

Supervision, Leadership and Management

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Part 1

Practice Logs 1, 2 & 3

Practice Log 1: 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.

For this module I will be supervising two members of staff from the Tanyard Youth Project. The decision to supervise two members of staff rather than one was made so as to not overwhelm one member of staff with four hours of supervision within the two months for this module. By supervising two members of staff I can allow a reasonable amount of time between supervisions for reflective practice and implementation of goals, and in addition gain a better understanding of my role as supervisor in regards to different individuals and their working styles. For the sake of confidentiality I will be changing names of my supervisees, which will be written in blue. I have permission from both supervisees to discuss my experience supervising them.

In this practice log I will be discussing the setting up of the supervisions, including the establishment of the supervisory relationships, and the creation of supervision contracts with consideration as to how these developed across the sessions.

Creating the supervision contract.

Structure

Both supervisees decided they would like to have supervisions once a month that would last approximately an hour. We agreed that they would come in for the supervisions an hour and a half before they started work to allow reasonable time for the supervision and a break before the sessions start.

Both supervisees decided that the venue for the supervisions should be flexible. This flexibility allowed them the freedom to choose whether they wanted a more formal meeting in the office, or would rather go for a walk or to get a coffee etc.. Confidentiality and distraction was into account when considering the location of the supervisions. During my research I came across much dialogue that suggested a quiet and private space was the only appropriate option for supervision. Woods (2001, p. 255) states the importance of a “suitable environment...where the importance of learning and the support that is being offered is demonstrated.” and suggests that “the corner of a coffee lounge...can make for an anxious session.” I took this into consideration when discussing possible locations with my

supervisees, however both found the option of stepping away from the professional setting appealing.

Boundaries

Both supervisees stated that there was nothing particularly “off-limits” to discuss, however if something they felt uncomfortable discussing arose that they would make me aware. I was pleased with their openness to discussion during supervisions as effective supervision stems from the willingness to be open and discuss all aspects of one's working life. As Batsleer (2008, p. 98) states: “...there is a commitment to following the conversation wherever it may lead, to enabling greater expectations and to be voiced, minds to be changed.”

When discussing confidentiality during the supervisions I made it clear to both supervisees that information discussed would be treated respectfully and only shared with appropriate parties if needed i.e. holidays, sickness and time off would have to be discussed with the project manager. Woods (2001, p. 253) states “...confidentiality implies that the (supervisor) handles the material in a way that respects (the supervisee) as a separate, autonomous individual and acknowledges (their) common relatedness.” It was agreed by both supervisees that confidentiality would be kept, and any information that may be shared would be cleared with them before the end of the supervisory session.

When discussing any additional notes I made it clear to both supervisees that as a supervisor I would like to make myself available for support outside of supervisions if it assists them in developing professionally. However I requested that they aim to reach out only during my working hours to maintain professional boundaries.

Working Together

Setting out my supervisees' expectations of me was important in establishing the kind of supervision they would like and how I could assist them in their professional development. During this section I could make clear to the supervisees my limitations as a student supervisor and identify my 'location of self', which Sapin (2013, p. 223) states enables

“...supervisors to be clear and open about what they are able to offer as well as any gaps.”. I laid out my limitations in terms of knowledge and experience, which both supervisees agreed was not an issue and we agreed that anything I could not provide would be passed on to the project manager.

The supervisees' wants for the focus of the relationship differed with [Katie](#) wanting simply focus on her ability to work any any identified training, and [Amy](#) preferring a more mentor-like role from me with focus on helping her learn and improve her practice. I was prepared to take on the challenge of supervision two individuals with differing wants as it would give me the opportunity to see how I work in different circumstances. As Garfat (2018, p. 26) states “...practitioners must be ever flexible, preparing to modify their approach and way of being as appropriate with each individual they encounter”.

Session Format

As Sapin (2013, p. 221) states “A planned approach to supervision requires attention to the periods before, during and after the supervision...”. Inspired by this, both supervisees agreed that a session format should be followed, at least loosely, with the individuals planning notes and discussion points before the supervision, and action plans to be made during the supervision to be executed before the next session. This allowed all parties time to prepare and work on their practice in between sessions to progress more effectively with professional development.

When discussing the typical content of the supervisions I was inspired by Ingram and Harris' areas for useful support, those being “somewhere to go for acceptance; somewhere that you can systematically review the work; somewhere that ideas can be generated; somewhere that problems can be solved; somewhere to be with others in similar roles; somewhere to go to find information.” (Ingram and Harris, 2001, cited in Jeffs and Smith, p. 151). These areas influence the content of the supervision with both supervisees, who agreed to the same statement of content in their contracts.

Establishing supervisory relationships

Supervisee 1, who I will be referring to as [Amy](#), has been working at the Tanyard for 2 months and is completely new to youth work. While she has a natural capability for the job, she is lacking in confidence and often approaches me for advice and guidance. Prior to the supervisions, I had taken on the role as her unofficial mentor and because of this, the transition from a co-worker relationship to a supervisory relationship was simple. The initial contract meeting began to establish our supervisory relationship as professional and dedicated to [Amy's](#) growth and professional development. From this session onwards the relationship during supervisions and out of supervision when discussing her development remained professional throughout. Over the course of the sessions I became more of an official mentor to [Amy](#) and our relationship thrived as it became clear that she was dedicated to undertaking the supervisions professionally. Our supervisory relationship extended past our sessions, with [Amy](#) approaching me for guidance and information on a regular basis. We developed a relationship built on trust and openness which allowed [Amy](#) to be clear with me about her abilities and her areas for improvement, allowing us to tackle these circumstances head-on and effectively.

Supervisee 2, who I will be referring to as [Katie](#), is also relatively new but has been working with young people for 20+ years as a primary school teacher. While this is her first job in a youth club, she has much more experience in general than me and our relationship has developed in a way that I guide her through transitioning into youth clubs, while she guides me with her experience of young people, project planning, and legislation. This relationship is generally more equal.

Like [Amy](#), we used the contract session to establish the relationship and how we would both be approaching the supervisors. However, our relationship developed differently to that of [Amy](#) and I, as [Katie](#) announced she had resigned shortly before our official supervisions began. This limited the work we could do in supervisions to short-term goals and little to no focus on professional development. It also became difficult early on as [Katie](#)

began showing up late and bringing nothing to the sessions despite our contract agreement. I came to the conclusion that as she was leaving, there was little point to making changes to this, and made an effort to support her transition out of the organisation instead. We remained professional, and the supervisions brought to light my own areas for development as a supervisor. Overall the relationship did not develop to be as strong or professional as I had hoped, however it did give me insight into some of the difficulties of supervisions I could encounter when I begin to officially conduct supervisions within my organisation.

Practice Log 2: Your identification, understanding and critical review of the functions of supervision, and how your knowledge of the functions has been used when supervising others, to include specific examples presented anonymously.

The purpose of supervisory practice in youth work is to provide an opportunity for the workers individual needs, the mutual needs of the worker and the supervisor and the needs of the organisation to be met in a way that is cohesive and supportive. There are three functions of supervision which, if implemented effectively, can provide a holistic approach to meeting these needs in a way which supports all participants. This practice log will be identifying and critically reviewing the three functions of supervision, looking at the strengths and weaknesses of each function. Continuing from this I will be analysing my own use of these functions as a supervisor.

There are a number of academics who have developed models or functions of supervision, such as Proctor (1987) and Morrison (2005). However, this essay will be focussing on the work of Kadushin (1992). Kadushin expanded on previous writing about the functions of supervision, emphasising the importance of the supportive function. In discussing the significance of the supportive function Kadushin states “The ultimate objective of this component of supervision is...to enable the workers, and the agency through the workers, to offer the client the most effective and efficient service.” (1992, p. 217). Kadushin highlights the importance of supporting supervisees through work related-stress, and the impact this stress can have on their work. This practice log will move on to discuss the three functions.

The administrative function of supervision focuses on the work of the supervisee and how this affects the goals and targets of the organisation by providing on-going monitoring and evaluation of their work. This function provides the opportunity to develop a clear working agreement, challenge unsafe practices and help align the supervisees working practice with the National Occupational Standards (CLD Standards Council Scotland, 2019)

Kadushin highlights that the role of authority plays an important part in this function, stating that they have a responsibility to “...direct and coordinate individual activities... to review and evaluate work, and to hold workers accountable.” (1992, p. 83). From here he continues to say “Formal channels of authority must be established because it must be clear

who has the authority to assign, direct, and evaluate work..." (1992, p. 83). Though supervision should be a two-way process where both parties are approaching the environment as equals, the importance of authority within an administrative function of supervision should not be overlooked.

Though the administrative function is important in ensuring the quality and ethical delivery of youth work, the hierarchical nature of this function can have an adverse effect on the relationship between the supervisor and the supervisee. As Proctor states in her work surrounding supervision and authority: "The title 'supervisor' has strong hierarchical connotations. A practitioner new to this kind of clinical supervision may have well-founded scepticism of being apparently trusted and valued as an equal contributor." (2001, p. 26). An imbalanced supervision focussed too heavily on administrative tasks may result in the supervisee feeling pressured to perform and becoming unwilling to come forward about their shortcomings, leading to ineffectiveness in professional development.

