

Supervision, Leadership and Management for Professionals:

ECYW7003

Supervision and Support Skills

Assessment Portfolio Part 1

Practice Logs (6 x 750Words)

Part one of this assignment, requires you to successfully lead and manage individuals through the supervisory process, including engaging in 6 supervision sessions. The Supervision and management Portfolio will include the following:

1. The establishment of the supervisory relationship, to include creating the supervision contract;
2. The importance of creating an appropriate supervision environment, and a consideration of how the relationship has developed across the sessions;
3. Your identification and understanding of the functions of supervision
4. Critically review and reflect upon your knowledge of the functions of supervision, and how these have been applied in practice;
5. Critically analyse your role in supervising others during the supervision sessions that you have led upon (x 2)

Practice Log 1: The establishment of the supervisory relationship, to include creating the supervision contract (750 Words)

Coming from a non-youth work background had already led to feelings of insecurity, whilst questioning my ability to establish a supervisory relationship in a sector that I am not overly familiar with. Our first session was to be centred around building up this relationship and creating a supervision contract. I felt nervous and apprehensive about this but knew this was common for me. Sapin (2009. p 221) states that “A planned approach to supervision requires attention to the periods before, during and after the supervision relationship” and my fears were that we hadn’t had much chance to form a ‘before’ relationship prior to the session.

Online learning hadn’t afforded us the opportunity to really engage with the other students and I was worried that it would be difficult to carry out the tasks without having previously got to know each other. Skills Development Scotland’s (SDS, 2019) National Occupational Standards (NOS) require us to “establish working relationships with colleagues, partners and stakeholders” but due to the limitations of Covid-19 I was beginning to think this may not be achievable, particularly as I am a much more face to face person. I rely a lot on non-verbal cues as well as hidden messages within the spoken word and feared that I may not be able to achieve this via a screen. Through my previous counselling skills course, I had had the opportunity to understand the importance of establishing a solid relationship as this would lend itself to working through issues that might feel uncomfortable or if someone were to be upset.

My previous experience of supervision has always been a tick box exercise, there hasn’t been the opportunity to really openly discuss concerns, ideas and a way forward so I really wanted to invest in the role of supervisor and the session today really

showed me that I needed to really understand not just the role of the supervisor but also that of the supervisee. It needed to be a two-way conversation where both parties felt they were being listened to within the parameters of a supervision session.

Through my previous professional experience, I knew that when my colleague and I met online in order for us to be able to work together in a supervisor/supervisee role, it was important that we developed a relationship as fellow students first. This gave us an opportunity to get to know each other better and share our vision of what we thought we could get out of these sessions. This proved beneficial for us as we were able to establish common links and found that we shared the same mindset about what we thought was important and what supervisor and supervisee roles and responsibilities were. We weren't afraid to speak openly and honestly with each other and I feel that allowed us to develop a trust-based relationship that could be built on as the sessions progressed.

Drawing on my knowledge from the initial lectures and the examples that I had found online, I was able to develop a supervision contract that reflected what was expected by both the supervisor and supervisee, setting out clear guidelines of our roles and responsibilities, working in partnership so we both had ownership of it. I felt that I had accomplished quite a lot in a short space of time and had effectively managed the session ensuring that I listened effectively to my supervisee most of the time. A couple of times I talked over the supervisee and knew instantly that it would affect our relationship if I came across as thinking what I had to say was more important. I was able to refer to it and I made sure we included 'give each person time and space to talk' in the contract. (see Appendix 1)

SDC (2019) National Occupational Standards states that we need to “develop productive working relationships with colleagues and stakeholders to support youth work” from today’s session I feel that I was beginning to understand the role of the supervisor and that it shouldn’t be underestimated. Being able to put a contract together that reflected and respected our views felt like a really positive start to our relationship and it also made me realise that in order to ensure the supervisory sessions continue in the same way, I will need to ensure that I continue to read around the subject as much as possible.

Practice Log 2: The importance of creating an appropriate supervision environment, and a consideration of how the relationship has developed across the sessions (750 Words);

Before today's session I felt much less nervous than last week. Having already begun to establish a relationship based on trust, honesty and respect, I understood the importance of developing that relationship over the coming weeks as this would definitely benefit our working relationship.

Alongside the supervision relationship, the environment where the session takes place plays an equally important part. My recent supervision experiences as a supervisee were held in a small meeting room, no windows, glaring unnatural lighting with a desk between my supervisor and I. This did not lead to a very conducive session where I found myself saying what I thought my supervisor wanted to hear, adhering to the large form I had filled in before the session. The form was a generic form that actually didn't reflect the work I was doing so then I had to tailor my responses to fit in with objectives that bore no relationship to my actual role. Hoggarth, L (2009, p.48) states that

“Dedicated time, preferably in a quiet and private situation, should be given to supervision and it should not be sacrificed to the pressures of other work.”

From my own experiences, I knew that as a supervisor I didn't want this to be the way our session ran. I felt it was important to ensure it suited both the supervisor and the supervisee. There were some key elements that came out of our discussion that we felt were important to create a suitable environment in which to engage in supervision sessions.

- Somewhere neutral that is not too formal, such as one person being behind a desk
- Light and airy so it didn't feel restrictive
- No phones or communication devices so there are no outside pressures
- A location agreed between both parties

I felt it was important that the environment didn't leave one person feeling overpowered by the other and that it was a safe space to talk in line with what had been agreed in our contract.

By being aware from last week that I did interrupt the supervisee, my listening skills were much better this week. I was able to make sure that I listened attentively and the session felt calm even though it was online. I could see from my supervisee's body language and open posture that she felt relaxed.

Having worked through the Communication Quiz as part of a directed study task, I was pleased that I came out with good communication skills. I have definitely learnt that I am quite an empathic person and I understand the importance when listening to someone that it should be from their own frame of reference. I'm aware that we are all different and that my perspective might be right for me but not for someone else. Particularly if you want someone to feel like they can talk to you without judgement.

