

Supervision and Management Portfolio

Tanya Hughes
1810306 | ECYW7003

Practice Log 1

Leading and managing an individual through the supervisory process was something that raised feelings of anxiety, worry and if honest feelings of dread within me. I did not feel in any way prepared or suitable to provide an individual with supervision. People often associate supervision as meetings with management or someone of authority, ensuring that the supervisee is fulfilling their role to the standards expected, Wilkins, Forrester & Grant (2017) conducted a study revealing that most of supervision in the UK took a managerial approach where the supervision session included the manager identifying a problem and providing a solution, there was no advice, support or encouraging the supervisee to reach a conclusion independently. I was not in a management position and certainly was not someone of authority. Taking on board these anxieties it was clear that research was needed to establish exactly what was expected of myself as a supervisor when supervising someone who works with young people. Supervision within a caring profession is said to be more of an undertaking of regular personal and professional development rather than hitting business targets. People that work with young people have the stress of meeting the needs of several people within their day-to-day role, this varies from the young people, management, stakeholders, or the needs of the organisation. Demands such as these makes the ability to develop professionally and personally vital and support is essential (Wood, Westwood & Thompson, 2015). Workers in the youth sector often put their own needs last, supervision offers workers a space where they can share their worries with the supervisor, reflect and learn with support. This coincides with Sapin's description of supervision as "A process of critical reflection in which youth workers discuss ongoing work" (Sapin, 2013). As the purpose of supervision was now clear in my mind, I felt a little more confident in being able to supervise, especially as I was now looking at the meetings as a chance for both the supervisee and I to learn and grow from each other as a reflective exercise rather than a managerial meeting. Despite the above, there were still anxieties surrounding the actual meetings. Questions were racing in my mind, what if I did not know how to support the individual? What would happen if they did not like me? What if I did not have the correct answers to their questions? Such questions led me to realise that I needed to prepare to ensure I was covering all aspects. A contract needed to be drawn up, this would be for both myself and the supervisee to sign and agree to terms and conditions that we would both adhere to. The frequency and duration of the meetings were agreed, what the aims of the supervision meetings were, and what was expected of the supervisor and the supervisee were established. Hawkins & Shohet (2006) highlight the importance for clear contracts in all supervision relationships, stating that contracts should include clarity on the boundaries within the supervision, confidentiality issues, and expectations of participants. To maintain the focus during the sessions it was decided to adapt Hawkins and Shohet's CLEAR supervision model, meaning Contracting, Listening, Exploring, Action and Review (Personal Coaching Information, 2021). This model was used with the aim of giving both myself and the

supervisee the best chance of working through issues with a set framework to work with, such as Contract – revisit rules to make sure we were doing what we were meant to be doing, Listening – to listen to each other's views, Explore – for both of us to explore options openly and reflect on what was being said, Action – to make a plan of action to resolve the issues. Finally Review, to review what was discussed with both parties being open and honest regarding feelings, how the issue was dealt with, and how the supervision had been in general. During the first session it was decided that the meetings would take place on a weekly basis, giving both parties time to reflect on the information shared previously. The meetings would last 45 minutes, giving ample time to discuss issues without being too time consuming and becoming a chore. It was agreed that the supervisions would take place in the University, a familiar environment for both supervisor and supervisee, therefore making both parties feel at ease. If further Covid restrictions arose the sessions would be moved to Teams online. Looking back to how I felt prior to the first session, I feel proud to have made it through the first session without any major issues. I am aware that the first session is often about introductions and setting goals, and not much reflection work is expected. However, I feel proud that I managed to prepare for the session and manage my anxieties by planning the meeting to the best of my ability.