The educative function of supervision focuses on the educational and professional development of the supervisee. This function aims to assist the supervisee in their skill development; refining existing skills and acquiring new ones, reflective practice; and professional identity development; assisting the supervisee in integrating their values and ethics into their practice.

This function also provides the opportunity to identify development opportunities such as outsourced or in-house training from the supervisor.. Kadushin compares the educative function with general in-service training, likening the two and suggesting that this function acts as a more individualised form of training. He states that "(t)raining is directed to the needs of a particular worker carrying a particular caseload, encountering particular problems, and needing some individualized (sic) program of education." (1992, p. 130). This comparison highlights the importance of training and guidance in supervisions, and considers these elements on a person-by-person basis.

The educational function can assist the supervisee in developing professionally, leading to better performance for the organisation and greater job satisfaction. However, an overemphasis on the educative function can have a 'kippering' effect on the supervisee (Ingram, 2001, quoted in Ingram and Harris, 2010). A worker who feels pressured to perform their necessary administrative tasks as well as train without supportive supervision may feel snowed under by work. A kippered worker can result in burnout, avoidance of accountability and discontent for the job, all leading to ineffective practice.

The supportive function of supervision exists to ensure the supervisee is supported in their job so that they can work effectively. Kadushin defines this function as "...sustaining worker morale; helping with job-related discouragement... and giving supervisees a sense of worth as professionals, a sense of belonging in the agency, and a sense of security in their performance" (1992, p. 20). This function considers the effect an individual's perception of themselves can have on their working practices, highlighting the importance supportive supervisions can have not only on the effectiveness of the supervisee but of the organisation as a whole.

A supportive supervisory relationship can encourage honesty surrounding supervisees' identification of their own shortcomings, and can lead to open and productive discussions surrounding the development of their skills. Using techniques such as the Johari Window (Luft and Ingham, 1955, quoted in Batsleer, 2008) can assist the supervisee in understanding themselves through analysis of their conscious and unconscious, public and private selves.

Though the importance of effective supportive supervision is clear, too much focus in this area can lead to ignoring important factors in the other functions. For safe practice and ongoing development to take place, administrative and educative functions need to be considered. Sapin states "...the purpose of supervision is to challenge and develop practice rather than resolve personal issues." (2013, p. 228). This is true in that the aim of the practice is to provide effective work to young people on behalf of the organisation.

Supervisions focussing on the personal issues of supervisees may change the dynamic from a professional meeting to a quasi counselling session. I have to somewhat disagree with Sapin's statement, as I believe that so long as it is balanced, an element of personal support can have a positive outcome on the supervisees quality of work.

As discussed in the previous paragraphs outlining the functions, it is important to have the right balance of each function for supervision to be effective. This is not to say that every supervision should always be equally balanced between the three, but all must be considered and utilised. Garfat et. al discuss the significance of a tailored approach to youth work interventions, stating that practitioners must be "...flexible in their interactions with each person, recognizing (sic) that there is no one approach or intervention which fits everyone, or applies in all situations." (2018, p. 26). It is the job of the supervisor to know the supervisee and know what they need, or at least have a strong enough relationship that this can be communicated. Tailoring supervisions not only to each supervisee but to their needs during that time can lead to more effective supervision overall.

For all functions to be balanced in accordance with the supervisees needs the supervisee needs to understand the values of supervision (Woods, 2001, p. 252) and how they can be utilised. This can only be accomplished with an effective supervisor who is knowledgeable in the practice and can successfully build a constructive relationship with the supervisee, and a successful relationship can lead to a supervisee who "...should be able to respond to an offer of choice of focus points, and often themselves determine where the appropriate focus lies." (Proctor, 2001, p. 26), a characteristic which can increase the effectiveness of supervisions

In my own experience of supervisory practice I have made a conscious effort to build effective and trusting relationships and to provide a balanced approach to supervisions. In my first experience as a supervisor my supervisee Amy came prepared with questions about her working practice and ideas for training and learning she would like to partake in. This

made it easy for me to approach the administrative and educative functions. To ensure she was aware of the supportive function, I implored her to think about her work load and how any extra training would affect her ability to conduct her practice effectively.

During our second supervision we followed up with a task from the previous meeting but Amy also informed me of her anxieties surrounding her current housing situation and how she felt this may affect her work in the short term. Here I was given the opportunity to provide her support and encouragement and ensure she felt empowered to work within her abilities. My interpretation of her situation was that if she felt pressured at home and felt unsupported in work, she may feel burned out and not work effectively, so it was important that I provide her with the support she needs to find a work/life balance that can ensure effective working practices and an empowered worker.

My aim as a supervisor is to educate my supervisees in what they are entitled to from a supervision and empower them to lead the supervision where they think it is best suited. This does not mean that I will neglect one function over another, but that I see balance in terms of how much support the supervisee needs in each area.

Though I am aiming to be as effective as possible, I am conscious of my limitations as a student with limited experience. I am aware that my knowledge of literature and academic writing is limited and that my lived experience of youth work is less than that of what a supervisor may usually have, but this awareness is leading me to be more conscious of the information I absorb and how it can be used to improve my practice as a supervisor.

Practice Log 3: A critical analysis of your role in supervising others during the supervision sessions that you have led upon.

Over the last two months I have undergone 4 hour-long supervision sessions with two members of staff from the Tanyard Youth Project. These sessions allowed me to put my studying and acquired theory into practice, and over the course of the two months, gain insight and first-hand experience in supervising two very different youth workers. This practice log will be critically analysing my role as a supervisor; discussing how I used literature to inform my practice and identifying how my effectiveness as a supervisor changed over the course of the sessions. I will be referencing approaches and techniques I adopted for my role as a supervisor and providing examples of how I put them into practice.

Prior to the supervisions I was apprehensive due to my limited experience and knowledge of the practice. Whilst I had experience as a supervisee which I could draw from, I felt that this had not fully prepared me for my new role as a supervisor. In my personal experience with supervisions my supervisor was not only supportive and helpful with my work tasks but also had a good knowledge of literature and guidance to provide me. This experience influenced my schema of supervisors as people with knowledge and understanding of the job that goes beyond that of the supervisee. Because of this, I felt unprepared for the role. I recognised the catch-22 of feeling I needed to be more experienced to be a supervisor, while the only way to gain that experience was through the practice of supervisions. Sean Harte discusses the importance of experience as a form of learning, stating that it is not just the experience that is important but "...the ability to reflect upon, deconstruct, internalise and use the experience to promote growth." (Jeffs and Smith, 2010, p. 93). I decided to use these supervisions as an opportunity to locate myself as a practitioner and reflect on my practice with my own supervisor so I could improve my practice.

Through my own supervisions I had the opportunity to share my reflective practices with my supervisor and through this I found it useful to locate myself; identifying my strengths and weaknesses so that I could clearly see from where I was approaching my practice, utilising my strengths and improving my weaknesses. During my supervisions I formally identified my main area for development as my lack of experience, and I worked

with my supervisor to find theories and techniques that could assist me in improving my practice such as developing my professional identity, taking on a planned approach to supervision (Sapin, 2013), and identifying the values of supervision (Woods, 2001). It was with these techniques that I started to develop myself as a supervisor.

This experience of locating myself in relation to my practice was useful to my professional development and I felt it would be helpful to implement this into my own supervisions with my supervisees. Amy identified her strengths and weaknesses in her first supervision, and this led us to set tasks to work on such as engaging in her own reflective practice to work on her areas for development and finding projects to undertake where she could utilise her strengths as an artist and musician.

I found bringing my reflective practices to my supervisor for review to be beneficial, however upon reflection I believe that I was completing the accounts by solely writing how I was feeling at the time, making no effort to use academic language or referencing literature. While this helped me to work through my interpretations of the sessions, looking back I feel that I could have done more to set myself up for the future.

I used Gibbs' experiential learning cycle (1988, p. 49) as a guide for my reflective practices, a guide that I have always had some issues with; struggling sometimes to determine what I should be writing in the analysis versus the conclusion sections, for example. In the future I will be using Johns' (1995) reflective tool, which focuses more on the individuals' feelings and emotions, to record my initial account of a situation. From here I can use my own supervisions to work through Gibbs' cycle with my supervisor to create a more informed account with reference to relevant literature and theory that I can look back on throughout my practice.

Throughout my time conducting supervisions, I created somewhat of a cycle myself through the use of Kate Sapin's planned approach to supervision (2013, p. 221). Sapin identifies the time before and after a supervision as just as important as the supervision itself. Not only did I include this in the contracts with my supervisees, making an agreement to prepare for supervisions and follow up on tasks afterwards, but I also used it in

conjunction with my reflective practices. After each supervision I would take a reflective account to my own supervisor and learn from it, bringing my new knowledge and understanding to my next supervision with a supervisee, engaging in the supervision and then reflecting on and learning from it ready for the next one. This cycle was beneficial and allowed me to learn from my own experience as well as provide increasingly more effective supervisions.

