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ECYW5002

Supervision, Leadership and Management for professionals.

Supervision is a process of critical reflection about our practice with supervisors which helps the supervisees to develop clarity about their role and relationships between the goals, values and on-going work and development plans. Supervision within youth work develops mutual respect and learning and working together. This can be a development process for both parties, they learn from each other's perspectives and identify ways forward. (Sapin, 2009, pg 187)

I engaged in supervision talks as a supervisor for this module, and for these reflections, I will use the Gibbs (1998) model to assess the significance of proper supervision in the workplace and how implement this within supervisory process.

I will include three of my own supervision notes which I undertook with another colleague and touch upon Critical evaluation of leadership and management theories and their significance in practical application. The impact of the economic conditions on services supporting youth in the community during financial climate change.

Supervision session one

Description

I coordinated with the supervisee to set a suitable time and location for our meeting, agreeing to meet in a side room at the office for privacy, comfort, and minimal interruptions. The supervisee arrived early and proceeded to the booked room. I greeted her to take a seat, offered her a beverage, and inquired if she required anything before we began.

During the first initial supervision I ran through what we would be going through and creating a supervision contract and what is to be expected from it and establishing boundaries to the supervision sessions. I made sure I understood what the

supervisee wanted as an appropriate environment as I give her the option to choose where she would feel most comfortable.

In the meeting, we agreed to meet weekly and set aside an appropriate time scale to suit. We set clear boundaries on confidentiality, note-taking, venue, and discussed issues affecting our expectations. We also established clear goals and reviewed our progress.

I touched upon the lay out of the supervision session where we would touch upon.

- Review of last meeting actions
- Case's, Projects, and Activities.
- Safeguarding Concerns
- Team updates
- Performance
- Crosscutting themes
- Personal objectives
- Training needs
- Team training needs
- Annual Leave
- Personal needs
- AOB

This is also supported by Kadushin, 1976 triangle where the administrative, educative, and supportive and managerial would demonstrate.

We touched upon her cases and discussed each one in an open and constructive way and we also highlighted the need for mediation training as she was dealing with a lot of parental breakdowns which was resulting in youth homelessness. She also highlighted the good working relationships they have with the housing team to multi agency work.

Feelings

After being given this task to have the opportunity to supervise someone as part of the module this filled me with dread and questioned myself if I was going to deliver and be a good supervisor. The idea of gaining knowledge from the supervisor's past experiences in youth work was intimidating yet exciting for me, as it would push me

beyond my usual boundaries and present a fresh challenge. I felt anxious and questioned my qualification to meet her needs during the supervision session. After completing the initial session, I experienced a feeling of accomplishment and found that it went well and I made her feel comfortable.

Evaluation

The atmosphere during the supervision session was very relaxed and informal this was my end goal I was hoping to achieve as I wanted the supervisee to feel at ease and comfortable to discuss any issues that would arise which it did. I feel she appeared to be relaxed and open for discussions and I hope this continues for our future supervision sessions. It is important within supervision to gain the trust and confidence in your supervisor as this is vital for the relationship and reflecting, I feel this is something which will improve each session. I will also gain confidence in providing critical feedback.

“Hawkins and Shohet state that the skills cannot be learned before you start and indeed takes many years to develop. What is important is to know of the existence of all the possible levels and perspective and then gradually expand your focus within the sessions.” (Hawkins and Shohet, 2004)

Analysis

On reflection on how the session went I feel I maybe should have gone into the supervision session more organised as I felt there were pause's where I was trying to figure out what to ask next. “Woods emphasizes that this response involves reflecting on the information and quickly considering how to react.” (woods, 2001, Pg 249)

I did feel there was a lot of background noise and feel that I could have made it clearer to staff that I needed to be left in peace with no disruption and if the noise could have been kept to a low, ultimately this could have affected the session where the supervisee wouldn't of liked to discuss sensitive topics. However, after having some feedback at the end of the meeting, she felt it went well. Upholding ethical standards is of utmost importance during supervision sessions. (Hawkins and Shohet, 2004)

Conclusion

Prior to this supervision session I felt dread however I should have given myself a break as everyone's nerves get the better of them and I hope future sessions go smoothly with minor adjustments and improvements to prevent any distractions. Kilminster and Jolly state the general agreement that the quality of the relationship between the supervisor and the student is the most important factor in the effectiveness of the supervision. (Kilminster and Jolly, 2000)

Action plan

During the session we agreed to a second date and planned to meet in alternative office where there is a quieter room with less distractions, I will prepare my questions and practice my layout, so I am more organised. I will also get some advice off my manager for any adjustments or idea's that could help for future supervision sessions and gain more confidence. I will also highlight to the manager the need of possibly delivering a mediation training session for the youth workers to help with their practice.