Practice Log 2

The five Pillars of Youth Work produced by the Education Workforce Wales specifically states that to enable the satisfactory delivery of the pillars of youth work, relationships and trust must be established with the young people (CWVYS, 2018). The same should be applied when supervising the staff or students working with the young people who are abiding by these principles. It is known that the relationship between supervisor and supervisee should be based on openness, honesty, and trust (SCIE, 2021). There are many factors that could affect this relationship from forming such as choosing the appropriate location where there will be little or no interruptions, having structure but also the ability to be flexible and understanding of life's problems that can arise and sticking to arranged times and dates. At the start of the first session, it was clear that both the supervisee and I were very nervous, and we were both unsure of what was expected of each other. I felt that it was my responsibility to take charge and make the supervisee feel at ease. I referred to the CLEAR model and we both discussed and signed the contract that was made. I felt a little more confident at this point as I was concerned that the supervisee would not agree. The supervisee was familiar with the CLEAR model once I had explained it, she then volunteered feeling anxious about the possibility that she would need to cancel last minute due to childcare issues. I wanted to make the supervisee feel less anxious, to do this I gave her a bit of background about myself. I explained to her that I too was a mother to 3 daughters, all of whom were still in school. I reassured her that I understood at times children get unwell, or there are school closures, especially in recent years with the covid pandemic. We both decided to explore a way to deal with this issue if it came up. We decided on a course of

action that we would let each other know as soon as possible if either of us were unable to attend the session and move the session online if needed. Upon reflection, it can be seen how beneficial it was to adapt the CLEAR model in this session as it gave us plan to follow so the conversation did not go off course and to make sure that the supervisee's concerns were addressed and resolved before they became a bigger issue. It was felt at this point that a little rapport had been built, therefore I took the opportunity to create further discussions to establish trust with the supervisee so we could develop the relationship. This method of building a trusting relationship with the supervisee coincides with Feaviour et al's (2002) five-phase supervision relationship process which includes stages such as Creating the relationship and developing the relationship. As supervisors are responsible for giving the supervisee appropriate guidance and advice (This is Mind, 2019), I felt it would be valuable for the supervisee to know a little of my background, therefore she may feel more inclined to be open about issues and not only to trust myself and the relationship but to also trust the advice and guidance that I gave. Although I felt that the relationship between myself and the supervisee was developing in a favourable manner, I was also aware that there were many factors that could hinder this developing further or boundaries that could be crossed. Recent research by Wiedow, (2021) reveals that there are many aspects of supervision that people don't value or see as positive. Included were situations where the supervisor talks all through the session and doesn't give the supervisee a chance to express their feelings, where the supervisor has no hands-on experience of the work of the supervisee and when the session time is mismanaged. It is because of such issues that I felt reflecting on the meeting at the end with the supervisee was vital, this would give the supervisee and I an opportunity to ensure that we both knew and understood what has been discussed and had both agreed on the action needed moving forward. Reflecting on the meetings also gave me the extra piece of mind that I was being a positive influence on the supervisee and the meetings were not wasting both our valuable time.

Practice Log 3

Managerial supervision and non-managerial supervision are now seen to be available to workers in many organisations in society today, however, supervision as a professional support service has always been a focus in youth work and research has shown that providing this service is a powerful tool in building a positive working environment (Jeffs & Smith, 2010). Supervision in general has many functions, the five main functions of supervision in youth work are management – which oversees the workers performance to ensure what is expected of them is being achieved, development – to appreciate the individuals' current skills and knowledge and to identify any training or progression needs. The supportive function creates a safe environment for the supervisee to express any work related or personal issues that may be affecting their ability to do their work, there is the mediation function that could involve the supervisor being an intermediate person between the supervisee and higher management. Finally, there is reflection which offers a time and space to look back, examine