Other points that I drew from this supervision session from listening and engaging is the importance of:

- Building trust and establishing relationships

- Establish boundaries and understand my roles and responsibilities as a supervisor as well as the role of the supervisee within the session.
- Importance of having time to prepare
- Using a range of questioning techniques that encourage the supervisee to talk. Not just using closed questions.
- Agreeing an agenda, where both parties can add to the agenda, raising areas of concern prior to the meeting (see Appendix 2)
- Beneficial for the supervisee to have some insight into my background as a supervisor and my experience as this builds mutual respect and understanding that the other party has knowledge of the job.
- Getting to know each other – mutual sharing but not over sharing of information.
- Have an appreciation and empathy towards each other, and while it is important to challenge, if this happens too soon before the establishment of a trust based relationship there is a chance it could ruin the relationship.

I also added in an area on the agenda for note taking, and it was agreed that both the supervisee and the supervisor would take the notes and we would run through them at the end of the session to check for accuracy. The supervisee would then type up the notes and pass them on to the supervisor. Sapin (2009,p.226) outlines that

“A record can remind both parties of the issues discussed to provide continuity between sessions, monitor development. identify supervision, assist in the completion of assessment forms”.

For me, this would be a way of ensuring I have an electronic copy for my files as organisation of my work space is something that I recognise as a weakness of mine. Something to address as the sessions continue.

Practice Log 3: Your identification and understanding of the functions of supervision (750 Words)

My understanding of supervision has developed over recent weeks and having the opportunity to reflect on my own growth has been really helpful for me as a practitioner. Sapin's (2009, p.220) vision of supervision as "A developmental approach based on mutual respect can enable both supervisor and supervisees to learn from each other's perspectives in a relationship that is both supportive and challenging." helps clarify the role of supervision for me, as I am a firm believer that we can always learn from others. I feel that as a supervisor I wouldn't feel above a member of my team, which I think is positive but I may find it uncomfortable challenging a supervisee. However, I understand that it is important to develop these skills in order to be congruent with my supervisee. Ingram and Harris (2001,p.108) share that "Many workers with management responsibilities tell us that the hardest parts of managing are the management supervision sessions." I understood how that felt and when they went on to say, "they confide that they don't actually know what they should be doing." this really resonated with me. I feel that to address this I need to have a 'toolkit' that I can draw on to better prepare myself for the role of supervisor. This may include some books or exercises that might benefit the supervision session but I appreciate it is something I need to set up for myself.

The three functions of supervision as considered by Proctor (1987,p.24) may not resonate with each other but there will be times when different a different approach suits the purpose:

- Formative – supervisee development
- Normative – supervisee assessment

- Restorative – supervisee's needs met to feel restored

In the first and second session I was able to set up the relevant contract for our roles, responsibilities and importantly our expectations. This normative approach provided a clear guide to the supervisee and allows me as a supervisor to ensure that the supervisee is “accountable for their conduct and professional competence” as outlined in the Professional Code of Conduct, Education Workforce Council (EWC, 2019,p.4, 2.1). By setting up the toolkit I mentioned earlier, I would be meeting the formative function for myself. How could I help a supervisee if I didn't have the relevant up to date information to hand for myself? I think that my setting up the contract and having an agenda that we both can add to would not just benefit me in a formative way but it would also go towards helping make sure that the supervisee's needs are being met, thus addressing the restorative function of supervision.

As a manager, I would want my supervisees to see me as someone they feel comfortable sharing concerns with without fear of being judged. Sapin (2009, p.229) considers that

“A supervisor may use other counselling skills such as avoiding interpretative statements and asking relevant open questions rather than probing, to allow the supervisee to explore issues and incidents in their own terms, provide their own emphasis and identify meaning that is significant to them.”

I feel that this is strength of mine, something that I will draw on when in supervision as a supervisor and from experience I know that by giving someone time and space to talk and reflect on their own practise strengthens the therapeutic alliance.

Kadushin's (1992:22-23) perspective of the supervisor states,

“The supervisor is an agency administrative staff member to whom authority is delegated to direct, coordinate, enhance the on-the-job performance of the supervisees for whose work he is accountable for.”

and I really appreciated this view as while I feel my strengths lie in the 'softer skills', I am aware that supervision is also about ensuring that staff are meeting the required codes to ensure they are working in an ethical and safe way. As a supervisor I am also accountable for my “conduct and professional competence” (EWC,2019,p.4, 2.1) with a duty to “share experience and knowledge to help themselves and other practitioners develop and maintain best practice” (EWC,2019.p.4 3.2). I feel that as a manager I can see that it would be important to lead by example, ensuring that I am well versed on the policies and codes we need to abide by. This would set a positive precedence and inform my supervisee that keeping professional and safe is very important, especially as we are working with often vulnerable young people.

Practice Log 4: Critically review and reflect upon your knowledge of the functions of supervision, and how these have been applied in practice (750 words)

I have had the opportunity to consider the functions of supervision and how to apply those functions in practise. I feel that through the different processes we have gone through I am much more in tune with myself. The reflective practise self-assessment tool was really helpful in that it highlighted some of my strengths such as my ability to reflect on events and try to use what I have gleaned to inform future decisions. In practise this is useful as when the supervisee has an issue that they need to reflect upon, it also gave me a chance to consider how that issue might affect me. Seeing and sharing their own reflection journey can give a manager a better insight into what affects the supervisee.

Sapin (2009,p.67) explains how 'location of self' for youth workers is important in the recognition of "how they may be perceived by others who come from different backgrounds and to avoid having judgemental responses to situations that are outside their experience." Through developing this understanding of where you have come from, reflecting on the experiences that have led to the formation of opinions, would lead to a greater understanding or oppressive practise. Sapin (2009, p 191-192) also identifies the need for boundary management which can be considered through the contract and the supervision environment. I can see how this would ensure that any boundary issues would be addressed from the outset and if further issues arose this could be addressed by revisiting the contract. If managed properly, I feel that looking back at what was set up in the interim and through the agenda offers a gentle reminder of what boundaries the supervisor and supervisee agreed to. I feel this reinforces the importance of the contract and agreements on record keeping. Ingram and Harris (2001.p.110 -112) address the issue of difficulties managers face and acknowledge that it can be "tempting to do nothing and hope the problems will go away" but reinforce

that “It is not in the best interests of the young people, your colleagues, the unit or ultimately your organisation, for you to leave the matter. It will kipper you.” The EWC (2019.p.4,1.5) want to ensure that as professionals we “are mindful of their professional responsibility for the health, safety and well-being of colleagues, and themselves.”

