when there is a trusting, warm and respectful relationship between the supervisor and the SSP.
- **Diversity:** Supervisors must be aware of the multicultural composition of the SSP s such as race, gender, religion, sexual orientation and cross-cultural supervision to name just a few. Supervisors who integrate cultural differences and the backgrounds of their SSP s in their supervision make their SSP's comfortable and developmental. Failure to do so contributes to SSP s' feeling frustrated, disappointed and isolated. In some instances the supervisor's failure to recognise diversity might exert pressure on the SSPs to conform to foreign norms and accept derogatory comments (Watkins & Milne 2014:78).

The culturally relevant approach implores supervisor to reflect and be aware of their own frames of reference where diversity is concerned and consciously make a healthy decision as to how one would relate to others of a different orientation (DSD, 2018)

### ***Hints for supervisors***

It is important that supervisors are culturally aware of their own frame of reference. They can attain this by following these steps:

- Step 1: Stand back from who you are
- Step 2: Identify your cultural values and list them
- Step 3: Identify your beliefs and list them
- Step 4: Identify your perceptions in relation to your SSP s and list them
- Step 5: Consider the effects of your cultural values on the way you relate to the SSP s under your supervision
- Step 6: Consider the effects of your beliefs on the way you perceive the SSP s under your supervision

It is important for supervisors to engage in this process continually.

- ***Transference:*** It describes a situation where the feelings, desires, and expectations of one person are redirected and applied to another person. It can also occur in various situations and may form the basis for certain relationship patterns in everyday life. Transference may affect the supervisor-SSP relationship either in a positive or negative manner. It is therefore essential for supervisors to have an understanding of transference and counter-transference. This would best enable supervisors to help SSPs gain a deeper understanding of themselves and the dynamics taking place between them and their social service beneficiaries (adapted from Michael, 2009).

### ***Hints for supervisors to deal with transference***

- The supervisor steps back and disengages with the affective reaction and views it more objectively.
- He/she then identifies the SSP's affective state.
- He/she establishes the significance of the SSP's message.
- The supervisor decides how most effectively to use what has been learnt.

Adapted from [www.mentalhealthacademy.com.au](http://www.mentalhealthacademy.com.au)

## **6.5 Conclusion**

A supervision relationship built on trust has the potential to provide a safe context within which practice issues can be explored. Ending the supervisory relationship is just as important as beginning it and a supervisor should devote attention to it.

## **MODULE SEVEN: MONITORING AND EVALUATION**

### **7.1 Introduction**

Supervision is a professional activity and, as such, it requires continuous monitoring and evaluation to ensure that protocol and procedure are followed, set outcomes are achieved and progress is made. Evaluation of outcome ensures that supervision meets the objective of enhancing the competencies and knowledge of professional staff so that standards of service to service users can be maintained or improved. The question of whether the practice of professional supervision is effective, and how its effectiveness can be measured, has been debated at length for many years, by both SSPs and other professions. This module discusses how supervisors can monitor and evaluate supervision, ensuring that their intervention meets the expected standards.

### **7.2 Monitoring and Evaluating Performance of SSP Supervisor**

Evaluation of supervision outcome is important to enhance learning and increase the effectiveness of supervision. Supervisors and SSPs will also need to mutually recognise whether the agreed plans and goals of supervision are achieved. The SSP's performance need to be managed in line with the system that has been adopted by the organisation. The supervisor must assess whether:

- The supervision process has contributed to personal development of the SSP.
- The purpose of supervision has been achieved.

### **7.3 Monitoring and Evaluating Performance of SSP**

Supervisors must ensure that supervision is conducted in line with the Supervision Framework. In terms of the Social Service Professions Act, 110 of 1978, as amended, non-compliance may constitute unprofessional conduct. Supervisors should have:

- Records of every SSP's personal development plan.
- A supervision contract with every SSP.
- Reports and performance appraisals which should be available for monitoring and evaluation by the relevant authorities.
- A portfolio of evidence which should be available for a period of three years after the SSP terminated their services at the organisation.

## 7.4 Monitoring and Evaluating Job Performance

In order to support SSPs in meeting job performance criteria, supervisors must systematically monitor and continually appraise performance in relation to the established job performance standards. This would include:

- setting measurable objectives
- collecting performance data
- communicating with SSPs
- evaluating performance
- conducting appraisal interviews
- completing a performance assessment

## 7.5 Facilitating Performance Improvement

Supervisors aim to maintain the most cohesive and productive staff possible. This is not easily achieved as each SSP presents individual challenges and opportunities that the supervisor must recognize, facilitate and adapt to. Supervisors must be able to deal with SSP s who are achieving performance standards as well as SSP s whose performance falls below expectations. The following are important hints in facilitating behaviour and performance improvement.