what has been learned and form an action plan moving forward (Luton Childcare, 2021). From reflecting on my own past experiences with having supervision and having met the supervisee twice already, I knew that I did not want our meetings to be based on just one factor. I did not want the process to be too rigid or rule binding, however, I knew that we had to have a focus, again this is where the CLEAR model was useful within our sessions. On one session in particular, the supervisee arrived, and she seemed a little distracted, this instantly put me in a position where I was not sure how best to handle it. When asked if there was something bothering her, she simply replied no, I felt that she just wanted to get the session over with. After some thought it occurred to me that it was possible that I was hasty with trying to resolve an issue when I did not truly know if there was an issue. I was looking for a focus to the meeting, looking back I understand that it is the supervisee that needs to bring the focus to the supervision considering the sessions are time set for them. Further into the supervision the supervisee explained that she did have an issue with a co-worker, and she was not keen on approaching management as the co-worker had more experience within the organisation than her. We both explored how this made her feel, I gave my opinion on how I thought I would react in a similar situation. We went on to discuss if she approached management what possible outcomes there were, if she ignored the issue, or if I would act as an intermediate and approach management in the first instance on her behalf. It was decided that as the supervisee did not feel fully confident approaching management that I would do it on her behalf and following the first contact with myself, management would then contact the supervisee direct. We did not have much time to reflect on this supervision session as a lot of time was spent discussing options and possible outcomes, however we both said that we felt that as good as it is having supervision for general catch ups and support it was good to be given the opportunity to deal with something that was really bothering the supervisee. Looking back on the session I feel a sense of pride that I was actively able to do something to help the supervisee, I could understand how important it was for her to have somewhere where she felt safe and able to ask for assistance with speaking to management. Research by Carpenter et al, (2013) explains that if a supervisee is happy with the relationship they have with their supervisor, if they feel listened to and understood they are more likely to be motivated in their daily roles and they will feel more acknowledged and supported within their organisation. Evidently this theory would also apply if the supervisee wasn't happy with the relationship they had with their supervisor and they did not feel heard or understood. Many professionals in the field unfortunately have little or no experience when it comes to supervising, this is normally due to having little knowledge on why supervision is so important, they have no interest in the process and feel they have little skills to offer (Wood, Westwood & Thompson, 2015). It could be argued that these staff members have such negative views on supervision due to not being happy, feeling that they have not been heard, supported, or understood in their own experience of supervision, even if their experience is minimal.

Practice Log 4

Mutual respect during supervision can give both the supervisor and supervisee an opportunity to listen to each other's views and perspectives, where the discussions can be trusted to become challenging whilst remaining supportive. Over recent years youth work has been exposed to several challenges and changes, including managerial and stakeholders demands, political reform, having to work towards targets with an increasing amount of young people being classed as at risk. A significant amount of attention has been placed on the outcomes of the young people rather than the work the youth workers do with the young people throughout the years (Tyler, 2009). Schon (1983) described that working to such demands as being complex, causing uncertainty, and to manage these demands there is a need to reflect on practices effectively. It is not only work-related demands that can cause stress for the workers, research by Byron et al, (2005) claims that personal stress such as home-life, marriage and children can roll over into the professional life and have an impact on how the individual manages stresses at work. There is some controversy surrounding what staff should do when they find themselves stressed at work with Pugliesi, (1999) stating that staff should always give their all and should either regulate their stress themselves or ignore it completely. Carmeli & Gitell, (2009) argue that "Supervisors create a culture where staff feel psychologically safe. Agreeing with this was Boyas et al, (2013), stating that positive support from a supervisor and a positive work environment can reduce stress in the workplace. I feel that reflecting on how you work and why you work in a certain way helps a person grow, not only as a professional but as an individual in general. I believe that if an individual does not reflect on their feelings and actions, especially working in a caring environment there is a risk that they will solely focus on their practices and could become very negative towards other ways of working. You also risk becoming very complacent in your role, fixed to your own views and values, unable to be flexible. Vaughan (1990) states "Reflective practice is as much a state of mind as it is a set of activities". There are many other theories surrounding reflective practice, one theory I feel I often apply to my own reflective practice is Schon's the Reflective Practitioner - reflection in-action and on-action. I tend to use this model as I recognise a large contrast to how I respond to an event when it's happening ('in action') to after the event ('on action'). Since the previous session where the supervisee and I decided that I would approach management on her behalf, management had contacted the supervisee and her issues have since been resolved. This reflection method was used during the fourth supervision session with the supervisee. We reflected on how we both felt and acted in the previous session when the issue was happening, she explained how anxious and worried she felt, and how she felt that she was so panicked that she thought of ending her employment. I explained to the supervisee that for myself in the previous session I felt anxious when she first responded that there were no issues, and once she had trusted me with the issue and it was decided that I was going to approach management on her behalf that I felt a little apprehensive. I explained that I had no more experience with management than she did,

however I did understand that I did not have the issue with the co-worker as well as anxieties surrounding management. Looking back, we both felt very different, the supervisee stated she felt a little silly that she worried about a situation that has been easily resolved. I explained to the supervisee that these were normal feelings when you are reflecting on behaviour, she was happy that she did not act on her emotions and end her employment. I could see that it was totally normal for me to feel apprehensive about seeing management and looking back I can see that there was no need to feel that way. I can relate and understand that how someone feels in the moment may not be how they will feel later. In an industry which involves working with young people there is always a risk of detrimental errors being made if staff do not reflect on feelings and behaviours. Mistakes are inevitable when working with children and young people or in the care industry as a whole, because of this staff need to ensure they do everything within their abilities to limit such mistakes (Tandfonline, 2021). Reflection is not limited to supervision, it can include taking on board feedback from the young people or co-workers, reflective journals, or reflective frameworks.