Supervision 2

Description

Second supervision session was meant to commence however we had to rearrange for another date due to a work emergency and lack of staff available at the time, however we successfully completed the session on another date that week via a Teams call due to our availability within our calendars. During our session I became aware of the supervisee was overwhelmed and stressed with work life as the service were understaffed, she had to pick up extra work. It became obvious that she was struggling to balance home life with children and balancing work demands along with studying. This was affecting her time with the young people and delivering the support which she feels she should be providing.

Feelings

She expressed how she felt and had been under a lot of stress and the demand of the work is why she rescheduled our first session, Having experienced work and

family emergencies. I was very aware I had to be empathetic and supportive during this session and provide her with some solutions which would help her to balance work and personal life.

(Hawkins and Shohet, 2004) “state that it is very important that, as helpers we take responsibility for noticing the signs that our systems are overloaded and that we ensure that we get the support, not only to deal with the symptoms of stress that are emerging within us, but also to tackle the cause of stress.”

Confirming her emotions was simple, incorporating self-awareness into the session helped my supervisee without deviating from her guidance.

Evaluation

At the beginning of the supervision session, she was deflated and overwhelmed, the more we got into discussion and exploring options the more we spoke she felt at ease and seemed to be relaxing and thinking of ways she could adjust things. The mood overall seemed to improve, and we spoke about everyday life struggles and family life. I felt this was the best approach at the time to ease her stress levels and deflect from the issues arising.

(Bridg Protor) makes a point when she says the task of the supervisor is to help them feel received, valued, understood on the assumption that only when they will feel safe enough to open enough and review and challenge themselves.

Analysis

I felt compassion and sympathy as I could relate to my supervisee as I could relate back to my previous experience by relating to her and understanding and by actively listening to what she was saying so she felt heard. I did feel she felt a sense of being relieved by discussing this. Confirming with her that this is quite a normal reaction as we all have a limit to certain stresses and need to reflect and speak about it.

(Wahida, 2007) explains the solutions that can help with stress in work which include cultivate awareness of self, raise work related issues to supervisor's, seek professional help, provide boundaries within work and most importantly practice self-care.

I believe that Kadushin's (1976) model outlines the primary roles of supervision as educational, supportive, and managerial, while Proctor (1988a) also differentiates the main processes in counselling supervision as formative, restorative, and normative. I believe I have employed all of these features during these supervision meetings.

Conclusion

I feel confident that I took the approach of a supportive and empathic supervisor within this session as my confidence grew, I also feel I have educated her by giving some advice on managing time and learning to say no when she feels it may be detrimental to her mental health, workload, and performance. I identified her needs and defended against further issues causing burnout, I felt I was displaying emotional intelligence. However, I felt I displayed shifts from different functions of the supervision functions while processing throughout it. Sapin informs us that using relevant open questions rather than probing and interpretative statements allows the supervisee to explore issues and incidents on their own terms, provide their own emphasis and identify meaning that is significant to them. (Sapin, 2013)

Action plan

Before we meet for our next supervision session, I will prepare some information and strategies to help with her stress. I will also get some advice from my own manager on what I could support her with and any other tips if she felt stressed and unmotivated in our next session. I will also consider possibly a more informal and relaxed place for our supervision next time such as a quiet café to ease in.

Supervision session 3

Description

The individual I am supervising mentioned that she was helping a young boy who was homeless and couch-surfing. The young boy was interacting effectively, but he tends to seek help and rely on his friends' youth worker because she is frequently with them. She sensed that he was opening up to the other youth worker when he couldn't achieve his desired outcome with her. This caused her to believe she was not meeting the needs of the young person adequately, which could lead to disagreements among youth workers due to the lack of clear roles and

responsibilities. My subordinate was still experiencing significant stress, and I empathized with her struggles at home where she mentioned her sick child and the stressful renovations.

Nevertheless, reflecting on my experience as a supervisor, I believe I have embraced the role, found enjoyment in the process of learning, and upheld the standards of good supervision by adhering to policies and procedures, including establishing contracts, outlining supervision expectations, and addressing confidentiality.

(Hawkin and Shobert, 2004) “I have encountered circumstances that could impact the mental wellbeing of those I supervise, influencing their performance and professional practice. I provided the necessary guidance and assistance as a supervisor and believed that my contributions would help improve their unique situations.”