- **recognising SSPs who meet or exceed job expectations** (*by praising the SSPs , telling them if you have received positive comments about them, sending handwritten “thank you” notes, assigning SSP s to take the lead on important tasks, throwing a small event- it does not have to be expensive*)
- **Counselling** (*Keep in mind that the purpose of performance counselling is to assist SSP s to improve their performance. Use positive language and focus on the behaviours and actions of the employee, and do not attack the SSP personally. Keep in mind that it is a two-way discussion*)
- **Developing a performance improvement plan** (*Based on your discussion with the SSP, develop an action plan that would best support the SSP in improving his or her performance. Be sure to include a specific period of review. Provide the SSP with a copy of the action plan, and place another copy in the SSP 's file*).
- **Following up on the results** (*At the completion of the set performance period, the supervisor conducts another meeting with the SSP. During this meeting, the supervisor goes through the action plan that was set and advises the SSP whether or not they have been successful. If they have successfully completed the action plan, congratulate them. If they have not been successful, you may need to set a new date for review )*



## 7.6 Reporting and Interpretation of Reports

Supervisors receive reports and information contained therein should be used to create an on-going, supportive dialogue to help SSP s succeed in the performance of their jobs. Supervisors should therefore be able to use the same information to create clear objectives and determine the resources needed towards supporting the SSP's growth and development. It is important that the supervisor ask the question "What *meaning can I assign to the information presented in the reports?*" He/she would do that by:

- Describing and summarising the information presented.
- Identifying relationships between variables.
- Identifying the difference between variables.

Supervisors will further determine conclusions by asking a question "*What are the implications and or inferences of the presented information.*" Based on the implications and the inferences, supervisors will then forecast outcomes by making predictions of the future based on the past and the present.

SSP s are expected to submit monthly reports and these will feed into district quarterly reports.

## 7.7 Conclusion

The central focus of supervision is the quality of practice offered by the SSP to social service beneficiaries. There are various strategies that the supervisor can apply and these largely depend on the purpose of supervision and the scope of practice of the SSPs. It is important for the supervision relationship to be interactive and positive. There are, however, dynamics that are likely to affect the relationship hence supervisors should be mindful of these and deal with them accordingly. A competent supervisor must not only acquire various skills and a knowledge base, but also apply them to their SSPs. The purpose is to help identify obstacles that prevent the SSP from learning and developing.

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**Annexure A: Personal Development Plan**

Name of Supervisor:	Name of Supervisee:
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Development Area	Date to achieve	Intervention Plan	Assessment method	Comments

**Signature:**

Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisee: \_\_\_\_\_ Date: \_\_\_\_\_

**Annexure B: Supervision Contract**

Supervision contract between:

Name of Supervisor \_\_\_\_\_

Name of Supervisee \_\_\_\_\_

The parties shall meet at (frequency) \_\_\_\_\_ intervals.

The supervision sessions shall last for (duration) \_\_\_\_\_

The venue for the supervision session shall be at \_\_\_\_\_

The roles and responsibilities of both parties with regards to supervision shall be as follows:

\_\_\_\_\_

The supervision sessions will cover the following functions:

\_\_\_\_\_

Supervision sessions will take the following methods:

\_\_\_\_\_

Statement of confidentiality:

\_\_\_\_\_

Anti-discriminatory statement:

\_\_\_\_\_

How to handle disagreements:

\_\_\_\_\_

Manner of record keeping:

\_\_\_\_\_

Commitment to personal development:

\_\_\_\_\_

How will we agree on the agenda of the next session?

\_\_\_\_\_

Review of supervision contract (How often):

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Additional determinants:

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Signature of supervisor: \_\_\_\_\_ signed in \_\_\_\_\_ day  
of \_\_\_\_\_

Signature of supervisee: \_\_\_\_\_ signed in \_\_\_\_\_ day  
of \_\_\_\_\_

### **Annexure C: Supervision Session Report**

Supervision sessions must be structured including all the functions of supervision, should be properly planned and linked with the personal development plan of the social worker with a specific goal, have an agenda and a report written and signed by both the supervisor and supervisee.

Purpose of the session (linked to the personal development plan):

\_\_\_\_\_

Supervision method:

\_\_\_\_\_

Agenda:

\_\_\_\_\_

Comments or Reflections:

(Also indicate whether goals of the session as per supervisor and supervisee achieved)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Planning for the next session:

\_\_\_\_\_

Date of the next session: \_\_\_\_\_

Time of the next session: \_\_\_\_\_

Venue of the next session: \_\_\_\_\_

Submission of CPD application: \_\_\_\_\_

Name of supervisor: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name of supervisee: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Annexure D: Termination Report**

Supervisor's name: \_\_\_\_\_

Supervisee's name \_\_\_\_\_

Summary of files:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Has the handover report been submitted? \_\_\_\_\_

Reason for termination

\_\_\_\_\_  
\_\_\_\_\_

Comments by supervisee

\_\_\_\_\_

Comments by supervisor

\_\_\_\_\_

**Signature:**

Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

**Supervisee:** \_\_\_\_\_ **Date:** \_\_\_\_\_



**Annexure E: Supervisors Note**

*(Copy of the supervisors' s note must be in the beneficiary of service file)*

1. Case no/reference no:	
2. Name of supervisor:	
3. Name of supervisee:	

1. Indicate the type of file:

Casework		Group work		Community work	
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2. Indicate at what stage or the intervention processes is the file

Intake / Engagement		Assessment		Intervention /Implementation		Evaluation	
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3. Summary of findings:

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4. Recommended interventions/ action /follow up:

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<b>Name of supervisor:</b>	<b>SACSSP Registration No:</b>
<b>Return Date:</b>	
<b>Signature (Supervisor):</b>	<b>Date:</b>
<b>Signature (Social Worker):</b>	<b>Date:</b>