Practice Log – 5 & 6.

Youth workers who continue to be enthusiastic and show excitement for their role and the work that they do with young people years after starting the role are often considered ‘game changers’. They see the benefits of reflecting on their own practice and understand how they are always learning from others (Rogers & Smith, 2010). Parsons (2002) described these youth workers as having a ‘spark’ that requires recognition and nurturing. Upon reflecting on my own experiences with supervision, I feel that creating and maintaining this staff enthusiasm in an environment that can be considered stressful and emotional is the main purpose of supervision. Taking this on board I feel that it is not only essential that the supervisee takes something away from supervision, but the supervisor also has an opportunity to learn, reflect, and grow. At the start of my supervision journey, I was very nervous, anxious, and never expected it to have such a positive impact on me. At the beginning my overall goal of supervision was to provide the supervisee with ample support and guidance and not get anything wrong. Looking back, I feel that I may have taken away more than the supervisee, I have grown, not just with my knowledge on working with young people but I have grown as a person, as a mother, a friend, mainly through reflection. Over the years youth work in the community has encouraged workers to include reflective practices into their daily or weekly routines. It is encouraged to reflect either in groups, with tutors, supervisors, and management or by themselves (Buchroth & Parkin, 2010). Reflecting using Schon’s in-action, on-action method taught me how differently I behave in the different stages of an event, and I sometimes allow my fears and anxieties to control my behaviour during an event. I learned to take a step back, not make any hasty decisions, talk to others about options and make decisions when the situation and I are calm and controlled. More importantly it taught me that not everyone will react to a situation in the same way, everyone views a situation differently. It is always a positive learning tool to listen to how other people

view things and what they think should be the appropriate course of action. There are many functions to supervision, whether it be professional – when you are focussing on practices and values of the profession, developmental – when your focus is to develop both supervisor and supervisee or managerial – concentrating on responsibilities of the role, targets, or duties (Sapin, 2013). Once I was approaching the end of the supervision with the supervisee, I felt that the most important function of supervision within youth work was to focus on the core values of youth work. Two of the five pillars of youth work set out by the Welsh Government are being Educative – enabling young people to gain knowledge and understanding and Expressive – encouraging young people to express their emotions, ideas, and aspirations (CWVYS, (2018). I feel that these pillars of youth work do not only apply to how workers encourage these behaviours in the young people but how the workers should be with other workers and themselves too. There are said to be many skills required to be a youth worker, these include skills such as excellent communication, understanding and sensitivity, ability to work with others, patience, ability to stay calm when stressed and be able to listen to others in a non-judgemental way, plus many more (National Career Service, 2021). I feel that I brought most of those skills to supervision, even though the supervisee was not a young person, she was still working with young people, therefore the same principles apply in my opinion. One of the other important parts of my role in the supervision was planning, and ensuring we had a system to follow. Creating the contract was a vital part of my role during supervision, it enabled both myself and the supervisee to agree on important aspects of the sessions including, times, venues, duration of sessions and what we aimed to achieve through the sessions. Brown and Bourne, (1996) explain that having a contract in supervision will not guarantee that the supervision will be successful, however, it sets a solid foundation for both supervisor and supervisee to build on. Having a contract set up meant we both knew what was expected of each other.