I felt that the Lifeline activity we used to map out key events that stood out to us had a greater meaning as I became aware of my own self. In fact I revisited the activity in order to have a greater understanding of some events that I hadn’t considered and how they could impact on my judgement if I didn’t consider how I felt about them. It is important to understand

As I gain more experience as a supervisor I am able to see how the summary functional map for youth work, identifies areas that would best fit different managerial roles and tasks. In the current climate in Wales, youth work and its place within society is gaining momentum with the Welsh Government (2019, p.9) stating that through embracing a multi-agency and stakeholder approach it,

“Reflects our commitment to systems leadership – a young people and workforce empowerment approach – that will help ensure the sector plays an active role in developing and implementing our new strategic direction. The terms ‘we’ and ‘our’ when used throughout this strategy refer, therefore, to the sector as a whole.”

I feel that this can only be a positive step for youth services, as the austerity cuts that have affected provision will clearly have had an impact on the role of the manager and their opportunities to carry out effective supervision. YMCA (2020) has considered this in their research concluding that, “

Youth services have traditionally provided a lifeline for many young people but the cuts are resulting in a situation in which individuals are increasingly being left without local spaces where they can engage in positive activities that support their development, as youth services are forced to close their doors.”

Statements like this, further encourages me to continue with my reading and research in order to gain a fuller picture of how much the austerity measures in Wales have impacted on our young people.

Practice Log 5: Critically analyse your role in supervising others during the supervision sessions that you have led upon (750 Words)

With our first planned session, I could see the benefit of all the groundwork that we had done. My supervisee and I had developed a really solid relationship that was based on trust and mutual respect. I understood that the initial effort in making sure I was actively listening, paying attention to the information my supervisee was giving me and establishing our roles within the relationship, felt really worthwhile. I was now in a position to now have a supervision session based on our agenda and our supervision contract. I felt relaxed and prepared and I think that was a key thing for me, preparation. Ingram and Harris (2001.p.95) queries "How does a manager develops a style that encourages growth, and flexibility, and fun, while at the same time holding the unit together, ensuring that it meets its targets?" and that's the sort of thing I often wonder about myself and their response matches mine "With great difficulty!"

For me, the 'emotional check in' was the key to our session, I felt it set a really positive tone right from the outset and cemented our working relationship because we were then able to discuss issues and find solutions together. It felt empowering to be able to offer practical support that would enable the planned project to run smoothly, something that was requested by the young people as means of securing work placement opportunities. My supervisee's body language confirmed that this was a positive experience and the end result was in the best interests of the young people but also showed that I was there to support their role as a youth work.

In current financial times "Managing a placement and supervising a learner's professional development can be challenging for a small organisation that is already stretched in terms of staff time." (Sapin, 2009.p. 206) so the supervision session felt

like a valuable experience as I was able to address the issue and together find a solution that made sense for everyone. With a way forward in place, actions assigned to each of us and a clear arrangement to move the proposal into its next stage, I felt that we had not only been successful in our session but that this success would be felt by the young people as, just like the supervisee, they were being listened to and their ideas were valued and respected.

I understand that not all supervision sessions will run like this and sometimes there will be times when I am unable to offer a solution that is mutually beneficial but that core relationship, through empathy and congruence will help move through those situations. I feel that my core values are in line with the occupational standards, ethical code and I am aware of my professional code of conduct and practice, and if I use those as my point of reference I will have a sound basis to work from. Ingram and Harris (2001,p.95) suggest,

“Three basic rules:

1. Motivation
2. Being a model of good practice
3. Offering constructive feedback”

I always like to treat others as I would want to be treated myself and I think that is a good starting point for any manager. If you have the basics right, it is much easier to manage the policies, targets and other organisational management tasks. you need for your team to feel valued, respected and understood.

Ingram and Harris (2001, p.97) advises “ Make sure the way **you** treat **your** team is a model of how you expect them to work with young people or ‘self demonstrating model of good practice’” and I felt today’s supervision session was a good example of how that can work.

I think this is a good idea and is in line with my own personal feelings, I have always found managers who use their power to get results, usually end up worse off than those who take time to listen and really understand where you are coming from. I remember when I was on a teaching placement, the headteacher came to talk to me whilst the caretaker was putting a peg on the back of the cupboard door. She explained that the class teacher had asked for a peg for her door and the headteacher had arranged for it to be done immediately, she explained that if she listens and can help with the small stuff, when more difficult things present themselves her staff will remember the stuff that might be small to one person but were important to them and are prepared to work through the tricky stuff alongside the headteacher. It really resonated with me as a student and I have carried that with me and based my actions and reactions on that small bit of advice she gave me. For me, it has been invaluable and I feel that if I can impart that feeling to my supervisees then that’s a step forward in the right direction.

Practice Log 6: Critically analyse your role in supervising others during the supervision sessions that you have led upon (750 Words)

I felt much more confident about my role as a supervisor this week, particularly as I felt our last session went well. I am aware that this is a new way of doing things for me. I really liked the structure of the session that we had agreed upon in the early sessions, and because we had taken the time to invest in the process, it made it much clearer. The agenda which my supervisee had sent over before the meeting gave me an opportunity to see if I wanted to add anything, giving me an opportunity to consider how I might address the issues that were outlined. I know from my own experience that not having a placement in place is really worrying and can cause unnecessary stress so it was really useful to have some time before the meeting to reflect on how that had made me feel. I know from the work we have done on locating our own self that through my own self reflection it would allow me the opportunity to listen to my supervisee and see if her feelings were the same. Having an idea of how to potentially solve the problem made me feel much more positive about going into the meeting as I felt I had something to offer the supervisee that might help.