Feelings

The supervisee felt awkward and felt she couldn't say to the other colleague on how she was feeling however the other youth worker did express to her that she feels awkward to refuse to help him if she is helping all his friends as she is often in the house where they all stay. The supervisee however feels like she is not doing enough for her young person if he is asking for help elsewhere. I was in hope that the supervisee would feel less under pressured in this session but was disappointed to see she was still feeling overwhelmed with work life and home life.

Despite experiencing varying emotions during each supervision session, I consistently engaged in reflection, leading me to realize that feeling nervous was a normal response. Every meeting had a casual approach that I believe allowed the person I was supervising to open up freely and trust that everything was kept confidential. There were times when I felt the need to improvise, especially when the session's emphasis was on the supervisee's emotions. I realized that not all problems were related to work and my reaction included pondering.

(Margo Herman, 2012,) “informs us that Supervisors who take the time to incorporate a reflective practice and action research approach to supervision of

youth workers can deepen the impact of their work within youth work and help with the relationship with their supervisor.”

Evaluation

The supervision session highlighted her worries and disappointments about not meeting her potential at work due to conflicts with a colleague or personal issues affecting her performance and attitude in the workplace and at home. She felt pleased with the supportive service and managers who were eager to assist her, lighten her workload, and aid in balancing family and work responsibilities. I stressed that this was a good thing. It is still clear that I relished the process and experience but understood I still had a lot to learn.

To deliver good supervision the supervisor should have had adequate experience in receiving effective supervision themselves (Hawkins and Shohet, 2004)

Using non-verbal gestures in my supervision sessions had a positive effect. I plan to keep using them as they helped the supervisee feel acknowledged and understood, essential qualities for working with young people who value feeling heard in their social and personal settings.

Analysis

My supervisee could see that although these issues were arising and on-going issues weren't resolving as fast as would like, she found solace that she was having on going support from her colleagues and manager. I advised her that she should seek some advice from her manager on what to do with the clash of relationships between the two workers working with the one young person and that it would be a good choice to pull a care and support meeting to clear blurred lines on who was doing what.

This underscored the significance of oversight in every organization, establishing strong working relationships is crucial for the success of the process. Implementing Kadushin's (1992) administrative, educational, and supportive roles promotes formality and a positive work ethic to establish and enhance. We need to provide backing, instruction, oversight, and leadership to colleagues based on agreed-upon job requirements, knowing and adhering to policies and procedures, and maintaining

confidentiality when discussing their work-related issues. The youth service in Wales, 2012, has established a set of guidelines for professional behaviour.

Conclusion

Upon examination of the significance of supervision functions, it is clear to me the essential role supervision plays in allowing youth workers to openly address the challenges they face in their roles. Having access to a second opinion or another approach can provide them with support, allowing them to reflect on their practice and identify areas that can be fulfilling and successful, while also recognizing their dedication and hard work. According to Hawkins and Shohet (2004), the key aspect of good practice is regularly gathering to talk about the service's needs and values, as well as its staff and the young people it serves.

Action plan

The actions I took away from this session was to openly discuss care and support with other youth workers and to put clear boundaries in place and report back, to play of the same card as youth people can also take advantage of other people if there are not receiving something from one person. To establish clear working relationships with colleagues and to place boundaries while working with the young people and to acknowledge their hard work that has been put into supporting a young person.

While I gained knowledge from these sessions, I acknowledge that supervision is an ongoing learning journey that is shaped by the situations the supervisor faces. Taking on board this I will look for opportunities for formal training that will help boost my confidence in practice and to be able take on the functions of supervision with ease. Ensuring I will also receive the same in return during my supervisions. If I should come across an environment that does not use the supervision process, I would highlight the benefits of this for their staff and managers to promote their service and workforce.

Supervision and Management

Critical review of Leadership and Management

In this critical review, I will address leadership and management theories in youth work and how they can be applied to our work as youth workers in light of unfortunate financial cuts in the youth work sector. This presents us with challenging times, and we are expected to provide high-quality support with reduced budgets while also facing an increase in administrative duties to collect data for funding, which detracts from our direct work with young people. This situation is impacting both young people in society and those managing youth services.

In the youth work industry, it's crucial for managerial roles to comprehend the groups they work with and prioritize communication with staff to equip them with the necessary tools and knowledge to achieve their goals, enabling them to succeed and to continue to improve their staff throughout their career where is needed.