My reflective accounts helped me to identify an area for development that I did not predict prior to the supervisions. As I had studied youth work at level 2 and 3 leading up to this degree, I was well informed in active listening and communication techniques and had experience putting them into practice with my work with young people. However, what I did not anticipate was the difficulty I would have with effective note taking throughout the supervisions. It was important to me to make notes as the sessions progressed so I could ensure that nothing was missed or misinterpreted, but my ability to take legible notes while not breaking communication with my supervisee was challenging. This resulted in messy notes that I had to rewrite before my supervisees and I could sign off on the document. While this did not affect the supervisees during the supervision, it impacted a clean end to the sessions.

Through reflection I considered making no notes and working with the supervisee to formulate the document at the end of the session, but as previously stated, I value active note taking as a way to ensure clarity, and this offered no real change to my existing approach besides a lack of notes to work from. Another approach was to break the communication by taking time in between discussion points to make notes, but this didn't appeal to me as I wanted to create a free flowing environment and felt these breaks may hinder the conversation. Ultimately I came to the conclusion that the best way to develop in this area was simply to gain more experience, continuing to conduct supervisions in a way that I feel is most effective and allowing the note taking to become second nature.

Another area for development which I encountered during my reflective practice was approaching supervisions with a supervisee who was not engaging effectively. I was

influenced by Woods and her work on the values of supervision, where she discusses the importance of autonomy, relatedness and confidentiality. In terms of supervision, autonomy suggests that it is the right of the supervisee to decide what they would like to bring up for discussion and how they would like the supervisions to be conducted. However, my supervisee [Katie](#) came unprepared to both of her supervisions, resulting in me having to guide the sessions. I struggled here to gauge whether the supervisions I was providing were effective.

Yet, as Woods states, it is not the responsibility of the supervisor to tell the supervisee what to bring, but it is their responsibility to work with it (2001, p. 253). Based on this and the context that Katie had recently resigned from her role in the organisation, I adapted the supervisions to act as a handing-off session and to discuss Katie's future relationship with us. I felt out of my depth here as an inexperienced supervisor, and felt that I could have dealt with the situation more effectively. This is another area where I must learn through experience, however I worry that learning by doing may impede on the effectiveness of the work I am doing with those supervisees. This is an area of continuous development that I have identified and will be working through with my own supervisor.

Prior to my practice as a supervisor I would compare my confidence in my current role to that of my past experience in hospitality. During that time I was confident in my abilities and found it easy to guide and train others, however in my current role I felt a sense of imposter syndrome; that I didn't have the right to guide anyone else. Through self reflection and locating myself within a youth work environment I came to the realisation that this lack of confidence was due to my limited experience as a youth worker and supervisor. This came to light gradually throughout my supervisions as I gained more knowledge and insight, and received my own feedback from my supervisor. This realisation encouraged me to keep improving my practice through education and experience, with the goal of becoming as informative, helpful and professionally confident in this job role as I was in hospitality.

Part 2

Critical Review

Critical review of leadership and management theories, and their application to 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.

...three key attributes relating to the successful management of youth work:
Providing an appropriate organisational framework to support the work; vision, leadership and direction; identifying and executing key tasks. All need to be underpinned by a recognition and acceptance that the environment in which youth work takes place is constantly altering as a consequence of national and local policy shifts, demographic trends, new technology and economic and cultural changes.
(Millar, 2010, p.134-44)

Effective leadership and management play significant roles in supporting youth workers to provide effective youth work on behalf of an organisation. While the two terms are often used in conjunction with one another, they vary in their approaches to the guidance of staff and approach to work. Smith (1994, p. 105) describes the role of the manager as "...less to direct workers, than to interpret policies, look for internal consistency, and facilitate the appropriate use of resources." Conversely, leadership can be described as "...a process whereby an individual influences a group of individuals to achieve a common goal." (Northouse, 2013, p. 5). Here we can see that the role of the manager usually takes on a more administrative approach to the running of an organisation, whereas a leader guides team development to accomplish the same goal.

The role of both leaders and managers is important to the running of a youth work organisation, as without management, organisations will cease to run and without leadership, the team of workers involved may lack the encouragement and motivation often necessary when working with young people.

Theories of leadership and management are extensive, with some overlapping definitions of the two and others highlighting their differences. But while both share the same goals, there is a question as to whether their differences in approaches and priorities hinder the possibility of a manager being an effective leader or vice versa. This essay will be exploring the theories surrounding both leadership and management, before moving on to

analyse their effectiveness in a youth work setting and how their values might conflict in the current youth work environment.

To highlight the differences in leadership and management values, take the transactional versus transformational theory of management and leadership, for example. Coined by James McGregor Burns (1978), transactional versus transformational theory represent two conflicting leadership styles, which are attributed to managers and leaders respectively. The transactional approach focuses on achieving goals and using rewards and punishments as forms of motivation. This approach is likened to a typical managers' focus on procedure and outcome with the maintenance of the organisation as their primary goal. The transformational approach, on the other hand, focusses more on the vision of the organisation and the motivation of 'followers' (or team of staff) to achieve this vision. Compare this to any definition of a leader and the comparison between the two becomes apparent.

In addition to transactional versus transformational theory, there are a number of other theories which highlight the contrast between leadership and management approaches. Scientific management theory, proposed by Taylor (1911) is often referred to as a 'Taylorist' approach to management and emphasises economic efficiency, inputs and outputs, and quantifiable measures of performance. This theory does emphasise the importance of worker motivation, but in terms of better organisational success. While this is not a negative attribute, it does ignore the importance worker motivation may have on the aspects of their job that are not necessarily quantifiable; in a youth club this could be the motivation and level of engagement a youth worker has with young people, not affecting the overall goal of the organisation to run as a youth club but the effectiveness of said organisation.

Contrary to this is the humanistic management approach, though described as a 'management' approach, is much more suited to a theory of leadership. The humanistic approach focuses on the motivation and enrichment of staff so that they become productive members of the organisation. Melé (2016) defines this theory as being "...oriented not only to

obtaining results through people, but also, and above all, toward people themselves, showing care for their flourishing and wellbeing". However, this approach does not consider how this imbalance of workers' needs above the functional running of the organisation could negatively impact the organisation itself. While there is no doubt that supported and enriched staff will result in better performance, what good is a team of motivated staff if there is no organisation to work for? Looking at a youth club, a team of enthusiastic youth workers would not be able to practise effective work if their manager focussed more on them than on obtaining funding to keep the organisation afloat.

Comparing theories of transactional versus transformational, and even scientific versus humanistic, it is evident that a balance between the clinical results-oriented manager and the person-centric leader needs to be found. Here we can begin to look at theories which take a more holistic approach to leadership and management styles.

Systems theory, for example, sees an organisation the same way a functionalist sees society, as a combination of parts which must all work together cohesively to function. Systems theory takes on a "...holistic view that sees (the parts) as networks of people, procedures and activities" (Sridharan, 2022). In this sense, systems theory regards the leadership of staff as just as important as the administrative aspects of running the organisation. This consideration for all aspects of the organisation does not imply a strictly equal division of time and management of each area, but rather a catered system which allocates the appropriate support and resources for these areas. How then, does a manager or leader decide how their time is taken up to ensure the most effective output of, in this case, youth work?

Here we can look at situational leadership theory (Hersey and Blanchard, 1969), which draws similar approaches to Fiedler's (1967) contingency theory of management. Situational leadership theory suggests that there is no one way to manage an organisation, and managers must adapt their approach to suit the needs of the organisation and their staff at the current time. This approach can refer to Hersey and Blanchard's own recommended telling, selling, participating and delegating (1977) or other theories of leadership and

management such as those aforementioned. This theory highlights the role of a manager, but with the qualities of an effective leader.

Situational qualities of leadership and management are particularly important within a youth club organisation. When discussing situational leadership theory, Raza and Sikander state that "(l)eadership models have become more significant as people and organisations face different changes...the important thing is to select a suitable model to run an organisation according to its needs" (2018, p. 76). Considering the current financial climate and difficulties third sector youth clubs face, a situational approach seems like the most effective way to handle the running of the organisation and management of staff.

Other academics have commented on the importance of an adaptive leader or manager too. Ingram and Harris discuss the use of Button's continuum (1972) as a manager in a youth work setting, stating that "a poor leader or facilitator is stuck in one style regardless of the situation." (2001, p. 103).

Gill Millar explores this adaptability in length, highlighting how an adaptive manager can positively impact the success of the organisation. Miller comments that managers "...have to demonstrate to themselves and others that they are ready to respond to new needs and initiatives and/or show how their existing work impacts on new policy agendas." (2010, p. 139). It is not to say that managers must change their approach if any change is to occur, but they must be able to determine whether a change is needed or not, and defend this decision to the staff. Millar's interpretation of an effective manager is someone who also exhibits leadership qualities, and this is an increasing view on the role of a manager.

