

I confirm that I have not used any AI tools in the research and creation of this assignment. I confirm that I have not presented any AI generated materials as my own work. I confirm that I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

Practice Log 1:

Drawing on examples from your supervision sessions, this practice log should analyse the establishment of the supervisory relationship to include creating the supervision contract, the importance of creating an appropriate supervision environment, and a consideration of how the relationship has developed across the sessions.

In this practice log, the writer and supervisor will explore how a supervisory relationship is formed and what it entails, and how does it differ from a working/professional relationship. The log will also explore how creating a safe, non-judgmental environment affects a supervisory relationship.

According to Hill and Peaper (2011, pg 12), a professional supervisory relationship is “a discipline deployed in the professional development and training of youth workers” and it is not about scrutiny and judgement (Hill and Peaper, 2011, pg 12). This is an essential part of creating a supportive, safe space for a functioning supervisory relationship, as well as setting out mutual boundaries for the process and the meetings within the supervision contract. The atmosphere that is created with the supervision meetings will directly link to how effective the supervision is, because if the atmosphere feels judgmental and scrutinising, the supervisee will not feel comfortable enough to fully engage in the process and this will be shown in the results from the process of the supervision and if there is or is not any development within the supervisory relationship. The environment and atmosphere created within the

supervision meetings will determine the success and the effectiveness of the process. For instance, if the environment and the atmosphere feel uncomfortable and like an unsafe space, neither the supervisor nor the supervisee will feel secure enough to fulfill either the learning or development aspects of both the educational and the supportive functions of supervision, as well as the fact that the feeling of an uncomfortable, unsafe environment and atmosphere would make it much more difficult to build a strong and functional supervisory relationship.

A supervisor/supervisee relationship is distinctive from most other working professional relationships because supervision is concerned with developing one's skills and knowledge, as well as one's personal and professional development. In a supervisor/supervisee relationship, one has the opportunity to be open and find interests, inside and outside of the field of youth work, that both parties have in common. This helps to build a functional relationship because it creates a more comfortable atmosphere for the supervisor and the supervisee. Additionally, the supervisory relationship can help improve and develop the supervisee's practice through common interests. For example, if both parties are creative, it can produce ideas for activities and how it could help the young people they might be working with. The supervisory relationship can be helpful to the development of the supervisor and the supervisee's professional practice, as both parties can share ideas and experiences to the benefit of the supervisory process, but in this way, it can open both of their minds to new ideas of approaches to practice.

Creating a safe and non-judgmental environment to hold supervision sessions is important to the effectiveness of the practice. If the supervisee feels unsafe or judged, they will not be open with their supervisor, which becomes a barrier to the efficiency and effectiveness of supervision, and the outcome is the same if the supervisor does not feel able to be open with their supervisee. It is vital to the process that both the supervisor and the supervisee feel comfortable within the relationship. It is also important to incorporate the values of youth work into supervision. This could include values from the National Occupational Standards for Youth Work (CLD Standards Council Scotland, 2019, pg.5) or from the Youth Work Wales: Principles and Purposes (Youth Work Wales Review Group, 2022, pg.5-6), such as; “partnership with young people and others”, “equity, diversity and inclusion”, and “active participation” from the National Occupational Standards (CLD Standards Council Scotland, 2019 pg.5), and “educative”, “expressive” and “empowering” from the Five Pillars of Youth Work in the Youth Work Wales: Principles and Purposes (Youth Work Wales Review Group, 2022, pg.5-6).

Within a supervisory and a youth work environment, it is important for staff and volunteers to be able to express their feelings, emotions, and their experiences to process what they encounter in their practice. A youth worker is very likely to hear or face situations that may not be easy in any kind of youth work environment and therefore, it is essential that every staff member and volunteer has someone to talk these experiences through with, adhering to any and all policies, procedures and standards concerning safeguarding. This supportive aspect of the supervisory

relationship makes the relationship vary from other relationships, especially professional ones.

In conclusion, building a strong supervisory relationship within a safe and comfortable environment is integral to creating the most efficient and effective supervision process possible. A supervisory relationship is unique and is of great importance to personal and professional development, especially in a caring, nurturing industry. This is particularly apt in youth work practice as a youth worker's relationships to young people, families, and partnerships are also unique to other types of relationships. Therefore, a supervisor/supervisee relationship and the outcomes that result from it are extremely important to the development of the supervisee and their practice.