I had already decided that it was important for my supervisee to go through how the placement issue was making them feel without any intervention from me. Just because I had reflected on my own thoughts and feelings didn't mean I knew what my supervisee was going to say. This humanistic model of management seemed to suit this particular issue as it was important to fully understand the issue from their perspective not mine. I also realised that in the moment, maybe my suggestion wouldn't suit this particular issue and that it was important that I didn't treat the process as if it was already sorted out.

“The great skill of youth workers lies precisely in the capacity to be transformative, to create possibilities for a different and more whole way of being, even in the light, playful and casual everyday.” (D, 1999, p.82)

I think that as managers we need to remember our role as youth workers, especially when dealing with issues. Tyler (2009, p.8) remind us that “Clearly management involves creativity as tricky judgements have to be made for which in most cases there is no one right answer.”

I felt pleased that I hadn't just announced a solution because although the suggestion was suitable, by allowing my supervisee space and time to reflect on their feelings meant that I could actually walk alongside her offering empathy and congruence. People can see through fake empathy so I feel it is always important to be true to the process.

I feel that as a manager within an organisation that has policies and procedures I can use those as a support. For instance, if something should arise from our discussions that needs to be taken further, a clear understanding of how to deal with confidentiality is important. The supervisee and supervisor have an agreement in place and both should be aware of the boundaries. As we were talking about a potential role swap for the purposes of placement, the supervisee raised concern of confidentiality issues with regards to the young people. We discussed the confidentiality policy that was already in place and realised it covered both roles. I was aware that this might not always be the case so this reiterated the importance of being fully up to date with the policies and procedures in place in the organisation you are representing.

Banks (1999.p.162) highlights that, "If an agency has a clear policy on when confidentiality cannot be assured, this makes it easier for workers." The supervisory sessions have shown me that the process can be of great benefit to both parties, and offers a way to maintain contact with the people you work with. By having a contract formalises the process in a way that supports both parties in the relationship and gives an opportunity to start the supervisory process in a positive, open and honest way. As with anything, it is important to be proactive and as issues or situations evolve, the contract may need to be revisited. I feel the whole process has shown me that there is no need to be afraid of change, as long as the reasons reflect the roles and codes of conducts we abide by, it can be a positive change. I have found the best question to ask myself over the past few weeks – why am I doing this? If I can answer that honestly and it is in line with my commitments I feel I have learnt a lot.

(Total Word Count – 4485)

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APPENDICES:

Appendix 1

Greenfields Youth Service

Supervision Policy

Supervision contract:

Working with children and young people can be incredibly rewarding. It can also be incredibly challenging.

The supervision contract will set out the aims of supervision and seeks to ensure that both the supervisee and supervisor are aware of their rights and responsibilities.

It sets out the way in which supervision will be facilitated within Greenfields Youth Service

It aims to help both the supervisee and supervisor feel at ease, and encourage active participation in supervision.

Supervision aims:

Greenfields Youth Service seeks to facilitate professional supervision that reflects supportive, managerial, and educative approaches.

The primary aims are to;

To provide space and the opportunity to reflect - and through this support the quality of youth work

To support, challenge and manage performance

To aim to reduce burnout

To jointly develop further understanding and skills

To jointly problem solve and identify solutions

To enable the supervisee to develop greater understanding of their role and the role of others and further develop necessary skills

To validate and support the supervisee

To ensure that as a person and a worker the supervisee is not left to carry difficulties and problems in isolation

To plan and utilise personal and professional resources better

To be proactive rather than reactive

To consider and respond to professional development needs

What if I feel a bit apprehensive about supervision?

If you haven't experienced supervision before, or if you have had a negative experience of supervision, you may feel apprehensive about the concept and be anxious about your supervision sessions.

Following participation in a good professional supervision session both the supervisee and supervisor will leave with actions that are clear and achievable and hopefully you will find supervision to be a rewarding experience that will both support and challenge you. Both the supervisee and supervisor have a responsibility to contribute to making supervision an effective and valuable experience.

Supervision is about taking care of yourself, being self aware and developing in your skills. Lack of supervision can lead to feelings of defensiveness and lack of appreciation. It is not something that is done 'to you' or something that is the responsibility of your manager. It is a two way process.

Supervision is about reflecting on your achievements and considering areas where you need to develop further.

Participating in supervision shows that you are taking responsibility for your own health and wellbeing by preventing burnout, debriefing and gaining the support you need.

Supervision at Greenfield Youth Service

Supervision will be facilitated on an individual basis every month.

Team meetings and youth work sub group meetings will continue and provide informal supervision on a team basis. These will discuss project updates and developments, team matters to be addressed, common challenges and solutions.

Trustees and Advisors should also be contacted as and when you require advice, guidance or support.

Greenfields Youth Service

Supervision Contract

Agreement

This contract was drawn up on 17th November, 2020

Between supervisee Person A

and supervisor Person B

A copy of this contract will be held by both the supervisor and supervisee.

This contract will be reviewed annually.

Frequency/ Length

Supervision sessions will be held every **Tuesday for six weeks** and will be pre-booked.

Supervision is booked to last an hour and a half which will include time to prepare/reflect before and after the meeting.

Meetings will be held in a mutually agreed place where there will be no distractions for the duration of the meeting, providing a safe space to talk.

No mobile/communication devices

If supervision is missed due to extenuating circumstances, the colleague who has been unable to attend takes responsibility for rearranging.

Confidentiality

The meetings will be carried out in confidence, however there may be occasions that the supervisor may need to discuss some aspects with colleagues or other agencies. This will be clarified between the supervisor and supervisee during the session. Where there may be a safeguarding issue and there is risk of harm to the supervisee or a young person, drug trafficking, money laundering or acts of terrorism, action would need to be taken, including sharing that information.

The supervisee and supervisor are to inform each other of anything that should be kept confidential and to adhere to this unless there is a risk of harm as above.

Records of actions will be kept confidentially by both the supervisee and supervisor.