Managers who are 'just managers' are often viewed as conducting administration rather than holistic management. This is further supported by Miller's statement that good managers "...have increased their confidence and capacity to identify problems and take strategic actions...They now see their role as to lead as well as manage the process." (2010, p. 141). From this research we can see that likely the most effective manager is one who takes on a holistic approach to management and who can adapt and remodel their

management style to suit the organisation's circumstances and effectively empower and lead their team.

However, this has not wholly answered the question of whether a manager can be a good leader, it has simply highlighted the necessity for leadership qualities in an ideal scenario. In the real world, then, can a manager be a good leader?

While there is an obvious argument that the most effective manager should also be an effective leader, there are a number of obstacles to this holistic approach. To fully understand these difficulties we need to understand how the financial climate and changing approaches to youth work could affect this, particularly in a third sector youth club. Moving forward we will be looking at the ever increasing pressure on managers to produce quantitative outcomes in return for funding, the pressures of paying staff a living wage and the conflict in values between a manager and a leader.

Prior to 2015 a main focus on youth work was the training and educational development of young people to prepare and encourage them to become active members of society. This was achieved through provision of qualifications and job acquisition etc. And these outcomes were fairly easy to provide to funders. Qualitative data could be provided through facts and figures of how many young people have been provided the service, how many had achieved qualifications, how many were hired for jobs and so on.

However, since the implementation of the *Well-being of Future Generations* (Wales) Act (2015) and more recently the COVID-19 pandemic, youth work has placed more focus on the enrichment and health & wellbeing of young people. This is an appropriate use of time and resources, given the increase in mental health issues in young people. Mental Health Foundation found that “a higher number of adverse childhood experiences linked to higher risk of developing a mental health problem.” (2023, p. 23), and with the current cost of living crisis, more young people are at risk. In addition to this, UK Youth found that 54% of young people feel that their mental health has been negatively affected by the cost of living crisis (2023). These are very recent claims that highlight the ever increasing demand for young people's access to provision.

It cannot be ignored, though, that providing quantitative data around the increased wellbeing of young people is significantly difficult. While data can still be provided on how many young people the provision engages with, there is no effective way to quantify the success of this type of provision. Third sector youth clubs are finding it increasingly difficult to provide funders with the information they require to receive funding, placing pressure on managers to adhere to somewhat superficial activities in order to obtain funding to keep the provision afloat, something Ruth Gilchrist refers to this as “packaged learning” (2010, p. 71). These packages often result in the running of specific, target-led activities, rather than the improvised, expedient and often opportunistic approach of ‘real’ youth work (Davies 1986, cited in Batsleer, 2010, p. 145). While effective in maintaining the funds needed to keep the provision going, the purpose of youth work being young-people led can get lost in the logistics of box ticking exercises.

The necessity of acquiring funding is becoming increasingly important to third sector youth clubs, resulting in a significant amount of managerial time taken up searching for, applying for, and justifying funding bids. Jeffs and Smith highlight that in 2009, the Audit Commission found that “around 28 per cent of staff time is now consumed writing bids for money and providing documentation for funders (2009: 76)” (2010, p. 14). A question posed here is, will a manager who has to expend this much time on funding, as well as their other duties, have the time and energy to effectively lead their team?

In a case like this would it be more beneficial to the organisation to have a manager focussed on administrative tasks and acquisition of funds, and a separate leader focussed on the long-term goals and motivation of staff? Conversely, a manager who is solely involved with their administrative duties may find it difficult to gather any qualitative data needed to prove the provision’s effectiveness, whether this data has to be quantified or not, and to ‘sell’ the activity or provision to the staff who will be delivering it.

Funding acquisition not only influences how the organisation is run (“...resources partially determine the style, ethos and content of a programme...” (Gilchrist, 2010, p. 79)) but also the fundamental aspect of hiring and paying staff a real living wage, if not, at least

minimum wage. On top of this managers have to acquire funding to pay for their own role, often a salaried position. More questions come to mind here, such as if a manager can simply be a manager and be paid a wage, if they are also taking on the role of leader, should their wage reflect this? Alternatively, if a manager is simply a manager, can the organisation afford their salary as well as pay for the role of a leader? A decision has to be made as to the value of effective leadership, and it is the duty of the manager to determine whether they are the best person for this role.

Whether the manager and leader are one person, or two halves of a collective whole, the contradiction between the values of these roles has to be recognised. Dalrymple and Burke state that “values operate within the political, social and economic context. These conditions place conflicting demands on individuals and thus value conflicts will inevitably develop...” (1995, p. 41). The values of a manager and leader will differ, not only because of what is expected of them from their role, but also the person they are. Different people are drawn to different roles and individuals who value the structure and organisation of a management role may not necessarily have the same values as an individual who is attracted to the risk-taking and often radical role of the leader.

In a third sector youth club context, numerous factors may test the cohesivity of these values. “...in an environment where the work is often under-funded, provision insecure and policy threatens the principles of working informally with young people it can be hard to remain hopeful” (Pugh, 2010, p. 146). Managers tasked with the maintenance of the organisation, who are exposed to the difficulties the third sector and youth work is facing as a whole, may struggle to develop and enthuse over the types of long-term goals a leader is expected to achieve. Exposure to the constant threat of losing a funding bid here, or having to change provision there, could result in a discouraged or dejected manager.

On the other hand, a leader may maintain the enthusiasm and long-term ideals for the organisation, but struggle with the reality of what it takes to achieve these goals. In a bubble the organisation may be thriving with ideas for the future, but failing to tick the necessary boxes to ensure the organisation stays afloat in order to move ahead. But maybe

it is exactly this unwavering commitment to growth that will keep them afloat. Whilst the simple manager is processing data, gathering funding and ticking boxes, the leader may be looking for alternative ways to achieve their goals.

Millar identifies that "...youth work has always been creative in seeking funding to support its work." (2010, p143). This creativity may come through meticulous searches for appropriate funding streams, or providing the necessary data for funders, no matter how applicable that data is to the actual work that is being provided. Gilchrist's dialogue, concerning perfunctory achievements given to young people, can also be combined with Millars sentiment here. She discusses the dishonesty behind many annual reports and funding applications, stating that many are "...carefully crafted to attach spurious evidence of learning to almost every activity or encounter that takes place..." (2010, p. 76). While the 'rules' of the funding streams may be broken or meddled with, it is this kind of risk-taking action that is most likely to increase resources for the organisation, in turn providing more effective and long-term service.

While the straightforward manager may succeed in keeping the organisation open and running, without the willingness to take risks and make big steps towards the future, the organisation will simply exist and cease to thrive. Leadership and management are two halves of the same whole, and it is up to the individual or individuals who hold these titles to use their conflicting values and methods of working in a way which benefits the organisation. But for this to be done there has to be confidence that both roles can work cohesively

In summary, the effective management of a third sector youth club relies on a delicate balance of administrative, by-the-book efficiency and visionary leadership. The cooperation between these roles is crucial to navigating the ever-changing and often testing landscape of youth work. Exploration of key theories such as transactional versus transformational has highlighted the contrasting approaches of the two roles. Whereas scientific management theory and the humanistic approach have highlighted how the interconnectedness of these roles, along with an adaptive approach to the management and leadership of the organisation, is essential for the future of said organisation.

In the challenging context of third sector youth clubs, this interconnectedness is vital. The shift from the education and training of young people to a focus on their health and well-being has led to difficulties in providing the quantitative data necessary to achieve funding. Managers and leaders must find a way to acquire this funding by whatever means necessary whilst maintaining the ethos and essence of youth work.

This essay has explored the significant time and energy a manager must allocate to finding acquisition, potentially impacting their ability to provide effective leadership. The financial climate and conflicting demands on the roles raise questions about the feasibility of combining the two roles within a single individual. In addition to this, the leader is tasked with formulating long-term goals in a climate where even staying open for the next month is a question. We have also highlighted the importance of adaptability, creativity, and an integrated approach to leadership and management. While challenges will persist, finding a harmonious balance between administrative tasks, funding acquisition and long-term vision for the wellbeing of young people is vital to the success and sustainability of third sector youth clubs.

An organisation needs a manager to run. That much is certain. However, for an organisation to run effectively for its intended purpose and not just exist, some form of leadership is required. Whether this be from an individual with the power to manage and lead, or two individuals who can utilise their differences for the benefit of the organisation and work together, it is clear that in youth work, one cannot exist without the other.