Practice Log 2:

This practice log requires you to examine your identification and understanding of the functions of supervision, and how your knowledge of the functions has been used when supervising others, to include specific examples presented anonymously.

In this practice log, the writer and supervisor will explore how these functions of professional supervision affect the effectiveness and efficiency of the supervision process. This log will also explore how the knowledge of the functions addresses how supervision sessions are held. There are three main functions of supervision that are known as Educative, Managerial, and Supportive or Formative, Normative, and Restorative.

Kadushin's (1992) model of supervision is a development of Dawson's (1926) model of supervision. There are three main functions of supervision according to this model, which are; educational, administrative, and supportive, also known as formative, normative and restorative. The educative or formative function of supervision relates to the development of personal and professional growth as well as the development of one's skills, knowledge, and understanding. The administrative or normative function of supervision relates to the knowledge and understanding of the relevant theories, policies, procedures, standards, and ethics. The supportive or restorative function of supervision relates to making sure that the supervisee is well in all areas, mentally, physically, and emotionally, as well as talking through and processing their achievements and challenges within practice (Smith, 1996-2011).

In Smith's (1996-2011) article about Kadushin's model of supervision, he suggests that each of the three functions of supervision have a "primary problem" and a "primary goal" (Smith, 1996-2011). According to Kadushin, the "primary problem" of the educational function of supervision is the ignorance of the worker or the incompetence in terms of attitude towards the work, or knowledge and skills to fulfill their role. Thus, the "primary goal" of the educational function of supervision is to eradicate any ignorance towards the work that the worker may have and to develop their knowledge of their practice (Smith, 1996-2011). Then the "primary problem" of the administrative function of supervision is to assure the proper implementation of youth work and organisation policies and procedures and therefore, the "primary goal" of the administrative function is to ensure complete compliance to the relevant policies and procedures at all times (Smith, 1996-2011). Lastly, the "primary problem" concerning the supportive function of supervision is the worker's attitude towards their role and responsibilities and subsequently, how competent the worker is at their role. Hence, the "primary goal" for the supportive function is to improve the worker's morale and competency towards their roles and responsibilities, hopefully to prevent issues like burnout and extreme stress (Smith, 1996-2011).

These three functions of supervision have to work together well for the supervisory process to be effective. This is because they are all integral to being a successful youth worker as well as being vital to a worthwhile supervisory journey and relationship. As previously mentioned, the functions of supervision, according to

Kadushin (1992), are educational, administrative, and supportive. To be an effective supervisor, as well as an effective youth worker, these are the most important aspects. As an industry, youth work is, first and foremost, educational. Youth work is an informal and non-formal form of education and as a youth worker, one helps young people to learn and develop personally and professionally to function as adults in the world. However, as youth workers, one also needs to have a wide range of knowledge of policies, procedures, values, and principles as well as laws concerning youth work to keep everyone involved safe, secure, and comfortable. Lastly, youth workers need to be supportive, and they need to be prepared to empathise and care for young people with their struggles and with attaining their objectives.

Similarly to youth work, the supervision process requires one to have a well-rounded, detailed knowledge of the functions of supervision and what they consist of. Ideally, all three of the functions would be used in equal measure; however, this becomes more difficult to control, depending on what approach the supervisor was to take, especially if the supervisor has opted to take a more supervisee-led approach regarding the conversations held in the sessions. This may mean that the supportive function of supervision becomes more prevalent, for example, if the supervisee is struggling with a situation that they have faced in their practice, or the educational function of supervision may become more prevalent if the supervisee has questions about something that has taken place in their practice. Depending on the experience of the supervisor, the administrative function of supervision may be the most difficult to insert into the meetings. The administrative function of supervision could be added into the meetings in a subtle manner; however, the supervisee needs to explicitly know about the theories,

policies, and procedures, etc, that affect their practice and the organisation they work for or volunteer for. The supervisor's knowledge of how much that the supervisee knows about the theories, policies, procedures and standards may alter how much the supervisor pushes to explicitly talk about the administrative parts of practice.

In conclusion, it is integral to the supervision process to know the three functions of supervision. This creates an effective way to work within this process and gives structure to the meetings that could easily get off-topic. This also gives space for the meetings to be supervisee-led and therefore, the supervisee can lead the conversations in the way that they would like, as well as the supervisor being able to keep the meetings on track, meeting all of the aims and objectives that they would like to. Thus, the functions of supervision and how they can significantly change the effectiveness of the supervision process is vital to consider when attempting to complete a successful supervisory experience, for both the supervisor and the supervisee.