Supervisee's Rights

To uninterrupted supervision session in a private venue, with space and time to talk

To the supervisors attention, advice and guidance

To receive feedback

To set the agenda and send to the supervisor prior to the meeting

To ask questions and contribute to solutions

To expect the supervisor to carry out agreed action or provide an appropriate explanation, within an agreed time frame

To have his/her development/training needs met

To challenge ideas and guidance in a constructive way

Supervisee's Responsibilities

To be proactive and open to bringing agenda items, successes, concerns and challenges and talking them through

To adopt a problem solving approach

To accept feedback positively

To update supervisor and provide relevant information

To prepare for supervision, and to keep their copy of the supervision actions

To maintain the agreement

To identify development/training needs and engage in agreed activities

To complete actions before the next supervision

Supervisor's Rights

To add to the Agenda if required

To raise areas for improvement regarding supervisee's work and challenge professionally

To question supervisee about his/her work and workload

To negotiate with the supervisee their work/workload and priorities

Supervisor's Responsibilities

To celebrate successes

To ensure that Supervisee is clear about his /her role and responsibilities

To make available to the supervisee a copy of their up to date Job Description

To ensure that supervisee is kept up-to-date with current Youth Work policies and procedures

To monitor supervisee's performance, including work and attendance

To know what supervisee is doing and how it is being done

To deal with problems as they impact on the supervisee's performance

To support supervisee

To consider supervisee's professional development requests and respond to these

To complete actions before the next supervision

Conflict resolution

Every effort should be made to resolve conflict, within supervision

Where this cannot be achieved, the supervisee has recourse to the Senior Youth Leader

Conflict resolution will have regard to restorative practices

Recording Mechanisms

Notes will be taken by the supervisee and individual actions noted by both the supervisee and supervisor on the agenda

The supervisor and supervisee will agree notes at the end of the session, which should be sent to the supervisor by the supervisee in an electronic format, password protected

Signed by Date

Signed by Date

Appendix 2 Supervision Session Agenda

Date: 01/12/2020	Time: 4.30pm	Venue: Online via Teams
Supervisor's Name: Person A		Supervisee's Name: Person B

Agenda items			
1. Emotional Check in 2. Current Project Aims and Objectives 3. Outcomes and Evaluations (projections) 4. Way forward			
Discussion Points		Action	Whom/when
1.	What's working well? General queries and concerns? Concerned about lack of staff to help with the intended project, support needed in order to facilitate the project and ensure project and the young people's aims are met.	Source another Youth Worker from one of the Out Reach programmes that is currently finishing. Set up a three-way meeting to discuss the project and the support needed.	PA - ASAP
2.	Overview of the development of animal husbandry skills in order to access work opportunities. Feedback from Youths in response to a work placement request.	Provide minutes from Youth Forum identifying the need for the project. Photographs to go on social media (consent needed)	PB – 12/12/2020
3.	Discussion showed that 4 members of the Youth Club were interested in forwarding this opportunity. In order to meet the volunteering requirements from the shelter, young people decided that basic husbandry skills would be beneficial.	Add another experienced youth worker who is available and would be able to help facilitate animal husbandry sessions. See Action 1 Success criteria from the Animal Shelter to identify key skills required. Possibly source resources to facilitate the practical element.	PB to look into resources for the course with the YP – 08/12/2020 YP – contact Animal Shelter for success criteria (supported by PB) – ASAP PB to ask YP about resources- ASAP

4.	Develop a portfolio of evidence for each young person for the project to ensure understanding of value added skill base. Young persons expressed an interest in sharing the portfolios with the work placement charity.	Gain consent for use of photographs/sharing of portfolio. (parents/guardians/young people)	PB – consent ASAP PB/YP Portfolio – ongoing for length of sessions.
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Date of next meeting: **08/12/2020**

I confirm the above is an accurate record of the meeting:

Signed

Date 09/12/2020

Signed

Date 09/12/2020

Items that may need to be discussed:

*Emotional wellbeing/feelings
Budgets – petty cash/stock takes etc
Work completed, review and evaluation
Health & Safety issues
Equality of opportunity/child protection (safeguarding) issues
Training completed and resulting work
Accreditation/Recorded Outcomes
Time Off In Lieu (TOIL), sickness, annual leave
Staff Meetings
Work priorities/programme planning*

*Youth Service development plan/unit plans and targets
Training/development requests
Personal issues
Building Management issues
Face to face youth work
Management of staff/volunteers
Systems and Policies
Workforce development
Administration tasks*

Taking a balanced approach to supervision

Appendix 3
Supervision Session Agenda

Date: 08/12/2020	Time: 4.30pm	Venue: Online via Teams
Supervisor's Name: Person A		Supervisee's Name: Person B

Agenda items			
1. Emotional Check in 2. Progress from last session 3. Outcomes and Evaluations (projections) 4. Way forward			
Discussion Points		Action	Whom/when
1.	What's working well? General queries and concerns? Currently undertaking further professional development through a MA course, concerned that a second placement needs to be in an alternative setting as using current employment setting for the first placement.	Suggest looking at a secondment opportunity, possibility of another member of staff from a different setting doing a role swap as another member of staff has a placement requirement for their professional development course. PA will contact the manager of the OP to discuss the possibility of this arrangement.	PA – provide information for next session
2.	Senior youth worker happy to support the animal husbandry course as he is between programmes. Three way meeting arranged for tomorrow to go through plan for the session. Query consent for one YP	Minutes provided from Youth Forum identifying the need for the project. Consent forms in for three YP, one outstanding – this to be followed up.	PB – contact young person for consent form, ASAP PB - Send plan for course ahead of 3 way meeting ASAP
3.	Resources donated by local pet shop for animal husbandry course and have offered to run the course following the success criteria from the Animal Charity, YP organised with minimal support. Asked about refreshments for course next week.	Refreshments to be obtained by PA, organised and distributed by YP. Success Criteria to be forwarded to local pet shop. Photos to be taken of event ready for portfolio	PA – 07/12/2020 YP – ASAP