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Appendix 1: Amy supervision contract

Supervision Agreement and Contract

The following sets out the basic agreement between:

Supervisee: Amy

Supervisor: Kelly Porteous

Structure

How often will supervisions be held?	Once a month, on a Thursday where both parties are available. Supervisions will take place at 2pm to allow reasonable time for discussion before the session starts.
How long will the supervision be?	There is no minimum or maximum time set. However at least 1 hour is recommended and agreed by both parties to be suitable.
Supervision venue/location	Location of supervision is fluid and may change depending on the circumstances. By default, supervisions will be held in the office at the Tanyard however there is scope to move the location to a coffee shop or the local park.
Cancellation plan	Both parties try to give at least 24 hours notice if the supervision must be cancelled. This will allow time to reschedule for a more suitable time and date.
Supervision based contact will be made by:	Facebook will be the main form of contact, though e-mail may also be used.
Reasonable interruptions for the supervision.	Traffic must be considered in terms of punctuality. Any family or health issues will take priority over supervisions, whether these issues occur before or during the supervision. The supervision takes priority over phone calls or interruption from other staff members.

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Boundaries

What can and cannot be discussed.	Supervisee has no limitations on what can and cannot be discussed.
How confidential will the supervisions be?	By default, supervisions will be kept confidential unless otherwise stated. I.e. discussion about holidays or time off which must be discussed with the project manager, or any safeguarding concerns. However these instances will be discussed with the supervisee before the end of the supervision.
How will gossip be dealt with?	Gossip from either party will not be tolerated. However a distinction has been made and agreed upon by both parties that sharing concerns or issues with other staff members or individuals does not constitute gossip if it is hindering the supervisees ability to work to their full potential.
Additional notes on boundaries.	The supervisor will be available to the supervisee outside of the supervision context for support and guidance. However, effort should be taken to keep these instances to within the supervisors working hours if possible.

Working Together

Expectations from the supervisee.	The supervisee would like to prioritise goal setting and reflective practice in supervisions in order to build confidence and gain a better understanding of her abilities in the job. However, she has the option to use the time for
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	anything that would assist her in her work and finding a work/life balance.
The focus of the supervisor/supervisee relationship.	The relationship will follow that of a standard supervisor/supervisee relationship, with the supervisor acting as a mentor and support structure to the supervisee. However, that is not to say that the supervisor may not learn and have their practice guided by the supervisee too. While in a professional setting with clear guidelines and boundaries, the relationship will be relaxed and courteous.
Hopes and fears of the supervisee in regard to the supervision.	The supervisee hopes to use the supervisions to learn and improve their practice and grow as a youth worker. The supervisee has no real fears about the supervisions.

Session Format

How will the agenda look?	-Any meeting notes to be sent to the supervisor at least 24 hours before supervision for review. -Notes from previous supervisions to be reviewed. -Well-being check-in. -Supervisee to work through notes/topics for discussion. -Supervisor to bring up any points for discussion. -Anything missed to be discussed. -Goals set. -Make date for next meeting. -Review and sign off supervision notes
Typical content of the supervision will include:	Supervisions will provide the opportunity for the supervisee to seek advice and support in regard to their professional development, as well as any personal support that will assist the supervisee obtain optimal work/life balance. Content can include discussions on reflective practice, feedback on work, and training opportunities, but this will be subjective to the needs of the supervisee.

How will the supervision be recorded and stored?	Supervisions will be recorded in writing using the Tanyard's supervision recording forms. All recordings will be kept in a confidential folder in a locked cupboard.
Third party help or advice will be sought in the following situations:	If the supervisor feels unequipped to support the supervisee in a particular situation, the supervisor will either seek advice from or pass the supervisee on to the project manager, with the supervisee's approval .
If either party raises particular concerns about the supervision session what steps will be taken?	If either party raises any concern about the other during a supervision then the project manager should be approached for advice and guidance on the situation.

IF ANY CHANGES ARE MADE TO THE STRUCTURE, CONTENT OR FORMAT OF THE SUPERVISION A NEW CONTACT SHOULD BE WRITTEN AND SIGNED BY BOTH PARTIES.

Signed (Supervisee):

Print Name:

Date:

Signed (Supervisor):

Print Name:

Date:

Appendix 2: Katie supervision contract

Supervision Agreement and Contract

The following sets out the basic agreement between:

Supervisee: [Katie](#)

Supervisor: Kelly Porteous

Structure

How often will supervisions be held?	Once a month, last Wednesday of the month.
How long will the supervision be?	There is no minimum or maximum time set. However at least 1 hour is recommended and agreed by both parties to be suitable.
Supervision venue/location	Location of supervision is fluid and may change depending on the circumstances. By default, supervisions will be held in the office at the Tanyard however there is scope to move the location to a coffee shop or the local park.
Cancellation plan	Both parties try to give at least 24 hours notice if the supervision must be cancelled. This will allow time to reschedule for a more suitable time and date.
Supervision based contact will be made by:	Facebook will be the main form of contact, though e-mail may also be used.
Reasonable interruptions for the supervision.	Traffic must be considered in terms of punctuality. Any family or health issues will take priority over supervisions, whether these issues occur before or during the supervision. The supervision takes priority over phone calls or interruption from other staff members.

Boundaries

What can and cannot be discussed.	The supervisee has no topics for discussion that are “off limits”
How confidential will the supervisions be?	By default, supervisions will be kept confidential unless otherwise stated. I.e. discussion about holidays or time off which must be discussed with the project manager, or any safeguarding concerns. However these instances will be discussed with the supervisee before the end of the supervision.
How will gossip be dealt with?	Gossip from either party will not be tolerated. However a distinction has been made and agreed upon by both parties that sharing concerns or issues with other staff members or individuals does not constitute gossip if it is hindering the supervisees ability to work to their full potential.
Additional notes on boundaries.	The supervisor will be available to the supervisee outside of the supervision context for support and guidance. However, effort should be taken to keep these instances to within the supervisors working hours if possible.

Working Together

Expectations from the supervisee.	Fair judgement with constructive criticism where necessary.
The focus of the supervisor/supervisee relationship.	Supervisees ability to work, any issues regarding her role or training needs.

Hopes and fears of the supervisee in regard to the supervision.	Hopes that the relationship will be respectful on both sides and confidential. Good working relationship between supervisor and supervisee to be open and honest.
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Session Format

How will the agenda look?	-Any meeting notes to be sent to the supervisor at least 24 hours before supervision for review. -Notes from previous supervisions to be reviewed. -Well-being check-in. -Supervisee to work through notes/topics for discussion. -Supervisor to bring up any points for discussion. -Anything missed to be discussed. -Goals set. -Make date for next meeting. -Review and sign off supervision notes
Typical content of the supervision will include:	Supervisions will provide the opportunity for the supervisee to seek advice and support in regard to their professional development, as well as any personal support that will assist the supervisee obtain optimal work/life balance. Content can include discussions on reflective practice, feedback on work, and training opportunities, but this will be subjective to the needs of the supervisee.
How will the supervision be recorded and stored?	Supervisions will be recorded in writing using the Tanyard's supervision recording forms. All recordings will be kept in a confidential folder in a locked cupboard.
Third party help or advice will be sought in the following situations:	If the supervisor feels unequipped to support the supervisee in a particular situation, the supervisor will either seek advice from or pass the supervisee on to the project manager, with the supervisee's approval .

If either party raises particular concerns about the supervision session what steps will be taken?	If either party raises any concern about the other during a supervision then the project manager should be approached for advice and guidance on the situation.
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IF ANY CHANGES ARE MADE TO THE STRUCTURE, CONTENT OR FORMAT OF THE SUPERVISION A NEW CONTACT SHOULD BE WRITTEN AND SIGNED BY BOTH PARTIES.

Signed (Supervisee):

Print Name:

Date:

Signed (Supervisor):

Print Name:

Date:

Appendix 3: Amy recording sheet 1

'Amy' Supervision 1

Tanyard Youth Project
Supervision Record Sheet

Date	23/11/23	Time	14:30 - 15:30	Venue	Tanyard youth project
Supervisor's Name	Kelly Porteous		Supervisee's Name	[REDACTED]	

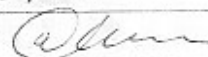
Agenda items		
1 Reflective practice	5 Agenda	
2 goal setting	6	
3 language	7	
4 Resources	8	

Discussion Points	Action	By when
1 [REDACTED] would like to implement reflective practice into her work. Will be using it for personal reference but may bring to supervision if needed.	Kelly will send [REDACTED] Gibbs reflective cycle format to work through	End of day
2 [REDACTED] would like to set internal goals for growth within the job i.e. confidence in ability, reflecting on work etc. And also external goals for how she would like to influence her practice i.e. building confidence and encouraging creativity.	Kelly will assist [REDACTED] in setting goals and provide feedback	Next Supervision
3		

4	has set a personal goal to be more mindful of her language when around yps.	will use reflection in action to be mindful of language	N/A
5	would like to use resources and literature to support her practice with current focus on Project Planning and creative art projects with yps	Kelly will provide with NOS, "Doing Good youth work" Project Planning chapter and any other resources	By next supervision
6	Next supervision agenda discussed and date set for 14 th December	Kelly and to follow up on this supervision and work on formulating internal and external goals:	14 th December
7			
8			

Please arrange date of next meeting here:

I confirm the above is an accurate record of the meeting

Signed (supervisor): 	Date: 23/11/23
Signed (supervisee): 	Date: 23/11/23

Appendix 4: Reflective practice- Amy first supervision

STAGE 1 - DESCRIPTION OF THE EVENT *(What happened?)*

Conducting my first supervision.