Practice Log 3:

Your final practice log reflects on your whole supervision experience and should provide an analysis of your role in leading and managing the supervision sessions that you have led upon.

In this final practice log, the writer and supervisor will reflect on the supervision experience, including the aspects of supervision already explored in the previous practice logs and the experience as a supervisor and the sessions overall.

In terms of the supervisor's experience practicing in this context, they could have used more of their knowledge of theories and policies, etc, linking to the administrative or normative function of supervision. This is also not to say that the supervisor did not use their knowledge in this area but maybe it was not explicitly mentioned as much as it should have been. This also somewhat relates to the process of creating the supervision contract, however, the supervisor is confident that the most important points of the contract were met; this includes a confidentiality policy, the meeting place, dates, and times, and setting professional boundaries.

Another aspect of the supervisor's practice that could have been improved was their confidence, which possibly inhibited part of the supervisory experience. The supervisor's lack of confidence did not have a great negative impact on the supervisory experience, but it may have occasionally affected the efficiency in which the sessions took place. However, a positive aspect that came from this supervisory experience was that it did build the supervisor's confidence, especially in working on their communication skills and their confidence in communicating.

One of the supervisor's strengths during this process was taking interest in the supervisee inside and outside of placement; finding out their interests and what their weekend looked like, etc. This created a safe and comfortable space for both the supervisee and the supervisor to speak openly and freely about the topics in question. This produced a supportive supervisory relationship where both the supervisor and supervisee could speak openly and honestly, and therefore, both could benefit from learning about each other's experiences in practice, especially as both the supervisor and supervisee had varying former experiences of youth work practice. Another strength of the supervisory relationship that was built within this supervisory experience was that because of the safe and comfortable environment that was created, the individuals could openly share about how their life experiences may have affected their practice in youth work; for example, family situations, ages, religious backgrounds, where the person grew up (e.g. rural, city), etc.

The management of the supervision sessions was mostly effective. Within the first session, the supervisor and the supervisee had scheduled every session, with the notion that flexibility may be needed. Within the supervision sessions, the management of how the supervision sessions organised was mostly supervisee-led, as to what exactly they wanted to talk about; the supervisor arrived prepared with questions to ask the supervisee about the reflective account that they had sent, in preparation for the session. This generated a very flexible and open process.

To become a strong practitioner, one must be a reflective practitioner. This is emphasised in Hawkin and McMahon's book, "Supervision in the Helping Professions". They outline the "seven capacities of a reflective practitioner" which include; Learning and unlearning, Reflection, Embodying learning, Relating, Collaborating, Sustaining resilience, and Understanding one's deeper motivations (Hawkins and McMahon, 2020). These are all integral to being a reflective practitioner in supervisory settings, which could also be adaptable to youth work practice, as it is important to be a reflective practitioner in youth work practice as well as in supervision practice.

In terms of the supervisor using the functions of supervision, they met the supportive function most as the supervisee reported back to the supervisor that it was helpful to have a listening ear and use the process to talk about some of their experiences in practice and work through them during the meetings. This feedback was helpful to the supervisor, in terms of knowing where their strengths were in the supervisory process and subsequently where the supervisor could improve if they were to have another opportunity to supervise a youth worker. The educational function was also met in some aspects of the process. However, the supervisee was possibly more experienced in the educational area in many ways than the supervisor in this specific situation and they respected that and also learnt from the supervisee. Therefore, the educational function of supervision was perhaps not needed as much as the supportive function of supervision, for example. The supervisor's main weakness, which has been covered, was the administrative function which was mentioned but maybe not in enough explicit detail as was possibly needed. On the other hand, in this specific supervisory

experience, the supportive function of supervision was perhaps the most relevant and necessary.

In conclusion, the experience was important to the confidence building and the experiential learning of the supervisor as it gave the supervisor the opportunity to practice what they had been learning and researching, giving context to what the outcome of the supervisory process was supposed to be. Overall, this experience of facilitating a supervision experience was extremely interesting and provided the supervisor with some useful information and important considerations when moving forward with their practice.

Critical Review:

Compare and contrast leadership and management theories, and consider their application and effectiveness in relation to youth work practice. Students should also consider these in light of the increasingly challenging financial climate that

services for young people face, and draw upon a range of supporting material to underpin discussions.

This is a critical review which will explore leadership and management theories, and their application and effectiveness in a youth work practice, as well as considering all of these things within the context of the increasingly difficult financial climate for services for young people. This review will also explore the distinction between management and leadership.