In order for a service to be successful and provide high-quality service, it is necessary to have managers who possess essential qualities for the success and growth of the service. Competent managers should have the appropriate skill set to contribute to a successful team. According to Gilbert and Evans, crucial skills include adaptability, a broad perspective, and the ability to work effectively across different cultures while managing stress and being sensitive to contextual issues. They should also work against oppressive behaviours, remain open to learning, and demonstrate humour and patience. These skill sets are indispensable for managers to bring out the best in an efficient workforce and achieve optimal performance. Hawkins and Shobert (2004, P.42)

A, Lewis (2024) suggests that leadership and management styles evolve in their approaches and are influenced by beliefs and theories, which are shaped by a combination of personal beliefs, values, experiences, preferences, organizational culture, and future vision. Being aware of various styles can enhance personal leadership development and effectiveness. The four main leadership theories include trait, behavioural, contingency, and transformational theories.

The qualities and traits inherited by trait theories contribute to improved leadership. Personality and behavioural characteristics shared by leaders are often identified by trait theories. Behavioural theories focus on actions rather than mental qualities, and they suggest that leadership can be learned through teaching and observation. Contingency theories centre around environmental variables that may influence the

appropriate leadership style to adopt. According to this theory, no single leadership style is universally optimal, and success depends on various factors.

Relationship theories, also referred to as transformational theories, centre on the relationship between leaders and followers. A transformational leader's primary abilities are to inspire and motivate others by assisting them in realizing their potential. These leaders also frequently possess high moral and ethical standards.

In order, to help managers and youth workers in their roles, the NOS functional map also lays out the essential knowledge and skills that constitute best practice (CLD standards council Scotland, 2019).

Three categories of leadership styles exist. democratic, authoritarian, and laissez-faire.

Authoritarians typically have good control and discipline; they enforce rules that provide security and tranquillity within the group and ensure that members are aware of their responsibilities. Nevertheless, there are drawbacks to this, including a lack of trust, restricted freedom of choice, disobedience, the possibility of an individual being overlooked, and peer pressure.

Democratic leadership is often self-sufficient, inspiring, offers freedom of choice, a diversity of ideas, and equal rights. However, it also has drawbacks: a lot of conversations can become tedious, time-consuming, and challenging for the leader.

Laissez faire allows for flexibility in decision-making, independence at times, less risk of being unpopular, no preparation needed, and no load on the team members. The group may overstep the mark, abuse the rules, lack accountability, show a lack of initiative, or become fragmented as disadvantages. Depending on the situation, we may switch between all these roles. For example, in an academic setting, we might adopt an authoritarian stance, but outside of it, we might adopt a democratic stance when working in a group. (Youthwork-practice)

Theories of management, including the Process Model of Management, integrate the Kolb theory, strategic management, and double loop learning. The two primary cycles of these overall cycles strategic planning and action are kept together by

reflection, learning, integration, and the development of organizational and manager capacity.

The first step in this theory's process is to scan the environment for information and respond. Then, a strategy and purpose will be set, and the manager will be responsible for ensuring that the organization's purpose is stated suitably and clearly. Next, we will deploy resources, and the manager will make sure that all available resources are used as efficiently as possible to carry out the strategy and achieve the goal.

Next, we proceed to provide the service. This is the time when we work together to provide the youth with high-quality services. Next, we monitor the progress and ensure that the quality is met. The manager will use the information gathered to make decisions regarding the progress that has been made. The managers will next work to ensure that the organization has strong relationships with its partners as we consolidate our relationships with them.

According to a survey, 66% of 1,759 organizations report higher demand, but 83% report lower funding. According to the report, youth services are experiencing a sharp decline in funding while trying to keep up with the growing demand brought on by the pandemic.

According to a study by UK Youth, a renowned nonprofit in the field, 66% of the 1,759 organizations polled about the effect of COVID-19 on youth services reported seeing a rise in demand. Even with the increased demand for their services, 83% of them stated that their funding had dropped, and 64% indicated that they might have to close within the next year. This would have a devastating impact on society and services. (Youth-unity, The guardian)

In summary, research and guidance make it abundantly evident that youth work and its services are extremely valuable and crucial to achieving positive outcomes for young people in society. Although there are youth clubs, the services they provide have spread to other settings since COVID-19, when youth workers were required to undergo testing and provide services in alternative ways, like online or remote work.

Workers with youth had to be flexible. To be able to provide a service that strives, managers within the service must possess the necessary abilities and knowledge. In an environment where youth workers are respected, heard, and encouraged to successfully serve young people in the community by providing educational opportunities and other services as needed.

We should never lose sight of the values that guide us in our pursuit of the goals and ethos of youth work, even though youth service has become increasingly target-focused. To move forward with a shared vision, we must investigate the legal framework that supports and encourages the delivery of youth work and consider what needs to change to ensure delivery of our collective vision. It is crucial that we adhere to the youth work strategy in Wales, which measures the performance of young people and monitors their progression. We also need to strengthen the influence of youth work across government plans, including within education. Welsh government (2019)

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