I met with Amy at 2:30pm 23/11/23. We met at the Tanyard and went up to the office to do the supervision. I closed the door for privacy and we started by doing a general check-in about how Amy was feeling. Then we began going through the supervision contract and finalising any details such as Amy's personal expectations and setting out the supervisor/supervisee relationship. The supervision then moved fluidly into what Amy would like to bring to supervisions and how she would like to use them to improve her practice.

She first discussed wanting to be more reflective in her work so she could learn from her experiences. I referred her to Gibbs' reflective cycle and added a note to the agenda to send her a template to use in her own time. She said that she would mainly like to keep her reflective practices private for her own learning but I ensured her the supervision was a judgement free zone and encouraged her to bring her reflective practices to supervision for discussion if she felt it would be useful.

Amy then went on to say that she would like to use the supervisions to set goals for her practice. I suggested she separate her goals into internal and external with internal goals focussing on her becoming a more reflective practitioner and using supervisions to work through any anxieties or worries about the job, and external goals focussing on how she would like to influence her practice and what she would like to bring to the young people i.e. help them work through confidence building or creativity. I implored her to not set very strict goals for herself just yet i.e. getting a specific outcome from her interactions with young people, as this can put pressure on her growth and improvement. I highlighted that setting goals in terms of the type of youth worker she would like to be may be more helpful as it will give her a basis for her practice to build on and work from.

Next Amy spoke about how she would like to read up more about youth work so she could gain a better understanding of her role and improve her practice. She mentioned how she would like to read about project planning, encouraging young people and implementing art and creativity into her practice. I made notes of some resources I was already aware of and ensured her I would do some research to find more literature.

After this we discussed how the meeting went and if there was anything else we should discuss. Amy was very happy and expressed that she felt supported and encouraged to go away and learn. We then made an agenda for the next supervision which included me sending her resources to look over such as the NOS and project planning guide from Doing Good Youth Work and work from and Amy doing reflective practice. The date was set and we ended the supervision.

As I wanted to be fully present during the supervision I made minimal notes and waited until after the discussion to complete the recording sheet. Amy went to make tea at this point so she didn't have to sit around and wait for me, but once it was done she came back to read it over and sign it off to confirm she was happy with it.

STAGE 2 - FEELINGS *(What were you thinking & feeling?)*

As this was my first time conducting an official supervision I was quite nervous. I was grateful to Amy for trusting me but felt pressure to be able to provide her with what she needed. I am aware of a fair amount of resources and literature but not yet very

confident about knowing where exactly to look off the top of my head, and I know there is more out there than I have at my disposal currently. I was worried that Amy would need to be referred to literature or resources that I wasn't familiar with and would provide her with unsatisfactory supervision.

Once the supervision started I was more relaxed as Amy had a list of things she wanted to work through and seemed very determined in using the time to improve her practice. She made my role a lot easier as I didn't feel that I had to guide her through the process, but instead could get straight into supporting her.

When she asked for resources I felt empowered as I instantly started thinking of different things I could refer her to, diminishing my worry that I was not educated enough to help. While I feel that I will always have more to learn, it was nice to know that what I already have could be utilised.

At the end of the supervision I asked Amy how she thought it went and she was very happy. She said she felt really supported and was excited to continue supervisions with me as she believed we worked well together and she felt comfortable opening up to me. This made me feel a lot more confident in my practice and empowered to continue with it. I felt reassured that I was on the right path and enthusiastic to do more.

STAGE 3 - EVALUATION *(What was good and bad about the experience?)*

Regardless of how I felt going into the supervision I don't believe much was bad about the experience. I feel that my nervousness impacted the beginning of the supervision as I was hesitant in places and visibly on edge, but as the supervision continued and we got into a flow this subsided.

I think a lot went well with this supervision. Both myself and Amy were happy with the relationship we had formed and the tone of the supervision. Amy went away with new resources and encouragement and I went away with a more certain understanding of how I am as a supervisor and how I want to conduct my supervisions.

Amy was very prepared for the supervision and came with a lot of ideas and plans which was really encouraging and made me feel confident that she would use the supervision to really improve her practice. She is also very open and honest about how she is feeling and how her personal life is affecting her work. This makes it really easy to understand where she is at and work with her to figure out what support she needs.

STAGE 4 - ANALYSIS *(What sense can you make of the situation?)*

I think my own nervousness about the supervision is down to wanting to help people the best I can but worrying I do not have an adequate education to do so. Also there is the added pressure of these supervisions being a part of my Masters which I am very keen to do well at.

I think the main reason everything else went so well is due to my relationship with Amy prior to the supervisions and her outlook on life and work.

Before we began the supervisor/supervisee relationship Amy and I already got along very well and she would already come to me for advice and guidance if she needed it, so there was not a massive jump or change from this dynamic.

Amy being so enthusiastic about work and keen to do well, and also her openness makes it really easy to know where she is and what she wants. There are no mixed signals and no miscommunications when talking to her.

STAGE 5 - CONCLUSION

From this experience I learned that I am more confident in conducting supervisions and how I want to conduct them than I first thought. I have been reassured that I am retaining information that I learn and that I am able to apply it and refer other people to it when needed.

The one thing I believe could have gone better is my confidence at the start, but this will be less of a problem next time and for any supervisions going forward. If anything, this nervousness caused me to be more mindful and conscious of what I was doing and saying and has had a positive side effect in that.

I still believe that I have much to improve on going forward. I would like to keep expanding my knowledge and share it with supervisees, and have a more fluid process for recording the supervision notes.

STAGE 6 - ACTION PLAN *(If it arose again what would you do?)*

I will continue to learn and absorb information but will now keep in mind how this information can be used to help others as well as myself.

I will work on my confidence in conducting supervisions, and I think this will come with time and familiarity with the process.

I will record the supervision in the same way next time and then reflect on whether I think this is the most efficient way of doing things. If not I will work with my supervisee to decide on a better process.

Name.....Signature.....

Date:

Appendix 5: Katie recording sheet 1

'Katie' Supervision 1

Tanyard Youth Project
Supervision Record Sheet

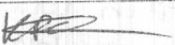
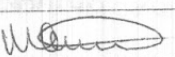
Date 29/11/23	Time 13:30 14:30	Venue Tanyard Youth Project
Supervisor's Name Kelly Porteous	Supervisee's Name [REDACTED]	

Agenda items		
1. Preloved Project	5	
2. funding	6	
3. Staffing	7	
4. Trusteeship	8	
Discussion Points	Action	By when
1. [REDACTED] keen to stay involved in Preloved Project when she leaves and has informed me of the funding she has applied for	Keep each other updated about Project, funding etc.	N/A
2. [REDACTED] happy to help with any funding for the project.	Keep [REDACTED] up to date on any funding	N/A
3. [REDACTED] would like to help out with drop-ins here and there if she is available	Keep in touch about availability	N/A

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4.	█████ would like to remain part of the Project as a trustee	Meeting with █████ and trustees	Next Week
5.			
6.			
7.			
8.			
Please arrange date of next meeting here: 20 th December			

I confirm the above is an accurate record of the meeting.	
Signed (supervisor): 	Date: 29/11/23
Signed (supervisee): 	Date: 29/11/23

Appendix 6: Reflective practice- Katie first supervision

STAGE 1 - DESCRIPTION OF THE EVENT *(What happened?)*

Conducting my first supervision with **Katie**

Shortly before the day of the supervision **Katie** informed myself and other staff members that she was leaving at the end of December to pursue a different job. I met with **Katie** on DATE. We had originally planned to meet at 13:30 but she was running late. We met at the Tanyard when she finally arrived. I waited for her to settle herself and make a cup of tea, and we made our way to the office for the supervision. As **Katie** was more familiar than **Amy** with supervisions I expected her to bring some discussion points with her. She updated me on some ideas she had around an inter-agency football match and some funding for a project we are currently undergoing. We discussed her role with the Tanyard after she left as she was interested in remaining a part of the project somehow. She expressed interest in becoming a trustee so she could bring the perspective of the floor to meetings and act as an advocate to staff, so I guided her to discuss this with **project manager** formally so they could arrange a meeting. She also discussed interest in continuing to help with the Preloved Project that she had helped to develop during her time with us. **Katie** said she was happy to help with any funding and practical work that needed to be done and we agreed to keep in touch on the matter and see how the project developed before ironing out the details. I asked how she was feeling with the workload and she said she was coping fine. I went on to tell her that she was doing great work, especially in the time that she had been with us, and that I would be happy to support her in any way I could. **Katie** was happy with where she was at and did not feel that she required any training or educating, especially as she was leaving soon, and said she would like to see the supervisions as a place for her to pass on any tasks she has and to formalise a role as a trustee and volunteer before she leaves.