McGregor's Theory X and Theory Y (1960, 2006) is an effective way to evaluate how a manager or leader is doing as according to Adair (2011, pg.1-2), the "team-members' attitudes and behaviour very often reflect motivation" from their managers and/or leaders. McGregor's Theory X and Theory (1960, 2006) suggests that there are two types of managers; both have assumptions about their employees, but both have very differing outcomes. In Theory X, the manager assumes that their workers dislike their jobs, having no goals or desire to grow personally or professionally, with little motivation, needing direction for every task with a reward and punishment system to complete it (Kurt, 2021). These Theory X types of managers tend not to get the best results, unlike Theory Y managers who are more likely to end up with the better outcomes. In Theory Y, the manager assumes that their workers are satisfied and proud of their work, accepting challenges and having the ability to be self-directed in a task and being involved in decision-making (Kurt, 2021). Additionally, Kurt (2021) suggests that Maslow's Hierarchy of Needs could be linked to McGregor's Theory X and Theory

Y (1960, 2006) and that it could be adaptable to be effective in a workplace scenario. Linked to this, Adair (2011, pg.11-12) also suggests that managers need to be able to lead; they need to make sure that they know how to delegate to others to get the job done and being an effective leader is integral to a manager's success or failure in their role. Interestingly, someone who is a strong leader does not need to be able to be a manager. However, it does seem as if for one to be an effective manager, one should also be a strong leader. Looking at this generally, this is one of the biggest distinctions between leadership and management.

There are two types of leaders; appointed, and emergent. The difference between these types of leaders is that appointed leaders are the ones that are employed or specifically assigned to a leadership role. An emergent leader is someone who naturally stands out from the group and takes on a leadership role; these could be different people in the same group, depending on the context and the situation. Emergent leaders can be seen in a variety of settings, including workplaces, voluntary spaces, and even in friend groups. We could also link this to Tuckman's stages of group development; forming, storming, norming, performing, and adjourning (WCU, 2024). Group dynamics that have emergent leaders are most likely to be in the "performing" stage already, whereas group dynamics that only have appointed leaders could be in any stage but are more likely to be in one of the first three stages of group development. The concepts of appointed and emergent leaders as well as considering Tuckman's stages of group development (WCU, 2024) are necessary when attempting to successfully lead and/or manage a team or a department or group of employees. In terms of the concepts of an appointed or emergent leader, it may be that an emergent

leader is more effective at a leadership role within a group, rather than an appointed leader. In most cases, an emergent leader has earned the respect of the group and therefore, gained authority, over time and this very likely means that a team, for example, has known the emergent leader for an extended period of time. Someone who is an appointed leader may seem intimidating and/or threatening to a team, especially if the appointed leader is an addition to the team. The appointed leader may be very effective, efficient and strong as a leader, in terms of their previous experience, roles and responsibilities, but if they do not make an effort to build meaningful relationships with their team, then the working relationship between the leader and the employees, staff or volunteers is likely to be tenuous.

Being a leader or a manager in the current financial climate within the field of youth work is difficult, due to the lack of funding and budgeting difficulties. Even now as the British politician, the Chancellor of the Exchequer, Rachel Reeves, has pledged £1.3 billion to local authorities and £6.7 billion of capital investment to the Department of Education, there is no guarantee that this will assist or improve youth services in the UK (Simpson, 2024). Leigh Middleton, the chief of the National Youth Agency has said that “the vital infrastructure of support that youth services provide young people must not be forgotten.” If the youth services in the UK were to be lost to the current financial climate, the physical, mental, emotional, and spiritual health of young people will decline because youth workers are one of the main support networks of young people. Therefore, if that were to be taken away, young people would suffer and the issues that affect young people would increase exponentially. Services for young people are vital to many young people’s ability to develop and thrive in life. Youth services can help young

people learn a range of life skills, academic knowledge, vocational skills, and business and/or trade skills; for example, cooking, baking, woodworking, farming, budgeting, making jewellery, etc, amongst others.

In conclusion, leadership and management roles and responsibilities can be taken on in various ways, some being more effective than others, depending on the person, the employees and the environment. The approaches that leaders and managers take in their roles are vital to the outcome and results of their teams and their employees and/or staff. Amongst several other aspects, this means that having strong leadership and management at the top of a project or an organisation is essential to its success. Therefore, the leadership and management of any organisation, team or project is an extremely important role, especially within the field of youth work and the increasingly difficult financial climate that services for young people are facing.

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