	YP have obtained success criteria from Animal Shelter.		SYW/PA – 07/12/2020
4.	Begin to develop a portfolio of evidence for each young person for the project to ensure understanding of value added skill base using the photos and a presentation media of their choice. Certificates for the course? Contact the Animal Charity with evidence and meeting for placement opportunity.	(see point 3 about consent) Plan of how portfolio is to be presented. PA to make certificate YP/PA to contact the shelter to organise a meeting for January	PB/YP Portfolio – completed by 18/12/2020 PB – ASAP YP/PB- 18/12/2020

Date of next meeting: 15/12/2020	
I confirm the above is an accurate record of the meeting:	
Signed	Date
Signed	Date

<u>Items that may need to be discussed:</u>	
<i>Emotional wellbeing/feelings</i> <i>Budgets – petty cash/stock takes etc</i> <i>Work completed, review and evaluation</i> <i>Health & Safety issues</i> <i>Equality of opportunity/child protection (safeguarding) issues</i> <i>Training completed and resulting work</i> <i>Accreditation/Recorded Outcomes</i> <i>Time Off In Lieu (TOIL), sickness, annual leave</i> <i>Staff Meetings</i> <i>Work priorities/programme planning</i>	<i>Youth Service development plan/unit plans and targets</i> <i>Training/development requests</i> <i>Personal issues</i> <i>Building Management issues</i> <i>Face to face youth work</i> <i>Management of staff/volunteers</i> <i>Systems and Policies</i> <i>Workforce development</i> <i>Administration tasks</i>
Taking a balanced approach to supervision	

Leadership and Management theories and how austerity has impacted on their development over recent years.

Welsh Government (WG, 2018) states,

“Our young people are growing up in an increasingly complex world set against a rapidly evolving social and economic context. Now more than ever, therefore, requires a refreshed approach to how we plan and deliver these essential services.”

In light of these challenges, managers, with their ever-evolving roles and responsibilities are required to step forward and manage these changes for the young people and the support youth work offers them. The drastic cuts that have taken place across the youth work sector nationally since 2010, with many services and youth workers lost as part of the process, has subsequently impacted on the young people at the heart of this process. An analysis by YMCA (2019, pp.9-10) showed that:

- In 2010/11, local authorities spent an estimated £1.36bn in real terms on youth services in England, with this work accounting for an estimated 13% of the total local spend on all children and young people's services.
- By 2018/19, spending on youth services in England had reduced by £959m in real terms, with local authorities spending in the country reported to be £398m in the last year
- Expenditure on youth services in Wales has reduced by £19m in real terms since 2010/11. This equates to a 38% decrease in spending, from £50m in 2010/11 to £31m in 2018/19. This excludes the Isle of Anglesey, who have not returned figures for a number of years.

Through considering the challenges that managers and leaders have faced and developing a greater understanding of how management theories in the past have evolved. We can begin to understand how these have brought about changes to youth work and its place in Wales, and how we can move forward into the future.

The 20th century brought many management theories, all with their own vision of what management and leadership should look like. Drucker (1955, p.3) considers the role of the manager as “the dynamic, life-giving element in every business.” while Tyler (2009,p.8) acknowledges the manager’s need to understand such a position of power as “we cannot consider what management means without considering power.” Tyler continues that by not addressing this power of their position “you also ignore the responsibility which means there is a serious risk that either it is not being carried out properly or you are leaving others who are probably less qualified than you to pick up some of this responsibility”. This is also discussed by Ingram and Harris (2001,p.92) who state that youth workers through their own poor experiences with managers “see power as a negative force, that can be abused, and may result in people being damaged.” Wylie (2005) in his forward for the National Youth Association (NYA) review, sees the role of the manager as a long term goal,

“The task is not just to recognise the challenges, or to develop skills to respond in the short term, but to build the capacity to lead and manage in a world where change and complexity are and will be a permanent feature of the landscape.”

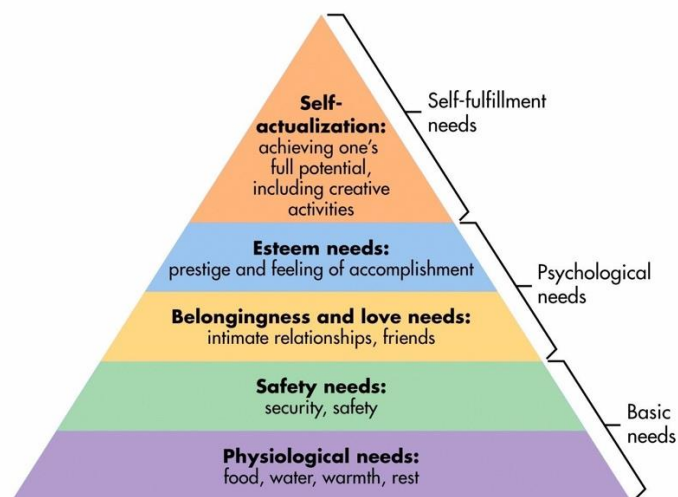
With the dawn of the 20th Century, Frederick Winslow Taylor changed the way in which people perceived management when he published Principles of Scientific Management, which Tyler (2009) outlined as including concepts of “hierarchy, job

descriptions, line management, quality and performance indicators” with an emphasis on “efficiency and assumed it possible to develop principles and to find the right formula for successful work and organisations.” It became a ‘one right way’ to manage and this drive towards a quantitative approach became employer orientated and organisations were judged on their productivity. This concept does not reflect the work of youth workers whose role is “listening to young people’s thoughts, views and feelings” recognising that “it is essential that young people have the opportunity to talk about and explore their ideas and to make sense of their lives.” (Ingram & Harris 2001:p10).

Whilst there will always be policies and systems for monitoring and recording progress, it wouldn’t work as the only management style within youth work, particularly as children and young people don’t come as a one size fits all. Hill (2020) reflects on how difficult it can be “in ‘proving’ a practice that is long-term, informal, youth-centred and open-ended, where outcomes emerge in negotiation with young people rather than being prescribed in advance.” In practise, often evidence of the success of a specific youth project or positive engagement with a youth worker are not seen until much later on. For instance, when a young person has been able to successfully access work because of incidental skills and knowledge they gleaned from their engagement in particular youth services or through the relationship they had established with a youth worker. As there may not have been any quantifiable evidence of the services provided by the youth worker in that moment, it shouldn’t demean from the fact that what that young person gained, enabled them to “use their learning to enhance their future development.” (NOS, 2019: p.14,YW05)

In practise it can be difficult to quantify the success of youth projects when traditionally the uniqueness of youth work is “focused on delivering informal education to young people,” with emphasis on “social, emotional and political education.” (Ingram & Harris, 2001: p.10). Many of these are now seen as ‘soft skills’ and aren’t quantifiable in the moment as they provide skills reflected in “confidence and self-efficacy; motivation and inspiration; self-determination and self-control; social confidence, interpersonal skills and teamwork” as recognised by the National Youth Association (2020:p.12).

In 1943, Maslow introduced his ‘Hierarchy of Needs’ (Mcleod, 2020) which identified with the humanistic theory of a person-centred approach to management, where the managers focus would be on the people rather than the task.



(Mcleod, 2020)

Maslow considered that people needed to have their needs met in order to move towards the fulfilment of achieving their full potential. In order for managers to consider

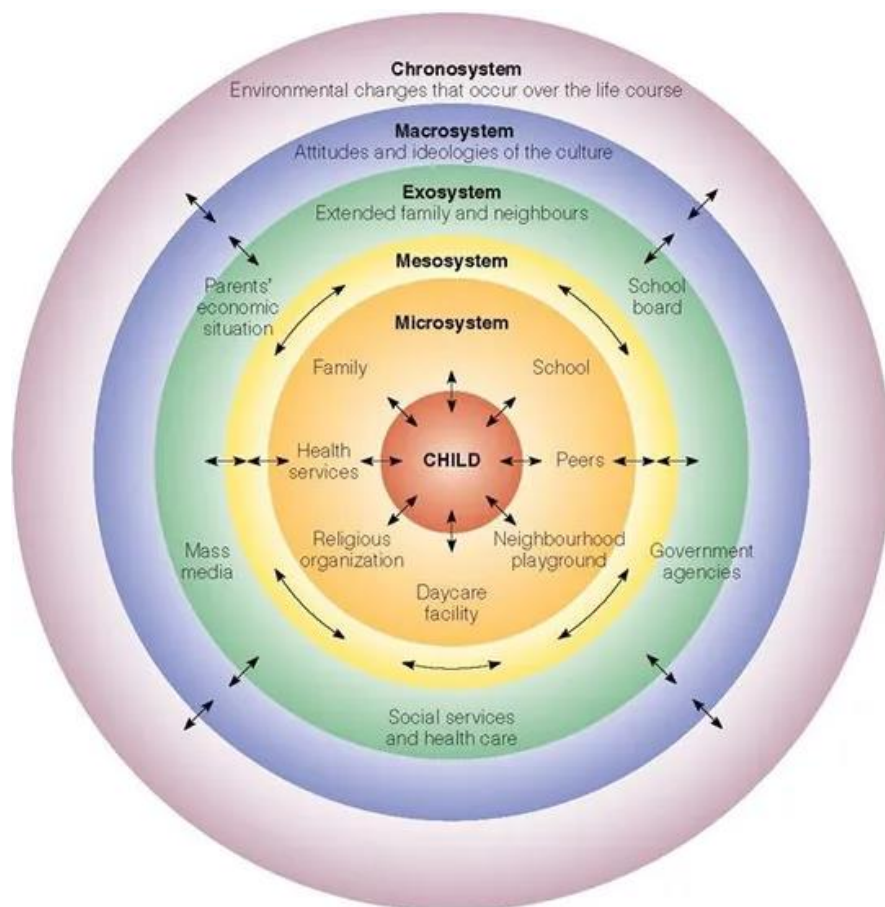
all aspects of the youth workers role on an individual, person-centred level, establishing their needs and the support that can be provided to encourage their productivity, it is important that managers to be aware of their own self. Tyler (2009, p.16) outlines that for youth workers “Being in control of your self and your work is crucial in managing youth work” and that they need to be reliable and be able to “provide young people with boundaries, some security and trust.” This is the type of role modelling that youth workers need to see from their managers, particularly in the face of uncertainty. Within management supervision, humanism acts as a motivator for people due to the positive nature of the theory and the fact that it embraces a more holistic approach. Welsh Government (WG, 2019) recognises that there needs to be a support network across all aspects of youth works and has identified a need “to develop, publish and implement a Workforce Development Plan for a diverse but united sector at all tiers (including, for example, young person, apprentice, volunteer, trustee, paid youth worker, service manager).” This recognition that in order for youth services to work through these difficult times through a multi-agency/person centred approach can only raise the profile of youth work. Policy in Wales is beginning to identify the negativity that austerity cuts have attached to youth work.

The systems theory bridged the gap between the two theories by connecting the scientific theory and the humanistic theory so that there was a balance between the task and person. Guy-Evans (2020) stated that in 1974,

“Bronfenbrenner’s ecological systems theory views child development as a complex system of relationships affected by multiple levels of the surrounding

environment, from immediate settings of family and school to broad cultural values, laws, and customs.”

The role of the manager would be quite clear managing each component that made up that organisation's system. In practice the systems theory would now take into account the different types of youth work and the settings in which they take place, thus providing a balanced view of the way youth services are managed. There is an element of flexibility, rather than perhaps the rigidity of a more managerial approach. Torfaen Youth Service shared their vision of management supervision based on the systems theory, that investing in the youth worker as a person will lead on to the organisational targets all managers are faced with. We put young people central to the role, by affording our youth workers the same respect, creates a link from one to the other.



(Guy-Evans, 2020)

The Contingency theory is centred around the approach that not one management theory fits all. Mind Tools (2020) considers that Fiedler's Contingency Model that was created in the 1960s by a scientist, Fred Fiedler.

"The model states that there is no one best style of leadership. Instead, a leader's effectiveness is based on the situation. This is the result of two factors – 'leadership style' and 'situational favorableness (later called "situational control")." (Mind Tools, 2020)

Devising a sliding scale that to rate your co-workers, he believed that, "If your total score is high, you're likely to be a relationship-orientated leader. If your total score is low, you're more likely to be task-orientated leader." (Mind Tools, 2020)

Quinn (1996) devised a completing values managers can work within the 8 different sectors tailoring their approach to the individuals they are working with this recognising how broad their roles have become. The Education Workforce Council (EWC, 2019) suggests "encouraging good work, developing skills, allowing people to learn from their mistakes and helping staff with their fears and blockages are all much more productive", giving a much more holistic view of the role of the manager. By discovering the individual strengths of the youth workers through effective supervision and management, staff development will occur "in a frame work of equal opportunities and in a safe learning climate." (Ingram and Harris, 2001.p.20)

The pressure that managers and leaders have endured in the face of austerity is now being recognised. It is not just the young people who have suffered but the youth workers and services they have traditionally provided. Managers have had to look

creatively at how they manage cuts, making tough decisions. Sercombe (1999.p.82) recognised that “The great skill of youth workers lies precisely in the capacity to be transformative, to create possibilities for a different and more whole way of being, even in the light, playful and casual everyday.” Even with such creativity amongst its workforce, the role of the manager became ever more under scrutiny with Butler (2013) identifies that “Youth services have born the brunt of the hefty spending cuts visited upon local authority children's services budgets” citing that “between 2010 and 2012, cuts to youth services averaged 27%” with reductions of “more than 50%” across 19 councils in England.” With such a wide role, should we be asking ourselves ‘is management and leadership the same thing?’ One simple differentiation between the roles is that management is the “coordination of a set of activities, what it does, to achieve that direction” and leadership is “about providing strategic direction, what the organisation is for.” Tyler (2009,p.5). Managers deal with systems that support an organisations - planning, finance, budgets, controlling, organising staff and problem solving. Leadership is about producing change, establishing direction whilst being motivational and inspirational. Youth work managers are required to manage systems but also need to lead, particularly when supporting staff and projects. The McKinsey 7-S Model can be used as a framework that can balances the performance of an organisation through 3 hard elements and 4 soft elements. Managers can use it to improve the performance of their organisation.

HARD ELEMENTS	SOFT ELEMENTS
Strategy	Shared Values
Structure	Skills
Systems	Style
	Staff

(Mind Tools, 2020)

It seems that one managerial theory does not fit all and that in order to move onward from these austerity measures, there needs to be an amalgamation of different processes to support Wales on its journey upward. The impact of this has been much debated with the All-Party Parliamentary Group (APPG) and NYA (2019) releasing a report based on the Inquiry into the Role and Sufficiency of Youth Work recognising that reductions in funding and recommending that “Government undertakes a review of spending on youth services and reinstates the local authority audit previously carried out by NYA.” The report goes on to “recommend establishing a clear baseline of youth work provision and core funding to ensure access to quality youth services in a local authority area.” with a “call for Ofsted or other agency, supported by the national body for youth work, to put in place new inspection arrangements.” This report is looking at quantitative measures but also recognises the unique nature of youth work, giving youth workers the recognition they deserve stating “To be effective a register of youth workers should be developed and support both professional development and a probationary period similar to NQT status for teachers.” APPG/NYA (2019,p.8)

The Children’s Commissioner (2016) clearly identified that, “

Austerity measures have reduced provision of a range of services that protect and fulfil children’s rights including health and child and adolescent mental health services; education; early years; preventive and early intervention services; and youth services.”

raising the profile of the negative impact funding cuts had had on children and young people. Brown (2014) talked about how management can be effective in youth work stating, “Working with and through people, utilisation of resources to reach the goals. Manager must make best use of those resources. People respond to different

pressures differently. You have a professional obligation to fill that role. Manager's job is to manage this effectively – you need people skills.” As time has progressed, attention has been brought to the role of the youth work, identifying the diversity within the role and there has been a realisation that supporting roles such as the manager, need to evolve to ensure there is a more rounded approach to the management of youth work. The diversity of the role and its many locations and services, calls for managers whose team are from different disciplines to know and understand the organisations. This can help the manager “ensure that young people's needs are considered in other parts of the organisation. If you do not know about and engage with other sections, you could be disadvantaging young people” (Ingram & Harris, 2009, p.132). This clearly outlines the enormity of the task faced by a manager with limited budgets to spread across a variety of service.

In conclusion, the austerity cuts that were made to youth services across England and Wales over the last decade have had a detrimental effect to the young people who would have benefitted from those services. Due to the voluntary nature of youth services, where children and young people traditionally accessed the service willingly, of their own free will. The relationship between the youth worker and the young person is like no other as there is no power struggle. It is a balanced relationship. In recent years, Wales has begun to identify how the loss of funding has impacted on children and young people and have begun to put in place strategies to rebuild a sadly depleted service. Finally, youth work is being given the recognition it deserves. In order to meet those strategies, managers and their staff are looking at ways of improving youth services though proper funding and commitment from other agencies.

Welsh Government (2019), have committed to “map and better understand existing provision, including transitional provision (pre-11), and provision for those aged 18 to 25 where services are less consistent and accessible.” This will be an important step forward, giving managers an opportunity to bring to the forefront, the number of youth services there are available and how they can be moved forward not the future. In recent hard the voice of young people has been welcomed, creating a service that is what they want and not what is perceived as what they want. Unison (2018) found through their research that,

“It’s vital young people are involved in and consulted on decisions affecting the services they receive in order for them to be successful. Local authorities should trust their trained, experienced youth workers to provide in-house solutions. Youth services should be directly provided, not privatised or outsourced.”

Managers are skilled and immersed in their roles within the Youth Services and have had to prioritise their commitments in recent years. YMCA (2010) recognise that managers should be able to have opportunity to “regularly reflect upon attitudes and methods of intervention in order to renew motivation, identify opportunities and manage dilemmas.” It seems as if this could be happening for Wales in the near future giving managers the opportunity to review and develop their role to ensure there is adequate time for reflection within effective supervision time.

(Word Count 2797)

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