

For this assignment I will be using Gibbs model of reflection (1988) as a reflection tool for my supervision logs, by using this model i will demonstrate my understanding of the supervisory role and relationship between a supervisor and a supervisee.

Practice log 1

What happened?

Ruth and I agreed to meet up on 07/10/2020 at 10:30am for our first initial meeting to create a supervision contract and to discuss boundaries. We had discussed the importance of setting up a contract as this would form a professional relationship (Carroll, 2014).

We met up at Clos St Pauls homeless project, Where Ruth was on shift as a support worker. As I arrived, I was welcomed into the project and proceeded into the kitchen where Ruth was sitting, then we progressed with the supervision, we agreed that the supervision meetings would be weekly on a Wednesday, (Sapin, 2013) states that it is important to have structure to be able to reflect on recent practice. we also discussed how long the meetings would be, we decided that 40 minutes each would be sufficient but if need be to allocate extra time in case the meeting needed to run over. We then went on to set boundaries, Davys and Beddoe (2010) propose that 'professional boundaries inflict restrictions to the depth of personal work that is undertaken in supervision' we discussed what we would talk about, confidentiality, notice for cancelling sessions and understanding personal issues that could arise, which would lead to cancelling at short notice, with all this in mind we needed to make sure that we were working within the core values of youth work. We agreed

that we need to meet up online for the foreseeable as there was too many distractions in Clos St Pauls.

Feelings

When Ruth and I set up the meeting I felt that we may have rushed into it, as we were excited to get started. I felt nervous and underqualified to be able to supervise someone in this role, even though I have experience as a supervisor elsewhere Sapin (2013) states that it is normal to have these feelings. I lacked in confidence which in time will improve, I feel that I should have been more vocal of my thoughts regarding where we had the first meeting as time was limited due to Ruth being on shift. Apart from the distractions in my opinion the supervision was a success which led us to arranging the next meeting.

Evaluation

Overall, the meeting was productive. The contract had been completed, boundaries discussed and agreed on, I wanted Ruth to feel comfortable and also for her to see me as a professional, it seemed that this was the case and that Ruth had engaged and responded as I had hoped for (Curran, Harrison, Mackinnon and Bailey, 2013). I am hopeful that this will continue in further meetings. However during our meeting another member of staff came into the kitchen, and started to talk to Ruth, then went on to speak to myself about my plans and background, although this was very welcoming from the other member of staff it was very off putting for the supervision.

Analysis

Butchroth and Parkin (2010) suggests that having time to reflect on the meeting would prepare myself for future supervisions and to appreciate that Ruth had taken time to meet with me during work, though next time we should meet online or

somewhere where we would not encounter distractions or interruptions (Wood, Westwood and Thompson, 2015).

Conclusion

Even Though the supervision had been effective, devoting more time planning and arranging a suitable location would enhance the outcome from these supervisions.

Action plan

I feel that I need to seek advice from a professional in this field to educate myself more so that I have a better understanding of becoming a supervisor, Ruth and I also agreed on a time and location for our next meeting.

Practice Log 2

What happened?

Ruth and I met up online at 8pm on Thursday 15th October instead of the 14th as she had family issues, we discussed a range of topics for example, keyworker letters for placement and university, NOS and how Ruth was concerned over two clients in her placement. Sapin (2013) suggests that taking the time to recognize fears and hopes will assist supervisors to have a clear and open mind.

Feelings

I felt apprehensive with this second supervision as Ruth wanted to discuss two clients from her work, which also is where I am on placement. Ingram and Harris (2001) implies that lacking skills in certain areas may make you feel that you are failing. As a supervisor I feel that my practice could have an impact on the young people where Ruth works, which pushes me to be the best that I can be Hawkins and Shohet, (2012).

We examined the issues around coronavirus, how it has impacted youth work and the young people, trying to engage with young people whilst maintaining social distancing has changed how we as youth workers can work (Youth Work during the Covid-19 Outbreak, 2020).

Evaluation

I felt that this supervision was beneficial for Ruth and I, I believed that we had both progressed since the previous session, we had created an environment which supported both our learning outcomes, which led to putting theory to practice (McGuire, 2013).

Analysis

Having learning difficulties I feel that I could benefit more to be mindful of how I take notes, Furthermore (Harrison, 2007) suggests having a positive attitude to supervision plays a vital part of personal effectiveness, which could be the difference between a successful or unsuccessful practice Harrison.

Action plan

Sapin (2013) recommends having a planned approach to supervision, listening and identifying issues along with offering critical feedback. Time management is crucial in leading a healthy balanced life, so to plan systematically will benefit not only myself but also my supervisee, establishing a realistic plan will help prevent stress and help towards a good planning process Ingram and Harris (2001). Additionally, reflection plays an important part of self-learning, helping the supervisor to identify knowledge will then guide them to develop the skills and confidence needed to achieve a successful practice Sapin (2013).

Conclusion

Considering pros and cons from this session, I feel that I have identified my weaknesses and how to resolve them, using the three functions of supervision: Professional, managerial and developmental has also helped with the structure and planning process Sapin(2013). I am confident that the next supervision session will progress with ease, with the knowledge of understanding the type of supervision expected, listening and providing critical feedback.

Practice Log 3

What happened?

On the 21st October myself and Ruth had met up online to continue with our supervision sessions, the main topic was restrictions due to the Coronavirus Pandemic, I took a supportive approach mainly as Ruth was worried how to provide support to the young people during these uncertain times. Carroll (2014) suggest obtaining a sense of balance amongst the different forms of support: Educational, supportive and administrative is necessary to deliver a productive supervision. In addition to this we discussed how personal issues in Ruth's family could have an impact on her youth work practice, (Ingram and Harris, 2001, pg 145) exclaims that 'successfully managing these pressures over time is an essential function of being a professional'. I advised Ruth to speak to her manager and also her lecturer to discuss what was going on, as it was out of her control and suggested to Ruth to look at Selye's model of stages of stress, which could help her manage how she was feeling Ingram and Harris(2001).

Feelings

As (Tyler, Hoggarth and Merton, 2010) states 'preparing for supervision by thinking what has been achieved, what issues has arisen and how problems can be dealt with' would be beneficial to both parties involved. I feel that since the previous supervision I have gained knowledge and understanding of how to prepare for such issues to arise and how best to manage them (Curran, Harrison, Mackinnon and Bailey, 2013). In addition I feel that I am growing in confidence, although Ruth was upset, her determination gave me a sense of relief by the end of our session, Ruth's mind set had changed and was now feeling a lot more positive than she was.

Evaluation

The session was successful, (Tyler, Hoggarth and Merton, 2010) indicates that there are two main functions to support a supervisee: one is that you are being understood and valued, whereas the other is having support in a crisis situation, it can be seen as important to be able to discuss issues in confidence. Ruth felt that she had been listened to, which led to a positive outcome. We both felt that this supervision was beneficial Sapin (2013), as we have mutually agreed that reflection is key for making sense of one's feelings (Carrol, 2014).

Analysis

Ruth and I agreed that stress management and reflection is important for us to 'move on' Ingram and Harris (2001) recommend having a support framework, this can help with a clear mindset. Research has shown there can be six types of support which can consist of multiple sections such as; a problem solver this is someone who will focus on the issues, identify the problem and help you solve it, another type of support is 'a group of people like you' which can deliver openings for you to share

your experiences, gather information and listen to others who possibly have been in your situation (Ingram and Harris, 2010).

Action plan

Next session we will reflect on how things developed, Carrol, (2014) suggests reflecting on previous supervisions will help with progression in the future.

Conclusion

Even though I felt this supervision was successful, I need to be conscious that we do not cross any boundaries with our discussions of family life (Patton, 2008).

Practice log 4

What Happened?

28th October at 8pm myself and Ruth met on teams for our supervision, we started to discuss how Ruth was feeling after the previous supervision session, she took my advice and spoke to her manager and lecture, also read Selye's model of stages of stress (Ingram and Harris, 2001), Ruth also went on to say how she had used one of the support frameworks 'the problem solver' mentioned previously. At this point unfortunately my son became ill and we had to end the session short, I apologised to Ruth and she was understanding about the situation as she had recently had family issues herself. Aasheim, (2012) suggests that if a supervisee may seem upset or unfocused then an improvement strategy could be put into place to contribute to a clearer understanding next time, for both the supervisor and supervisee.

Feelings

I was happy that Ruth had taken my advice, my aim for supervision is to provide an environment where the supervisee feels supported and to reflect and learn from her practice (Carroll, 2014). However, I was annoyed at myself for having to cut the session short, but due to issues out of my control I now see that I should reflect and move on, Jeffs and Smith, (2010) says 'to successfully manage pressures is an essential function of being a professional'.

Evaluation

I felt that this supervision did not go as well as I had hoped, self-development plays a vital part in becoming a professional, Tyler et al', (2009) suggests that being in control of yourself and your work is 'crucial to managing youth work'.

Analysis

Going back to the first session where we covered the basic needs of good supervision and contract is choosing the right environment, reflecting on this will help with future supervisions. I feel that I can now start to solve issues and reflect independently (McNamara et al'. 2008).

Action plan

As stated above I feel that in order to progress with future supervisions, we need to discuss a better environment to prevent any future distractions (Wood, Westwood and Thompson, 2015).

Practice log 5

What happened?

Before starting this supervision session, I discussed with Ruth that we need to find a more suitable environment, to ensure that there are minimal distractions. Betts, (2000) implies that to effectively listen you need to have good time management skills as poor time management can cause you to be distracted (Tyler, 2009). We had decided to arrange a time more suited to both our needs. On the 4th October 2020 at 2pm myself and Ruth met up online, Ruth wanted to talk about how Coronavirus is causing the young people in her work to disengage with staff, I expressed my view on Covid-19 and how I felt it impacted young people for instance (Courtney et al., 2020) suggests that 'The typical development and expression of mood and anxiety problems will change as the impact of COVID-19 evolves'. We discussed using technology to improve the engagement from the young people.

Feelings

I feel that this supervision was beneficial to Ruth as I shared my thoughts on Covid-19 which resulted in Ruth to look for alternative ways to get the young people to engage again, due to restrictions we had to think more logically (Hoggarth, 2009). Melvin (2013, cited in Curran et al'. 2013) stated that 'Young people are living in a world where technology is rapidly changing' during this currently pandemic it is essential that youth workers use technology in their practice to engage with young people (Melvin, 2013).

Evaluation

I feel that I was able to support Ruth with her worries and helped with finding a solution to the problem (Sapin, 2013). I was happy that we had arranged a suitable time for our supervision sessions. Sapin, (2013) indicates that evaluating supervisions can be

seen to develop and assist in the functioning of learning and progressing as an individual.

Analysis

I must remember that it is important to reflect as a supervisor as well as a supervisee as it is beneficial to both, having confidence in my own work will enable me to progress as a supervisor (Sapin, 2013).

Action plan

For our final supervision we will discuss how effective supervision has been, we will revise previous sessions and how to improve them, additionally I will explore ways in which to end supervision before meeting for the final session (Sapin, 2013).

Practice log 6

What happened?

For this final practice log I will be reflecting on my experience as a supervisor, and how a planned approach to supervision has benefited both parties. Sapin, (2013) suggests that preparing for supervision is to understand the type of supervision needed whilst setting boundaries. Furthermore, understanding the moving on stage, for instance 'identifying learning outcomes' and 'allowing the relationship to end'. During each supervision I feel that we had both worked within the principles of youth work (NYA, 2020), this is key to engaging in effective supervision (Hawkins et al., 2012).

Feelings

I feel happy that my confidence has grown since starting these sessions, I feel that I can approach difficult situations without feeling anxious. I have learned that listening and reflecting can improve my learning outcomes (Carroll, 2014). Although there were some obstacles regarding supervisions, I felt that I had handled each situation well and developed into my supervisor role. In addition to this I believe that the professional relationship grew throughout each supervision, which resulted in a successful partnership (Sapin, 2013).

Evaluation

Although my confidence has grown, I believe that there is still room for improvement. Additionally, reflection is a vital part of the process in becoming a trainee youth worker, being able to 'reflect in action' has enhanced my capability as a supervisor (Schon, 1982).

Analysis

Supervision can be seen as an essential process which promotes professional practice, which can lead on to more affective youth work (Curran, Harrison and Mackinnon, 2013). Supervision helps learners to understand and analyse events that have taken place on placement, which supports staff to work in a complex role which may sometimes cause emotional distress (Curran, Harrison and Mackinnon, 2013).

Action plan

I feel that I am only at the start of my journey as a supervisor, I would like to have the opportunity to supervise again, I shall continue to reflect and learn from this experience as it will enhance my experience as an effective trainee youth worker (Curran et al., 2013).

One will now go on to discuss leadership and management.

For the purpose of this assignment there will be a definition of what is meant by the term management and leadership and how they are similar to one another. Additionally, it will be discussing and critically analysing leadership and management theories and how they apply in youth work practice. Furthermore, one will consider how the youth provision has been impacted by the challenging financial climate and is having an impact on managers and leaders in the youth work setting.

The Cambridge English Dictionary (2020) defines management as a person or a group of people responsible for controlling or coordinating a company or organisation. Clough (n.d) states that there are two main functions of management, decision-making and leading people to achieve the objectives of an organization.

There are important tasks also for those in management in both the local authority and voluntary parts of the sector. These include the reviewing of priorities, the re-allocation of resources and the selection, support and scrutiny of personnel (Gilchrist et al., 2010).

Management is seen as the process of dealing with resources and structure, as well as providing arrangements for organisations through consistency and development (Kotter, 2001). It is suggested that good management skills are key to a successful

practice (National Occupational Standards (NOS), 2020). There are essential differences between leadership and management and delivering support through a non-managerial approach (NOS, YW26, 2020). Positive management is crucial in the delivery of youth work; this is due to the complexity of the young people found in a youth work setting, community settings, as well as factors such as funding providers. This must be achieved whilst following organisational policies and practise (Sapin, 2013). Although leadership seems to have no set definition and can be variable (Harrison *et al.*, 2007), leadership focuses on leading people to produce change and movement, which can establish direction that motivates and inspires people to achieve goals (Fullan, 2014). Doyle and Smith (2007) further suggested there has been four main theories linked to leadership in youth work including Trait and Behavioural theories.

Doyle and Smith (2007) state that trait theories presume that some people are more suited to leadership as some leaders know what they want and why they want it. It can be seen that Trait theories have a set of leadership attributes that would work in all settings, such as: task competence, adaptability and flexibility, self-confidence, and capacity to motivate people. However, behavioural theories have four main techniques of which two are Directive and Participated. Directive leadership implies that 'leaders take decisions for others' and then 'expecting others to follow instructions' (Wright, 1996 cited in Doyle and Smith, 2007). This model would work well if the setting is struggling to provide a good service due to poor staff or organisation. However, this model would not be always suitable in a youth work setting where the principle is a 'one size does not fit all approach' (Gov.Wales, 2020). Participated leadership is when leaders 'try to share the decision making with others'; this leadership style works well

where an organisation does not need much oversight and encourages the involvement of all parties (Wright, 1996 cited in Doyle and Smith, 2007).

There are numerous theories linked to leadership and management which hold both positive and negative factors (Bolman and Deal, 1991). One of many theories is McKinsey's Seven S's Framework. This framework consists of seven stages: strategy, structure, systems, shared values, style, staff and skills (Jurevicius, 2013). The aim of this model is to improve organizational structure by emphasising human resources, instead of being driven by capital (Jurevicius, 2013).

Another theory is De Bono's 'six thinking hats' (Ford, 2005). The six hats theory consists of various colours and each one has a different thinking strategy. It is used in decision making and Ford (2005) says it can be very effective in youth work as it compares how people think and behave differently in different situations. For example, if management and leaders are thinking in dissimilar ways the outcome would be ineffective, by using the 'six thinking hats' method it empowers leaders and managers to freely think and have a clear focus on the outcome (Ford, 2005).

Another essential point to be noted is the Government legislation, *Every Child Matters: Next Steps 2003*. Batsleer and Davies (2010) noted this framework was implemented by all those managing services and agencies involved in the delivery of youth work and is widely seen as corresponding with the concerns of youth workers, and the well-being of children and young people who engage with youth projects and services (Spence *et al.*, 2006). The five outcomes were further adapted in 2005 specifically for youth services in *Youth Matters* (DfES, 2005). An outcome of these policy initiatives was for service leaders and managers to 'modernise' their methods and to become

more efficiently strategically and operationally, furthermore with managing staff performance. Failure to follow these guidelines could have a possible impact on the future funding for the youth work provision (Batsleer and Davies, 2010).

Additionally, Coronavirus has had a catastrophic financial impact in third sector organizations. According to Delahunty (2020) new research states that 'One in Ten organizations believe they will be forced to close within a year'. Furthermore, Nottingham Trent University, the National Council for Voluntary Organisations and Sheffield Hallam University reported that 56 percent of the organisations surveyed will be anticipating a demand for services as the 'rise in unemployment filters down to communities' (Delahunty, 2020).

In summary, there are many different management and leadership theories each with their own positive and negative factors, this shows that the one size does not fit all approach' (Gov.Wales, 2020) which paramount in youth work. However, managers and leaders are faced with financial difficulties, Butler, (2020) confirms this by stating 'Youth services have already been cut by over 70 percent in less than a decade'. Furthermore, the financial climate has worsened since the coronavirus outbreak, it is even more vital that there is a framework or theory in place. Ford, (2005) suggests that managers should focus on the positioning of their youth organisations to prepare for the future.

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