I asked **Katie** if there was anything else she would like to discuss and she did not. We read over the notes, agreed to the next date and signed off.

STAGE 2 - FEELINGS *(What were you thinking & feeling?)*

I felt quite frustrated from the start. Firstly, because I found out shortly before the supervision day that **Katie** had handed in her notice, rendering the supervision redundant in the grand scheme of things. Secondly, because **Katie** was late with no contact to inform me and a very laissez faire attitude when she arrived, suggesting to me that she wasn't taking the supervision seriously, whether generally or due to her resignation. And finally, because she prepared absolutely nothing to discuss at the supervision, further instilling in me that she was not taking the supervision seriously. I had to push her to discuss anything at all, and we finally decided on discussing her role after she leaves which was helpful to the organisation and for the staff to know what they needed to do to balance the load but I found it hard to make the meeting feel like a supervision and not just a meeting.

I felt worried that because of the way the supervision went, that I would struggle to connect it to my uni work and use it in my practice and learn from.

STAGE 3 - EVALUATION *(What was good and bad about the experience?)*

It's easier to start with what I feel was bad about the experience. I felt that the supervision and my role of supervisor was not being taken seriously, like **Katie** was

just doing me a favour by showing up rather than letting me genuinely supervise her. I found it very hard to conduct the meeting in a supervisory way and don't think I did a good job as a supervisor. I didn't explain to [Katie](#) how her late arrival was disruptive and I should have but I did not have the confidence, or feel like I had the authority to do so.

After taking some time to think more about the situation I think there are positives to be taken away. This was my first experience with a difficult supervision and it gave me some context as to what situations may look like and how I deal with them, helping me to understand what I need to improve on.

STAGE 4 - ANALYSIS *(What sense can you make of the situation?)*

I believe what I did well was continue to take the supervision seriously despite the disinterest from [Katie](#) and try to keep the discussion as supervisory as possible. I used the time effectively, making plans for [Katie's](#) departure that I could use to help other staff members take on her tasks.

However, I believe I did not do too well in discussing [Katie's](#) punctuality and professionalism with her.

I believe that [Katie](#) used her time as best she wanted to in that passing on her tasks and discussing her future helped her to start moving on, but I feel that she didn't take the supervision seriously enough.

STAGE 5 - CONCLUSION

I believe that [Katie](#) didn't take the supervision seriously for two reasons. Firstly, because she saw it as a favour to me for my uni work rather than something I wanted to take seriously and genuinely do well at. And secondly, because she had recently handed in her notice I believe she had tapped out of the job and didn't see the point of undergoing supervisions with only a month of work left, as any discussion around professional development was redundant. I don't think she did this to be purposefully difficult but also feel that if she was taking it seriously, punctuality and professionalism wouldn't have been as affected as they were. I am not mad at [Katie](#) for the way she used her supervision, as ultimately it is up to the supervisee how they use the time, and especially since she was leaving there wasn't much coaching and learning to do.

I think I was so frustrated with the situation because I wanted to take it seriously and do a good job, using information I had learned and putting it into practice. My experience with [Katie](#) didn't allow me to do that in the way I was expecting. I think I was also frustrated because I realised I wasn't prepared for a difficult supervision and came to the realisation that my confidence in undertaking some managerial functions such as bringing up lateness and professionalism was lacking. After some thinking I realised that there probably wasn't much more to discuss than we did anyway in terms of educative and supportive, and my frustration with this was more linked to my ability to do my uni work effectively than to give her the kind of supervision she needed.

STAGE 6 - ACTION PLAN *(If it arose again what would you do?)*

I am going to be more aware of the fact that different people require different types of supervision and also educate myself more on how to deal with difficult supervisory experiences. Though this is something I think comes with time and confidence, I

believe my confidence will be boosted if I have a better understanding of the kind of issues that can arise and the various ways they can be dealt with. I also plan to book a supervision with [project manager](#) so I can discuss my experience with her and gain some insight on how she thinks I dealt with the situation and get her guidance on how I can improve my practice.

Name.....Signature.....

Date:

Appendix 7: Amy recording sheet 2

'Amy' supervision 2

Tanyard Youth Project
Supervision Record Sheet

Date: 14/12/23	Time: 14:30 - 15:30	Venue: Tanyard youth Project
Supervisor's Name: Kelly Porteous		Supervisee's Name: [REDACTED]

Agenda items		
1. Reflective Practice	5 Overtime pay	
2. goal setting	6 next supervision	
3. Resources	7.	
4. work/life balance	8.	
Discussion Points	Action	By when
1. [REDACTED] Completed some RPs about her practice. it has helped her to understand her approach to her work better. She talked through one RP to gain insight.	[REDACTED] to continue with RPs and discuss in Supervisions when necessary. Kelly to give [REDACTED] access to 'The Critically Reflective Practitioner'.	Ongoing
2. [REDACTED] has set goals to read more about youth work practice. wants to set a short term goal of a singing group to help YPs with their confidence.	Kelly to give [REDACTED] access to delivering good youth work'. and, youth work practice'. [REDACTED] to communicate with Kelly any assistance she needs with the singing group.	ASAP
3. [REDACTED] is enjoying reading about youth work and would like to read more.	Kelly to refer [REDACTED] to Literature when needed. (some listed above).	Ongoing.

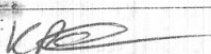
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4.	■ feels her work/life balance is good at the moment. she has a lot going on at home but feels she can manage the tasks she has set herself, just no more when she is in better housing	■ to keep kelly up-to-date with how she is coping and to help manage stress by reducing responsibilities if needed.	ongoing
5.	■ would like to take on more and plan longer-term projects.		
5.	■ is doing some working from home outside of her contracted hours. she doesn't want to increase her hours officially at the moment but is open to a discussion about optional extended hours (paid)	kelly to facilitate a discussion with ■ about optional paid hours for (including cap)	15/12/23
7.	Next supervision discussed and date set for 19 th Jan at 14:30.		18/01/24
8.			
Please arrange date of next meeting here: 18/01/24			

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

Signed (supervisor):



Date: 14/12/23

Signed (supervisee):



Date: 14/12/23

Appendix 8: Reflective practice- Amy second supervision

STAGE 1 - DESCRIPTION OF THE EVENT *(What happened?)*

Conducting my second supervision with Amy

Amy was on time and ready to start the supervision. She came with notes and discussion points.

We started the supervision by going over our discussion about reflective practice from the previous supervision. Amy had engaged in multiple reflective practices and felt that it helped her to work through any difficulties she was having with imposter syndrome being new to the job and analysing how she wanted to improve her practice. We discussed one reflective practice which we agreed she would conduct during the last supervision. Amy had completed a reflective practice on her accidentally swearing around the young people. We worked through this and she said she felt better for it. We then moved on to talk about her goal setting which was also discussed in the previous meeting. She said that she would like to read more about youth work practice to improve her work. She also discussed a short-term goal of starting a singing group to boost the young people's confidence. We began discussing ideas for this and agreed that Amy would communicate with me if she needed any assistance or advice outside of supervision. Amy also mentioned how she was really enjoying reading about youth work practice and would like to read more to get a better understanding of the job. We discussed literature she could use and made an arrangement to refer her to 'delivering good youth work', 'the critically reflective practitioner', 'delivering good youth work', and 'youth work practice'. All which I believed would help her in various aspects of her work. We then moved to discuss her work/life balance as this was touched on in the last supervision. Amy said she has a lot going on but feels like she can handle the workload she has (her job responsibilities and the extra tasks she has set herself) but no more. We discussed her home life and how she would like to balance work until everything is sorted. We agreed that she would keep me up to date on how she is coping and inform me if she needs assistance or support. She also enthused about wanting to get more involved once everything was sorted at home. After this I brought up the fact that Amy had been doing some work from home to plan for the singing and other bits for sessions, but this was outside of her contracted hours which only cover her time in the building. I asked her if she would like to discuss extending her contract, conscious of our previous discussion about her work/life balance. She said increased hours may add to her stress at the moment, and she currently feels the extra work she is doing has no pressure as it is her choice. I instead offered her the alternative of keeping her contracted hours the same but discussing with project manager the possibility of being paid for some extra hours if work is done. She was keen for this so we agreed to set up a meeting with Amy, project manager, and myself to facilitate this. Once all of the main points of discussion were done we read through the notes to ensure nothing was missed, set the date for the next meeting, and signed off.

STAGE 2 - FEELINGS *(What were you thinking & feeling?)*

Just like the first supervision with Amy I was confident and enthused. I was keen to talk to her and I knew she would have followed through on the tasks we set and wanted to move the process forward. I was happy when I saw how seriously she was taking the supervision and felt excited to be able to help her on her professional journey. Though some decisions were out of my remit, I felt I dealt with these well

and included **project manager** when necessary. I still felt nervous about recommending literature as I am still expanding my own knowledge, but **Amy** understood this so I was happy to do some research on what would be good for her. I still have some imposter syndrome in that supervising someone can be a big responsibility but was conscious not to let this show through. Overall I was really happy with how the supervision went and feel that I am improving well between sessions enough to make a difference each time. I am enjoying supervising **Amy** so much I would like to continue to be her supervisor once the module is complete and see how we can improve together.