In addition to the supervision functions examined above, establishing links between theories and practice is a crucial element of supervision when you are working with young people. During the fifth session the supervisee raised an interesting issue, she explained that through her studies on children and young people there was a large focus on various theories. She explained that she felt concerned that she wasn't applying theory to practice in her work. We decided to dedicate the fifth session to theories in general, we came to the agreement that theories tend to change over time, there is no knowing what theory is right or wrong. Different theories will serve different purposes in different situations (Buchroth & Parkin, 2010). I raised the possibility that the supervisee was in fact using various theories during her work, however, this was automatic and was not a conscious effort to stick to a particular theory. As a youth worker there are many theories that apply to the work, take Maslow's Hierarchy of Needs for example. Maslow proposed that the lower-level needs such as food, heating and feeling safe need to be met before any higher-level needs such as confidence, trust, acceptance, and lastly self-actualisation can be met (Bates, 2016). Youth workers are made aware daily that young people need to feel comfortable, safe, and happy for them to

have the desire to take part in organised activities, young people need to feel respected by the youth workers and their peers. The supervisee and I acknowledged how she gives the young people respect, she shows kindness and care, and in return the young people respect and show care and kindness not only to her but to the other young people too. The supervisee added it was like situations where a young person may be tired, hungry, or even homeless, in these situations it was less likely they would want to participate in anything, she understood how basic needs had to be met before any other needs. Another theorist we spoke about was Bronfenbrenner and his ecological model of individual development, Bronfenbrenner believed that it was not only the immediate factors such as family, friends, and schools that impacted a child or young person but wider influences such as different cultures, environmental, or even political factors would influence a young person (MacBlain, 2018). The supervisee and I spoke about how youth workers come across young people from all different cultures, social statuses, family background, and communities. Youth workers witness on a daily basis how all these factors, no matter how close to the young person, it still has an impact on them. It could be assumed that it was obvious that a parents' earnings for example would impact a young person, however, not many people would associate political issues impacting a young person, yet it is a big influence, and this is what Bronfenbrenner was trying to highlight. Legislation and policies set by the Government can have a direct impact on youth workers and young people, including organisations fighting for change such as the Youth Work Board for Wales who understand that young people should be involved in deciding what young people want in Wales and what is important to them (Gov.Wales, 2021).

Reflecting on my role in the supervision process was eye-opening for me. I feel that the supervisee's role was just as important as my role was. We both had our own opinions on things, our own views, and knowledge on different aspects of working with young people. Between our knowledge differences we were able to build a successful six supervision sessions, where we both learned a considerable amount and good support was given.

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Critical review

There are many theories surrounding leadership and management in society today, this essay aims to critically review some of them whilst considering the increasingly challenging financial climate that services for young people face. As this is a broad topic with many theories surrounding leadership and management this essay will focus on two leadership theories, which will be The Great Man Theory and Behavioural leadership. It will also focus on two management theories; these will be the Human Relations Management theory and the Bureaucratic Management theory. It could be assumed that leadership and management imply the same thing, however, there are many differences between the two. Bennis, (2007) quotes “Managers do things right, while leaders do the right thing”. The term leadership has been used for many years, often being associated with management or a form of authority (Dolan & Redmond, 2014). Northouse, (2004) describes leadership as a process involving influencing in a group setting, working together towards the same goal. Chemers, (2002) echoes this by stating that leadership is “The process of social influence in which one person can enlist the aid and support of others to accomplish a common task”. The English dictionary defines leadership as a person who guides or directs a group, has an ability to lead, give guidance or direction. It defines management as the process of dealing with or controlling things or people (Dictionary, 2022). It could be argued at this early stage that leadership and management are at opposite ends of the scale considering leadership is seen as guiding and supportive whilst management is seen as controlling.

One leadership theory to be reviewed is The Great Man Theory of Leadership, established by historian Thomas Carlisle, the theory assumes that leaders are born as leaders and being a great leader is not something that can be learnt (Villanova University, 2021). You can usually find leaders at various levels of an organisation; they are not solely higher up in the ranks. Leadership is often described as people who differ from the norm, they act differently from others, they are said to have a deep level of awareness and understanding of their environment. They can inspire others to follow and trust them (Abib-Pech, 2013). It could be questioned whether Carlisle’s theory on leadership still stands after considering some of the qualities a leader is said to have. Are you really born with a deep level of understanding, or would that come with experience and resilience? Are some individuals really born with the ability to have a deep understanding of their environment? Especially today when the environment can alter greatly in a matter of miles, including many different social classes. Working with young people today involves working with various backgrounds, working with different cultures, different social statuses. Can a person born with leadership qualities understand all the different factors? The Great man theory was established in the 19th Century when there was no debate about nature or nurture, the main leaders were seen in military situations which were predominantly male, and not complex organisations that we see today. Disagreeing with The Great Man theory was Herbert Spencer, arguing that born leaders are just a myth, that the theory is sexist as it does not acknowledge that females can be great

leaders by naming the theory The Great Man theory. Spencer states that leaders are made as a product of the environment and the society they are in, he believes that it is a science that is learnt (Communication Theory, 2021). In the youth work of today, Spencer's argument would hold more substance as the youth work leaders work in the environment that they lead, they work with the communities, they know and understand what the needs are. Adair, (1973) explains that a leader has three essential roles, to define the task, achieve the task whilst maintaining the relationship, he states that a leader needs to consider the needs of the task, the needs of the individual and the needs of the organisation. In the terms of working with young people this would translate into the needs of the task as activities organised for the young people, street-based work or centre-based work, the needs of the individual would be the needs of the young people - ensuring they are happy, engaged, feel empowered, ensuring they feel safe as set out in The Principles of Youth Work in Wales (CWVYS, 2018). The third need to consider would be the needs of the organisation, in youth work this would apply to the youth organisation where they are based, this could be the local authority, private organisations or charity based. It should be questioned whether Carlisle's Great Mans theory would apply to leadership in youth work when the above roles and needs are considered.

Contradicting The Great Man theory is a theory known as Behavioural Leadership, this theory was established long after The Great Man, rather than being born with leadership qualities this theory is based on studying the behaviour of a leader. It is assumed that by studying the characteristics of successful leaders and teaching others appropriate behavioural responses to various situations (Leadership Central, 2020). There are many styles that a leader may adapt, some of these include transformational, transactional, authoritarian, or situational leadership style, each style that is used will have different effects on the individuals that they are working with (IMD, 2022). All styles have advantages and disadvantages when used. In the light of these different styles, it raises doubts regarding the behavioural theory, especially in the youth sector. Youth workers face a considerable number of different situations, therefore, for the behavioural theory to be successful it would mean teaching them all the different leadership styles and all the different leadership qualities to be able to manage all potential situations they may face. Each style has a different approach of leading, transformational leaders are known to have a passion for the work they do, they encourage others to follow and are focussed on getting everyone to be the best they can. Transactional leaders however are known as more of a managerial type of leader, they use punishments and rewards to motivate rather than support and encouragement like a transformational leader (Very well Mind, 2022). It could be argued that people working with young people would benefit from both these leadership styles, they would need the motivation, support, and encouragement that a transformational leader adapts. Working with young people and the issues that arise can be emotionally stressful. Critical decisions are often needed to be made, especially when there is a risk of harm or abuse, a transactional leader tends to make strong decisions without hesitation or asking others' opinions, this quality is needed when important quick decisions need to be made (YCW, 2022).

Working with young people has never been a profitable sector, it was always seen as youth workers had to 'make do and mend' rather than getting things such as new buildings to work from or new activity equipment (Youth & Policy, 2017). It would be nice to say that things have improved over the last few decades but unfortunately this is not the case. New legislation and policies have been implemented over the years aiming to benefit young people, these include the Mind over matter report which aims to transform the emotional and mental health of young people across Wales (Senedd, 2018). The Rights of Children and Young Persons (Wales) Measure 2011, which established children and young people have their own rights and ensures they know about what they are entitled to, the Welsh Government also adheres to the policies outlined in the UNCRC (Gov.Wales, 2019). There are many more policies for the young people of Wales, however, this does not make the role of a youth worker any easier, especially since the pandemic hit in 2019. In data collected in 2021, 4.4% of young people in Wales were unemployed, with the Annual Population Survey stating that people aged between 16 and 24 were impacted the most with employment since Covid (Gov, 2021). These figures could raise the question whether more young people in Wales are seeking support from youth workers? With them being unemployed and having more free time on their hands.

The pandemic was totally new, a situation no one had ever experienced. Can someone who is seen as a born leader (The Great Man Theory), or someone that has learnt leadership skills (Behavioural leadership) be prepared for such a situation? Would either leader be more equipped in a society where pretty much everything is new? Covid brought a whole range of issues for the youth sector including, funding issues, staff shortages, isolation issues, and new rules and regulations regarding how many young people can attend activities at the same time. This was not only a problem for leaders working with young people but for the management in the organisations too.

Drucker, (1955) explains that the efficiency of any organisation will heavily depend on effective leadership and management, he emphasises the importance of a manager having good organisation skills, the ability to effectively plan and develop policies and strategies. The Dictionary, (2022) defines a manager as 'A person who has control'. Tyler et al, (2009) states that recently youth work is being undertaken in a whole new range of organisations, this could include places such as schools, hospitals, and youth offending. It is because of this rise in the need of youth workers in various settings that people working with young people often find themselves working under management that do not necessarily have a full of understanding of what youth work is and the policies attached to it. Like leadership, management has various theories, one of the theories is Mary Parker Follet's Human Relations Theory, which emphasises on employees developing self-awareness and understanding their position and attributes to the organisation (Pressbooks, 2022). The thinking behind this theory is that employees will be more motivated and productive if the organisation has positive social bonds and acknowledges the employee as an individual with

their own qualities and skills. Human Relations theory involves putting trust in the employees, promoting positive values and relationships, ensuring effective supervision, and working conditions (NanoGlobals, 2021). It could be argued that this type of management style is very similar to an ideal leadership role. Even though this theory has plenty of advantages which would work well in the youth sector, such as promoting supervision and trusting their employees, it does not come without its disadvantages. As positive as it sounds focussing on the well-being of their employees, it could be argued that this does not secure the funding that is needed in working with young people, this does not ensure policies and legislation are adhered to, and this does not avoid critical errors or misjudgements being made. Youth work relies heavily on funding, whether this be from the Government, local authorities, charity work or organisations such as the national lottery. (Bolman & Deal, 2008) quoted:

“We need managers who love their work and their organisations and the people whose lives they affect. We need managers who appreciate management as a moral and ethical undertaking. Managers who combine hard-headed realism with passionate commitment”.

This confirms that in youth work a manager needs to have the skills to deal with policies and legislation and funding but also passionate and understanding about the work that youth workers face. As youth workers are now in schools, hospitals, and prisons, these managers are not all too familiar with youth work as a profession. These managers will have different priorities other than the young people.

Max Webber defines his Bureaucratic Management theory as the most efficient way to start and run an organisation, he believed that every employee should be treated as an equal. The theory has the basic principles of a division of workload, hierarchy, impersonal relationships, and rules (Toolshero, 2021). This theory includes selecting employees based on their training, education, and qualifications, this works well in the youth sector as more and more youth work organisations are requesting qualifications. This could be through apprenticeships or university degrees and registration with certain governing bodies such as Education Workforce Council (EWC) and Disclosure and Barring Service (DBS) (ETS, 2021). In the past, youth work was mainly connected with the leisure time of young people and involved people such as the local youth club organiser or football coaches, however, since the Government has taken an interest in the quality of life for young people and understood the importance of the young person's holistic well-being there are far more restrictions in place on becoming a youth worker (Jeffs, T. & Smith, M. 1987). Each employee would be expected to know exactly what is expected of them under the bureaucratic management theory, precise rules, responsibilities, and requirements are set to ensure uniformity (Toolshero, 2021). Expectations such as these would prove beneficial in an organisation based on business, production, or where profits are essential, however, in the youth sector would this management theory work? Youth work essentially relies on a voluntary relationship between

the youth workers and the young people, it is based on enhancing young people's lives, developing their skills, challenging their social and emotional development (CWVYS, 2018). The responsibility of delivering youth work is the same for all people working with young people, however, the way they deliver that work will differ greatly, it will depend on the community, the young person as an individual, the type of youth organisation they work for. The responsibilities of you a youth worker working in a large youth organisation with ample funding and opportunities for the young people will be very different to the youth worker working in a small rural village with not many young people attending and very limited funding. Considering this information, the uniformity of the bureaucratic management theory would not comply with the key principles and purposes of youth work.

A key aspect of youth work is becoming more reliant on working collaboratively with other organisations that work with children and young people. Even though youth work is based on young people volunteering to engage, other sectors where young people must comply such as schools, social services and the police have the same responsibility as youth workers when it comes to achieving the best outcomes for young people, coinciding with one of the co-production principles of the Social Services and Well-being (Wales) Act 2014 (Social Care Wales, 2017). With organisations working together there will be a fundamental number of different managers and employees, all with different roles and responsibilities, even if the desired outcome is the same. The bureaucratic management theory also has the principle of impersonal relationships, this could be a disaster if applied to the youth sector, where communication is key. Communication in the youth sector is vital, whether that be communicating with the young people, other employees, or even management (Youth Link Scotland, 2022). There needs to be a trusting environment where the employee feels that they can approach, communicate, and be heard by their manager, by having an impersonal approach this would prove very difficult and the young people would be affected.

To conclude, this essay has shown how complex management and leadership roles are within youth work settings. After reviewing the leadership styles the Great Man theory and Behavioural leadership, when these theories are adapted, they both demonstrate advantages and disadvantages. Considering working with young people today often involves working with young people from various backgrounds, communities, cultures, and social statuses, both the Great Man theory and the Behavioural leadership would be less likely to be effective in the youth sector. One theory relies on being born with characteristics which runs the risk of the leader only being familiar with what they have experienced and the other theory relying on what the leader has learnt, which is difficult considering it would be impossible for a person to learn all possible outcomes. Taking this into account, it could be said that a behavioural leader may be able to learn a particular organisation or community rather well if they were there for a long enough period, but what would happen if they were relocated? Would they still be classed as a leader of a new community where they know nothing about? In terms of the management theories examined, the Human Relations management theory did

seem to fit well within the expectations of youth work, however, being focussed on relationships, emotions and the well-being of employees unfortunately does not secure funding or ensure policies and regulations are being adhered to. The Bureaucratic management theory seemed to fit well regarding the new expectations of youth workers in terms of qualifications and registrations with awarding bodies, however, this theory is more suited to a business rather than a youth organisation. This was clear when multi-agency working was looked at, and the importance of communication, trust and respect between the agency's were examined. It would seem appropriate to re-iterate the quote from Bolman & Deal, stating clearly what style of manager the youth sector needs, whether this type of manager or leader would adapt just one theory is unknown:

“We need managers who love their work and their organisations and the people whose lives they affect. We need managers who appreciate management as a moral and ethical undertaking. Managers who combine hard-headed realism with passionate commitment”.

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Appendix

Supervision Contract

Supervisor's Name	Tanya Hughes
Supervisee's Name	Elin Roberts
Date	22-11-2021
Practicalities	• Sessions will be every Monday at 11am • Sessions will start on Monday 22nd November • Sessions will be on a weekly basis for 6 weeks • Sessions will last 45 minutes • There will be no session on Monday 27th December due to Christmas break • The final session will be held on Monday 3rd January 2022. • Sessions will be held online on Teams if further Welsh Covid Restrictions come into place. • 24 hours' notice will be required to cancel or rearrange a session • Mobile phones are to be switched off or turned to silent.
For example - timing, frequency, place, what are reasonable interruptions.	
Boundaries	• All matters discussed during the meetings will be confidential unless there are safety concerns. • All topics discussed should be regarding the student's youth work.
What can be discussed, what cannot, confidentiality, how will gossip be dealt with.	
Working together	• The meetings will be based on Peer Supervision. • The main role of the supervisee will be to be open and honest about both positive and negative issues.
Sharing expectations, what the focus of the relationship will be, hopes and fears, the ethos of the supervision.	

	• The main role of the supervisor will be to listen to the supervisee and respond to the best of their ability. • Both parties will agree to keep discussions confidential so both can talk openly without fear. • Both parties agree to respect each other's opinions and views.
Session Format	• The CLEAR model will be adapted to ensure the meetings stay on track. • Notes will only be taken if a serious problem arises and both parties feel the need. • Five minutes will be set aside at the start of the sessions for general meet and greets. • Five minutes will be set aside at the end of the sessions to enable both the supervisor and supervisee time to wind down.
What will each session be like? Will all the time be spent on one incident; are supervisees expected to bring written recordings or verbatim accounts?	
Organisational & Professional context	
Expectations, fitness to practise, responsibilities on supervisor and supervisee, professional and ethical boundary discussions.	

Signed Supervisee..... Date

Signed Supervisor Date