STAGE 3 - EVALUATION *(What was good and bad about the experience?)*

I may be looking through rose tinted glasses as **Amy** is a very easy person to supervise, but I think overall it went really well. I was able to make recommendations for some literature on the spot and felt I was encouraging and supportive when discussing her reflective accounts and work/life balance. I feel that despite my imposter syndrome I came across as quite confident and prepared which is a good impression to make. I also felt happy that I had been able to facilitate getting **Amy** financial compensation for her overtime.

When looking at the bad I definitely would like to be more knowledgeable with what literature to provide her, as some things I had to go away and do research for.

STAGE 4 - ANALYSIS *(What sense can you make of the situation?)*

STAGE 5 - CONCLUSION

I think my enthusiasm going into the situation outweighed my imposter syndrome which is why I came across as more confident than I was feeling in some moments. Being aware of **Amy's** home situation outside of supervision definitely gave me insight and the ability to consider this when discussing projects and reading she would like to do. Because of this I could make it clear that there was no deadline and the literature was just because she asked and she could do it in her own time to take the pressure off.

I think my good relationship with **project manager** made it easy to facilitate a discussion with her and ARI about pay as I know what **project manager** is like as a manager and how she feels about situations like these. From experience I know she likes to have staff that feel appreciated and does not expect them to put themselves out so my relationship with both parties allowed me to do a good job here.

I do think that although I was professional and managed to include all three functions of supervision in one way or another, I am still quite 'laid back' in my approach and the supervisions are conversational with moments of serious action plans. I am not yet sure if this is positive or negative because on one hand I am building a good rapport with **Amy** and allowing the conversation to flow whilst still being professional and taking it seriously, but on the other hand I worry that if a situation arises where I need to be more straightforward, this will be a big change from our usual approach and cause **Amy** to feel uncomfortable.

STAGE 6 - ACTION PLAN *(If it arose again what would you do?)*

I am still learning and not as confident as I would like to be as a supervisor, despite my enthusiasm, so I would like to continue to share my reflective practices with [project manager](#) during my own supervisions to discuss my progress and any changes or improvements I could make. I would also like to have a meeting with [Amy](#) to ask her how she thinks the supervisions are going, if she feels I am abiding by the contract, and if there's anything she would like to be done differently.

Name.....Signature.....

Date:

Appendix 9: Katie recording sheet 2

'Katie' Supervision 2

Tanyard Youth Project
Supervision Record Sheet

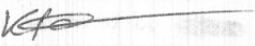
Date: 20/12/23	Time: 13:30 - 14:30	Venue: Tanyard youth project
Supervisor's Name: Kelly Porteous		Supervisee's Name: [REDACTED]

Agenda items		
1. young people/leaving	5.	
2. Preloved Project	6.	
3. Health impacts	7.	
4. ending the supervisory relationship	8.	
Discussion Points	Action	By when
1. [REDACTED] has not yet told the yps she is leaving. she feels like she is letting them down.	[REDACTED] to tell yps she is leaving before her last day	ASAP.
2. [REDACTED] would like to continue helping with the Preloved Project after she has left and has taken on the responsibility of collecting resources from [REDACTED].	Kelly to arrange a day with [REDACTED] to meet at the Tanyard to collect the resources. After xmas	08/01/23
3. [REDACTED] has been struggling with regular migraines recently which has been affecting her work and presence on shift.	As she is leaving soon, [REDACTED] will make an effort to be as present as possible but will communicate her needs and abilities more effectively.	ongoing.

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4.	This is our last supervision so the official Supervisory relationship has ended. Although Kelly has offered to re-open the Supervisions in the future if needed	N/A	N/A
5.			
6.			
7.			
8.			
Please arrange date of next meeting here: NA			

I confirm the above is an accurate record of the meeting.	
Signed (supervisor): 	Date: 20/12/23
Signed (supervisee): 	Date: 20/12/23

Appendix 10: Reflective practice- Katie second supervision

STAGE 1 - DESCRIPTION OF THE EVENT *(What happened?)*

Conducting my second supervision with **Katie**

Katie was slightly late this time but messaged me when she was on her way to let me know that she was stuck in traffic, something we discussed in the contract as being understood in terms of punctuality.

I gave her some time to make a coffee and we went up to the office to start the supervision. She had not brought anything to discuss and asked me what I thought we should talk about so I suggested as it was our last supervision due to her leaving that we should tie up a few loose ends and see where she wants to go as she had mentioned during the last supervision she wanted to remain involved. Becoming a trustee had been passed on to **project manager** so we did not need to discuss that. I was aware that **Katie** had not yet told the young people that she was leaving although staff suggested she did sooner rather than later to give them time to come to terms with her going. I asked her if she had told them yet to which she said no, when I asked why she said she felt guilty for leaving and didn't want to let them down. I told her that I understood, but explained to her how they would feel more let down if she just left without telling them and it would give them a chance to spend some time with her and say their goodbyes before she goes. I suggested that this should come from her rather than other staff so she agreed to tell them during her next session.

We went on to discuss the Preloved Project and her involvement. I asked her what she could commit to once she had left and as she was not yet sure of her new working hours, she agreed to help collect resources from out of town when it was needed. She wanted to be more involved in general, possibly coming in for sessions and maybe opening on weekends, but we agreed that this was a discussion to be had at a later time when she was settled into her new job and knew her working hours, we also discussed her having to sign up as a volunteer as well as a trustees to do this which she was happy with.

I then had to move on to discuss her absence from some shifts, leaving early on others, and not being present for the ones she attended. She explained that her migraines had been worse recently and that she was struggling to get through some days. She did also say that she had not come to a couple of shifts and left others because she could feel the migraine coming on although it hadn't affected her properly at that point. I explained the importance of her communicating her needs and circumstances with either myself or **project manager**, so we could gain a better understanding and plan ahead for situations where we are understaffed. She agreed to keep us more informed and to also try and remain present during sessions for as long as possible since she was leaving soon.

I asked **Katie** if there was anything else she would like to discuss and there was not so I talked about ending the supervisory relationship. We agreed that it was our last supervision and that the relationship would end once the notes were signed. We both agreed to continue with the actions we had agreed on after the supervisions were over, and I also offered to reopen the supervisory relationship in the future if she felt it would be helpful to her.

We read through the notes and signed off.

STAGE 2 - FEELINGS *(What were you thinking & feeling?)*

I was not as frustrated this time as last as for one, **Katie** informed me she would be late so I was prepared for it, and because I had come to terms that there was only so much I could do on a final supervision.

I felt less anxious when I got into the supervision about bringing up issues as, like previously stated, it was the last supervision and my only chance to make this step as a supervisor.

I felt more confident overall than last time and took the supervision as it came, not expecting too much and simply trying to be as helpful and professional as I could.

I felt happy with myself after the supervision for bringing up the issues I needed to and conducting myself in a professional way about it, not putting **Katie** on the spot but managing to have a frank discussion.

STAGE 3 - EVALUATION *(What was good and bad about the experience?)*

What was good was my ability to try for the first time in bringing up issues in a supervision and dealing with them professionally without feeling or looking awkward about it.

What was bad was that although I had come to terms with just taking the supervision as it came, knowing it was the last one still limited me in how I could be as a supervisor, while I could make some small action plans, and some managerial issues, there wasn't really an opportunity for me to help **Katie** with professional development in any way. Also that **Katie** did not come prepared with anything at all, and I had to lead all discussions.

STAGE 4 - ANALYSIS *(What sense can you make of the situation?)*

STAGE 5 - CONCLUSION

I think **Katie** took this supervision more seriously than the last, by letting me know she was running late and engaging in my points of discussion seriously and professionally. However, I think at this point she had already tapped out from the job as she brought no notes and simply discussed what I brought up, giving me the impression that while she was taking it slightly more seriously, she was simply going through the motions as a favour to me.

I was conscious not to let my opinion of the last supervision influence how I acted during this one and I don't think I did. In fact, if it did only in the sense that I was more confident and straightforward in discussing issues. I am happy I managed to use the supervision as a chance to tie up loose ends before **Katie** left and make plans going forward, but though this helped in my job, I found it difficult to apply much I had learned about conduction supervisions from my course.

STAGE 6 - ACTION PLAN *(If it arose again what would you do?)*

I would once again like to share my reflective account with **project manager** to discuss my progress and what I could do going further. I think I also need more experience supervising people who use supervisions in different ways so I know what to expect. I will discuss with **project manager** the possibility of taking on another supervisee (possibly a student placement) once I am able to.

Name.....Signature.....

Date: