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MIDDLE MANAGEMENT SUPERVISORS
IN A STATUTORY SOCIAL WELFARE AGENCY

A STUDY OF THE VIEWS OF SENIOR SOCIAL WORKERS

A. Roy Bowden

A Thesis presented to Massey University
in partial fulfilment of the requirements
for the Degree of Master of Social Work

1980

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ACKNOWLEDGEMENTS

The Department of Social Welfare willingly gave permission for me to interview senior social workers in the central districts region and gave me access to information relevant to this study. I wish to acknowledge the support and encouragement I received from Mr Brian Manchester, Mr Raoul Ketko and Mrs Agnes Brabin, who received me as a social work colleague in the head office of the department in Wellington.

Departmental directors and assistant directors in the central districts region cooperated by asking their staff if they were willing to be interviewed. Mr Kelvin Menzies (Assistant Director, Social Work, Palmerston North), spent time assisting me to understand the structure of the department.

Miss Tanya Cumberland and Mr Colin Haynes, directors of the departmental training centres in Auckland and Wellington, sent me material which detailed their work. Their contributions were much appreciated.

The senior social workers who were interviewed discussed their role openly and those interviews gave me real insights into the nature of the supervisory role. I am grateful for the way in which senior social workers shared their feelings with me. Students on the course for social work supervisors at Massey University helped me to clarify the training issues that are appropriate for supervisors.

Mr Mervyn Hancock and Mrs Eve Hessey of the Social Work Unit at Massey University, provided insights and wise counsel throughout. During a project of this kind there are times when it is difficult to see the way forward and I have appreciated the imaginative guidance and firm encouragement I have received from Mr Hancock and Mrs Hessey.

The staff of the Department of University Extension at Massey University, members of the Sociology Department, the Social Work Unit, and other colleagues, assisted me in many ways.

The completion of this thesis was dependent upon the support and care given by my wife Pie, my sons Simon and Nathan, and my friends. They waited patiently and encouraged me.

Erin Temperton typed this thesis at relatively short notice and helped with the format. I have valued her experience and competence.

Mr Brian Dolan, senior social worker in the Department of Social Welfare in Napier, was one of the senior social workers interviewed for the study and was a member of the course for social work supervisors at Massey University. Mr Dolan died while this work was nearing completion.

I dedicate this thesis to his memory, for he was a committed social worker with a real understanding of the people who come to agencies asking for assistance.

SECTION I, PART I

Introduction

As this thesis has to do with senior social workers in middle management positions carrying out a supervisory task, it is important to clarify the meaning of the terms used in the thesis discussion.

Senior social workers are managers, administrators and supervisors. The following definition of social work helps to clarify the references to social work and social workers made throughout the thesis.

"In summary, social work is characterised by its special concern with man's social relationships and opportunities, in essence with the relationship between man and his society, and by its responsibility for the furthering of a relationship that will be progressively productive for both. It is characterised, furthermore, by its responsibility to operate from its own defined values and to employ its distinctive methods for practice, or operating skills, as they are continuously developed by the profession for the most effective discharge of its purpose, however microscopically represented in specific programs of social service."¹

Ruth Smalley is summarising the overall aims of social work and it is to be noted that she is pointing to the link between social work practice and the way in which that practice is represented in particular agencies. The social worker has then, a responsibility to his professional values and practice methods and he has a responsibility to the clients of the agency through the effective use of social service programmes. Smalley's definition is pertinent to this thesis because the social work that is being carried out in the Department of Social Welfare has been sponsored by the state to serve people in the community and is, at the same time, institutionalised within a particular agency setting.

Smalley also draws attention to the concern with man's social relationships and opportunities and the notion that social work is unique because it focusses on human relationships is a notion that forms the basis for some of the central arguments in the thesis.

The senior social worker in the Department of Social Welfare is involved in management, administration and supervision. These three terms are defined by the Oxford Dictionary and the definitions illustrate the point that there is some confusion surrounding the usage of the terms. There is an overlap in the meanings attached to the words, 'management', 'administration' and 'supervision':

Management is, "The action or manner of managing. In senses of the verb, the application of skill or care in the manipulation, use, treatment or control (of things or persons) or in the conduct (of an enterprise, operation, etc.). An administrative act."² The supplement to the Oxford dictionary separates the administrators from other employees; Management is, "The administration of a commercial enterprise. That group of employees which administers and controls an industry in contradistinction to the labour force in that industry or industry in general."³ When administration is defined there is a definite link with the word, 'management'. From the Oxford dictionary comes the following definition of administration; Administration is, "The action of administering or serving in any office:service ministry:attendance, performance of duty. Management of public affairs, conducting or carrying on of details of government. Management (of a business)."² Supervision is, "General management, direction, or control, oversight, superintendence." A Supervisor is, "One who supervises. A person who exercises general direction or control over a business, a body of workmen etc., one who inspects and directs the work of others."².

Management is part of administration and of supervision. Supervision has 'oversight' as an element in the definition and it also has 'control' as an element which

is present in the definition of 'management'.

The role of middle-management personnel will vary according to the work setting in which the middle manager is employed and it would seem that labels such as 'manager', 'administrator' and 'supervisor' must be related to specific situations in order to define them clearly.

This thesis concentrates on middle management personnel in a social work agency. The role that the middle manager has in a social work agency can be distinguished from the role of a middle manager in an industrial setting. There are similarities and there are distinctions.

In defining the senior social worker as a 'supervisor' one has to make a clear distinction between social work supervision and supervision in other settings.

From the industrial setting comes this definition by Sartain and Baker:

"The term supervisor designates the fundamental duties of the job at the very bottom of the first level of the management hierarchy, the job that bears the formally assigned authority and responsibility for planning and controlling the activities of subordinate, non-supervisory employees usually on a direct face-to-face basis. Such supervisors are often called foremen, or group chiefs, or section heads, or simply, supervisors."⁴

The above definition can be compared with the following definition of social work supervision.

"A social work supervisor is an agency administrative staff member to whom authority is delegated to direct, co-ordinate, enhance, and evaluate the on-the-job performance of the supervisees for whose work he is held accountable. In implementing this responsibility the supervisor performs administrative, educational and supportive functions in interaction with the supervisee in the context of a positive relationship."⁵

The main distinction that is to be noted from the two definitions is that the social work supervisor functions within the context of a positive relationship. It is the relationship area that separates social work activity from other areas or settings. The relationship with the supervisee is the key to the effectiveness of the work the social worker will do because the agency is in the community to effect healthy relationships.

The supervisor in an industrial setting is required to monitor work performance so that the product that the industry or the company is producing will meet quality standards and be produced in sufficient quantity within the time allocated. He has an overall responsibility to oversee the personnel and the way in which they are affected by the work environment.

The supervisor in a social work setting also monitors work performance but the output of the workers is not aimed at producing a product which can be measured and packaged and sold in any consistent way. Material products from industry are quite different from the product or outcome of the work of a social work agency. Indeed, clients of a social work agency cannot be referred to as 'end products'. They are people who are inconsistent, have unique needs, and affect the social workers in different ways. The supervisor is aware that each time a social worker begins work with a particular client it is impossible to know the outcome of that work effort. There may be no significant outcome. The process of working with a client may also mean that the agency has to change its policy or refashion its aims or make resources available that were not planned for.

The worker who is being supervised in the industrial setting will sometimes be affected by the nature of the material he is working with. He will also have to survive in some difficult staff settings and may find personalities within the particular industry difficult to work with. The systems that are developed for dealing with material

products that affect workers can be quite precise and usually involve a technological change which helps the situation quite rapidly. Relationship problems are more difficult to deal with and the resolutions of these conflicts depends upon the behavioural manipulations that management may have built into the system. Personnel problems can be tolerated up to a point. If, however, they are upsetting the planned production of units which are geared to profit margins then the personnel may become indispensable.

The situation is quite different in a social work setting. This thesis concentrates on a supervisory role that includes the necessity to take cognizance of personal reactions. Social workers are working with human relationships and the effect that clients have on the worker cannot be manipulated easily. It is also far more difficult to assess whether the worker is working in a way that is helpful or damaging for the clients of the agency.

The definitions that were outlined earlier in this introduction highlight the connection between administration and supervision. The supervisor is both an administrator and a supervisor and administration can also be included in the supervision process. It is too simplistic to state that the social work supervisor can separate his administrative role from his supervisory role. It is more important to examine the role of the senior social worker in all its facets; administration, education, supportive supervision and professional development.

As soon as supervision is connected with administration there is a fear that the emphasis on personal support will be diluted. It is the way in which the senior social worker balances the administrative tasks and the supportive role in supervision that is important. J.H. Robb, writing in 1972, pointed out that the word 'supervision' has some unfortunate connotations:

"The term 'supervision' is in some respects perhaps an unfortunate one, though suitable alternatives do not easily leap to mind. It all too easily conjures up pictures of foremen, inspectors, and bureaucratically-minded controlling officers. It is not easy to disentangle the role of the administrator from that of the supervisor and the mixture is all too liable to prove either completely dampening or explosive."⁶

Whether the administrative role should be mixed with other aspects of supervision or whether it is an integral part of the total role of the social work supervisor, is discussed in this thesis. When supervision is part of the task of a senior social worker administration cannot be divorced from the supervision process.

In the provincial offices of the Department of Social Welfare each senior social worker has three or four social workers to supervise. The way in which the Social Welfare Department is structured is set out in section I, Part III. The administrative tasks that the senior social worker is called upon to perform have to do with the day to day support systems that are required for the social work task. They also have to do with attending to the recording system within the agency, the writing of court reports and arranging for material items for institutions. Senior social workers manage staff time and duties and they oversee the effectiveness of the social work that is carried out. They have some say in the policy decisions as part of the total management team in a local office and they act as liaison personnel between the assistant directors and the social workers. These administrative and managerial tasks affect the amount of time that can be allocated to supervision and many of the decisions that a senior social worker makes from an administrative point of view will have repercussions in the supervision process. The senior social worker also teaches the social worker about the administrative processes of the agency and the social workers express needs that have administrative solutions.

A study of senior social workers in a department such as the Department of Social Welfare will, then, be a study of the worker as administrator, manager, and supportive supervisor. The web of responsibility and the various aspects of the role have yet to be untangled and the ways in which the elements can be balanced have yet to be established.

The senior social workers in this study are operating in an environment which contains factors that may give rise to role strain, but it is also an environment that contains support systems. One factor that is central to the discussion is that senior social workers are middle-management personnel. It is the nature of the 'middle position' that demands close examination. Specialised training for the role is important and while these workers are seen as belonging to the profession of social work, it cannot be assumed that their training needs will all be answered by traditional social work theory.

The senior social worker is facing an agency situation, he is aware of community demands, he has social workers with professional and personal needs and he has his own professional and personal needs to consider. In addition, he has affiliations with the social work profession and takes note of the social work profession's view of his role.

The agency for which the senior social worker works has a statutory responsibility to serve the needs of people in the community. The requirements of clients of the agency affect the nature of the work the senior social worker is involved in and the ultimate test of the effectiveness of his work will be the way in which client needs are attended to. The situation becomes more complicated when one is reminded that the role performance of the senior social worker is evaluated by the agency. The way in which that evaluation is carried out is discussed in this thesis. It is another factor that claims the attention of the senior social worker.

NOTES

1. SMALLEY, R. Theory for social work practice. Columbia University Press, 1967, p.4.
2. THE OXFORD ENGLISH DICTIONARY. Clarendon Press, 1933, Reprinted 1970.
3. SUPPLEMENT TO THE OXFORD ENGLISH DICTIONARY. Clarendon Press, 1976.
4. SARTAIN, A.Q. and Baker, A.W. The supervisor and his job. McGraw-Hill Book Company, 1972, p.19.
5. KADUSHIN, A. Supervision in social work. Columbia University Press, 1976, p.21.
6. ROBB, J.H. A foreword to Supervision in social work: A New Zealand Perspective. N.Z. Association of Social Workers, 1972, p.6.

SECTION I, PART II

Management terms in the Department of Social Welfare1. Supervision:

The term supervision denotes the managerial role of a senior social worker that is designed to assist the social workers who are responsible to the senior social worker in the agency. The relative positions of the senior social workers and the social workers in the agency are set out in section I, part III.

Supervision in this context requires that the senior social worker takes management responsibility for monitoring the social workers' case load, for assessing the work that the social worker carries out and for reviewing the social workers' action in meeting the needs of the agency's clients.

Supervision in this setting also means that the supervisor has responsibility for educating the social worker with regard to the work the social worker carries out with clients and for the professional development of the worker.

Supervision in this setting also implies that the supervisor will have a relationship with the social worker that will be conducive to assisting the worker to carry out his or her task effectively.

Supervision supports the social workers and the ultimate goal of supervision is to provide an effective service for the clients of the agency.

1.1 Supervision session:

This term refers to the time the senior social worker sets aside each week or fortnightly to meet with each social worker. The amount of time normally set aside is one hour. The social worker usually meets with the senior social worker in his office.

1.2 Group supervision:

Groups of social workers are sometimes encouraged to meet in a group setting for supervision. The leader of the group is usually the senior social worker who is responsible for those social workers who are members of the group.

1.3 Supervision on the run:

Open Door policy:

These two terms refer to the senior social worker who has a policy whereby social workers may come into his office at any time during the day provided he is not engaged in other business that cannot be interrupted.

2. Top management:

Top management tasks in the Department of Social Welfare in the provincial offices in the central districts region are carried out by the district directors and the assistant directors. The relative positions of the directors are set out in section I, part III. The management tasks have to do with: implementation of policy decisions made by the head office of the department in Wellington; the selection and appointment of staff according to the regulations and selection procedures required by statute and actioned by Head Office in Wellington; the procedural requirements for assessment of staff and promotions, again in liaison with head office personnel;

the management of the local office having regard to staffing, finance, material and supportive resources and clerical resources, the communication systems that are required to maintain contact with the local community and the public relations procedures that effect the work of the agency in the local community.

They have overall responsibility for departmental institutions such as residential homes for children, overall responsibility for the work of staff and staff relationships, overall responsibility for relationships

with clients of the agency in the sense that clients may appeal against aspects of the service or require a change in service procedures. Responsibility for staff training procedures and programmes.

2.1 The senior social workers also known as supervisors, have some management tasks to perform. They have some liaison with the assistant directors and the directors in the local setting on matters of policy. They are consulted on matters pertaining to the deployment of staff and staff relationships. Staff training is another aspect of managerial responsibility that is carried out in consultation with senior social workers. Annual assessment procedures are also carried out by including senior social workers in this assessment procedure.

3. Administration:

This term is discussed in the thesis with regard to the administrative responsibilities of senior social workers. Senior social workers have a number of social workers allocated to them. They are required to plan the caseload of each worker and assign areas of responsibility for each worker. In some offices these areas are assigned on a geographical basis, in others they are assigned according to the need for a specific type of social work action. For example, work with adoption services. The allocation of transport, the allocation of material and financial support for clients (clothing grants etc.), and the day to day structure for working time are all administrative tasks for the senior social worker. It is important to state that these responsibilities are carried out by the senior social worker but he is responsible for his actions to the assistant director (social work). The senior social worker is also responsible for the oversight of court reports, clients files and recording procedures. Senior social workers check the records the social workers place on file and have some responsibility for ensuring that these records are adequately kept. Responsibility for social work action with clients means that senior

social workers make decisions, in consultation with the social worker and with reference to the assistant director, regarding placement of children, the movement of state wards and institutional placements. Senior social workers are often responsible too, for the day to day administrative requirements of local and national institutions, such as homes for young men who are under the jurisdiction of the state. Training opportunities for staff are often organised by senior social workers within the local setting. Contact with community organisations and community services also forms part of the administrative load for the senior social worker. The assessment of social work staff is a continuous administrative requirement.

3.1 Senior social workers have a responsibility to interpret and teach the administrative procedures to the social workers they supervise.

3.2 Clerical:

Some of the administrative tasks described above such as the allocation of transport and the making of orders for material for clients, could come under a category more properly titled 'clerical'. Senior social workers in the survey carried out in support of this thesis did not make such a distinction and referred to these matters as administrative responsibilities. They have, therefore, been subsumed under the administrative heading for the purposes of this thesis. Clerical tasks are carried out by clerical staff in the local office. Many of these tasks are done by staff working in the Benefits and Pensions Section of the local office. Typists, benefit officers and personnel responsible for filing are involved in clerical activities.

4. Social Work:

The social workers referred to throughout this thesis are engaged in a variety of social work tasks. Some of those tasks are listed here for purposes of clarification:

4.1 Generic social work:

This term refers to social work activity that involves working with clients who may have a variety of problems or who may not be able to define their difficulty during initial contacts. It covers the whole field of a generalist approach to social work. For example, a social worker in a local office of the Department of Social Welfare may be assigned to a geographical area and his or her task is to attend to any clients with any kind of difficulty who may live within that geographical area. This is generic social work in this context.

4.2 Specialist social work:

Social workers in a local office may be assigned to work with a particular kind of community problem or a particular category of client. For example, many social workers in the department are working exclusively with matters that pertain to the adoption of children. Others are sometimes asked to develop a particular kind of community programme such as encouraging people in the community to foster children.

4.3 Court work:

Children (that is minors up to the age of fifteen) are placed under social welfare notice if they commit a misdemeanour that involves the police. A session of the court in an informal setting known as the Children's Court meets to consider the future of the child. This work is supported by the local Children's Boards. Social workers have welfare tasks to carry out in relation to this work and have special responsibilities for the welfare of the child and his family.

4.4 Preventive work with children:

Some children are placed under the 'preventive supervision' of the Social Welfare Department and these children are visited regularly by social workers. They are seen by the workers who have a responsibility for their development within families, educationally,

and socially.

4.5 State Wards:

State Wards are children for whom the department assumes a parental role where the children do not have parents who are legally responsible for them. Social workers visit these children and attend to their needs.

4.6 Adoption:

Children who are adopted are the legal responsibility of the adoptive parents after a statutory period during which it is sometimes possible for the natural parents of the child to ask for the return of the child.

It is important to distinguish this term from the term:

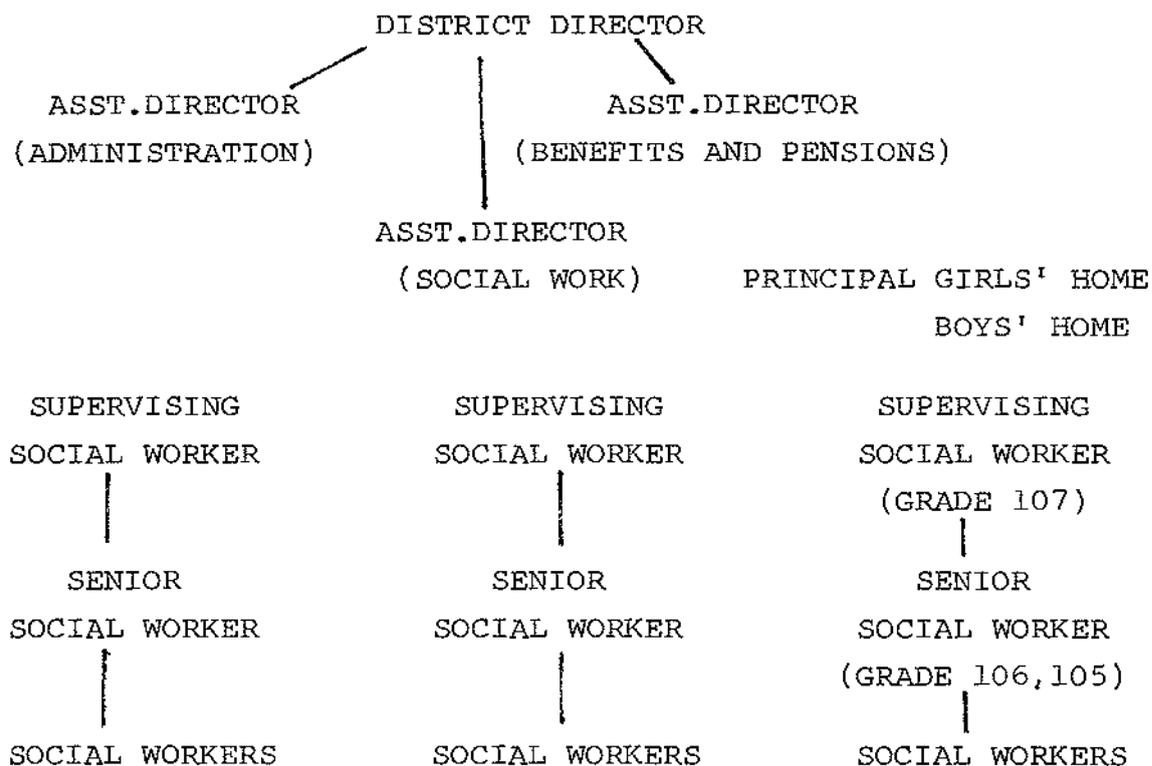
4.7 Foster care:

Foster parents do not legally adopt the child but care for the child while there is no one else who is able to do so. These children are not the permanent legal responsibility of the foster parents unless an adoption order is taken out and then the foster parents become adoptive parents and have full responsibility for the child as if it was their own.

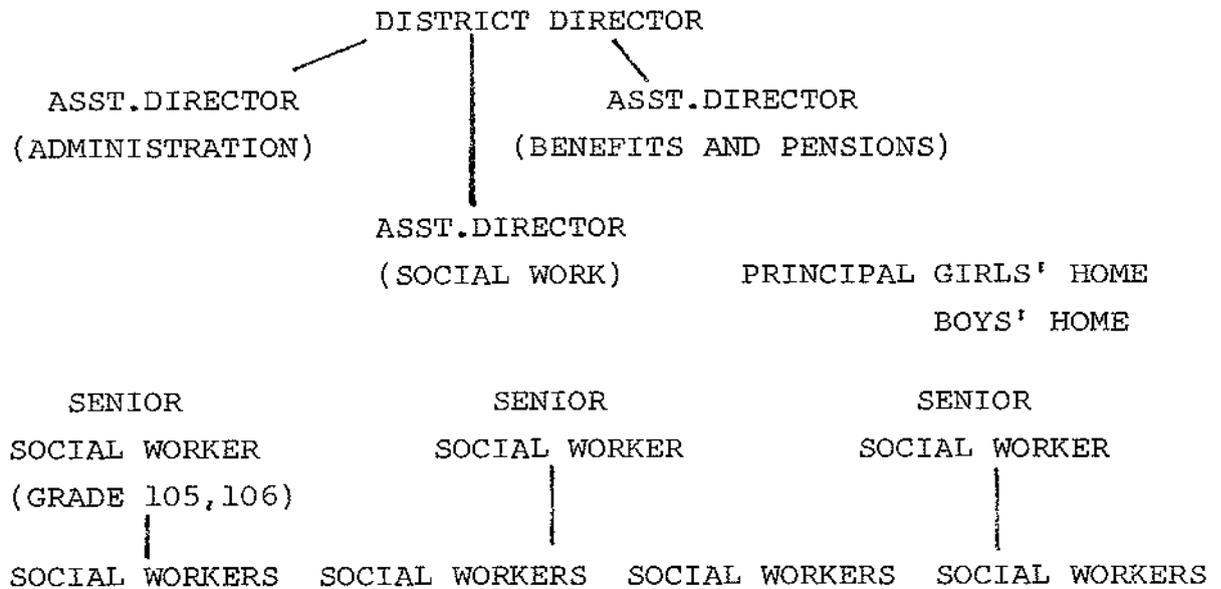
Social workers are involved in both of these child care processes and their responsibility is towards the care of the child and the relationship that the child has with the alternative care parents.

The district offices of the department are structured in the following way:

A. Large District Offices (for example, Auckland and Christchurch).



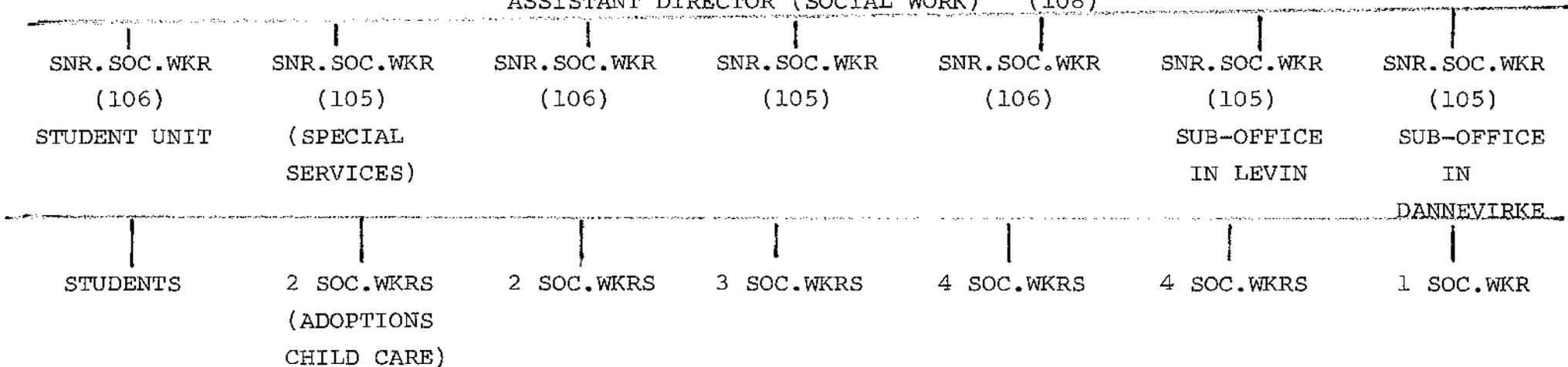
B. Provincial centres and smaller local offices (These offices were the ones studied in the survey supporting this thesis).



C. The diagram on the following page illustrates one of the provincial offices surveyed. The Palmerston North Office was the largest office in the survey and field services were organised on a geographical basis. The volunteer social work scheme is included in the diagram. This scheme is becoming a part of the local office organisation in many offices. The figures in brackets refer to the grading of the officers in the various positions. The Palmerston North Office also has a student unit attached to it with a student unit supervisor in charge of the unit.

DISTRICT DIRECTOR

ASSISTANT DIRECTOR (SOCIAL WORK) (108)



SOCIAL WORK VOLUNTEERS

It is clear from the diagrammatical representation above, that the Department of Social Welfare in New Zealand is organised on a hierarchical basis and that the lines of authority and responsibility are according to seniority. During informal discussions with members of the department it was made clear to me that the structure does change from time to time as when new positions are required to enable new services to be established. It was also mentioned that the structure does, on occasion, cause confusion. For example, the assistant director (social work) at district level, is responsible to the local district director but he is also directly involved at times with head office staff such as the director of staff training. However, the communication systems are, in the main, clearly set out and seem to work well.

Some difficulties arise at the local level where senior social workers are made responsible for social workers who are practising in specialist areas. For example, a social worker may have a generic case load but may also be responsible for adoptions work in the local office. This can mean that social workers working in a specific geographical area refer their clients who need assistance from the adoption service to their colleague in the office who is the adoptions officer. A senior social worker supervising a generic social worker needs to have some liaison with the senior social worker who is supervising the worker responsible for adoptions. The system becomes more complicated if the adoptions officer is a senior social worker.

Not all local offices have enough staff to delegate work in the most efficient manner. A senior social worker responsible for a small sub-office may have two social workers to supervise and may also be carrying a large administrative load. He may also need to carry a case load himself and be responsible for specialist areas.

There is a continuing debate surrounding the question: Is it more effective to organise the field work on a geographical basis or to divide the workers into specialist teams? In larger offices (for example, the Auckland office) specialisation has been introduced but it is clear from the diagram (A) that the staff is large and they are working with a large geographical area and many sub offices. The Palmerston North office has introduced a combination of the two approaches. A detailed explanation of what the local assistant director (social work) has called the 'functional matrix' is attached in appendix (1). The field workers work in geographical areas and, in addition, there are specialist teams which have oversight of such specialist areas as court-related functions, children in care, intake work and supportive services for benefits and pensions. The model for the organisation of the Palmerston North office came from a paper by R. Rowbottom and D. Billis titled, 'The Stratification of Work and Organisational Design' published in the Journal of Human Relations. Rowbottom and Billis write:

- "1. that the work to be done in organisations falls into a hierarchy of discrete strata in which the range of the ends or objectives to be achieved and the range of environmental circumstances to be taken into account both broadens and changes in quality at successive steps.
2. that the work at successively higher strata is judged to be more responsible, but that significant differences of responsibility are also felt to arise within strata, i.e. that these qualitative strata form stages within a continuous scale of increasing levels of work or responsibility.
3. that at least five such possible strata can be precisely defined in qualitative terms; in successive order and starting from the lowest; prescribed output, situational response, systematic service provision, comprehensive service provision, and comprehensive field coverage.

4. that these strata form a natural chain for delegating work and hence provide the basis for constructing an effective chain of successive managerial levels within the organisation; and
5. that the understanding of these strata can also provide a practical guide to designing new organisations (or part organisations) according to the kind and level of organisational response required in relation to the social and physical environment in which the organisation is to operate."²

The points made by Rowbottom and Billis seem to provide a summary of the way in which the Department of Social Welfare is structured, at least in the offices that were studied for this thesis.

Social workers are working at the 'prescribed output' level where they are working towards the completion of specified tasks but they do not have any overall responsibility to analyse the work they do or to judge it in terms of agency effectiveness.

The senior social workers are working at the 'situational response level where the work that is being carried out by social workers is judged and reviewed.

The assistant director (social work), the assistant director (benefits and pensions) and the assistant director (administration) are all working to make 'systematic service provision' to meet the needs of concrete situations. The local district director has responsibility for 'comprehensive service provision' and it could be said that the head office personnel have responsibility for 'comprehensive field coverage'.

It is a stratified approach to service delivery and staffing resources. Responsibility increases at each level of the strata and the consumers of the service have contact with the lowest stratum, the social workers.

NOTES

1. ROWBOTTOM, R. and Billis, D. The stratification of work and organisational design. Journal of Human Relations, Vol.1, 1977, pp.53-76.
(supplied by K. Menzies, Assistant Director (Social Work), Department of Social Welfare, Palmerston North).

SECTION I, PART IV

The position of the Senior Social Worker
in the Department of Social Welfare

There is no official statement of the role of the senior social worker in the department but there are guidelines and the role of each senior worker is defined for each individual appointment to a local office. The role definition is very much tied to the kind of appointment that is required in a particular office at a particular stage in the development of that office setting. At the time of writing district offices are being requested to draft job descriptions for all social work positions and it is possible that a general task description may be the result of this request.

A document which is made available to the selection panel which interviews applicants for senior social work positions sets out 'critical requirements' for senior social workers. The requirements are as follows:

1. Has an empathy for colleagues and clients which allows social workers to develop their own approach.
2. An acceptance of the change in role from practice to supervision.
3. The ability to integrate social work methods, agency administration and casework practice into the working experience of each social worker.
4. An aptitude for working creatively and harmoniously with a group of social workers in a way that develops their optimum job competence.
5. The ability to regulate emotional pressures which may be aroused in social workers.
6. To be clear about attitudes and responses to authority.¹

The district requirements for the task that the chosen senior social worker will perform are set as guidelines for the nature of the role in each instance. The balance between the amount of responsibility for case work supervision and the amount of administrative responsibility depends on the structure of the local office. The nature of the role also depends on the number of senior social workers who are appointed to a particular local office. It is important to review the selection process for senior social work positions as it is through this process that the role becomes more defined.

The selection of senior social workers

The department must abide by the public service requirements which are laid down in the State Services Act. It is also bound by the promotions system that exists in the state services and the fact that for each position there is provision for an appeal against the decision by workers who have not been selected to that position. The procedure for selection follows the pattern set out below:

1. The position is advertised and the department is dependent upon social workers to apply for the position. This is an important consideration because the number of suitable applicants is limited in the main to social workers already employed by the department and a large proportion of those workers still lack formal social work training. Social workers who do not work for the department may apply but in order to appoint a worker from outside the department a 'greater merit certificate' has to be furnished. In other words, social workers from within the department have a distinct advantage.
2. It is standard practice to prepare an 'ideal applicant statement' which is made available to the interviewing panel. This statement is a list of the characteristics of the ideal applicant. The list will include the district requirements for the

position and these are peculiar to local conditions. This document becomes the basic document for the interview. The applicants are assessed according to: their potential for meeting the local district requirements; their recent relevant experience; their length of service; educational qualifications; personal attributes. It is to be noted that an applicant with a social work qualification does not necessarily have an advantage over other applicants.

3. The applicant(s) is(are) interviewed by the selection panel and the panel makes a recommendation to Head Office. Someone from the district concerned is on the panel as is someone from the administrative section of the department. Naturally, personnel are present from the social work division. The interview notes are recorded and sent with the recommendation and the applicant's personal file to the person who has been delegated to make the appointment (usually the Director General).
4. The applicants must be able to accept the statutory role the department has to perform and must be able to identify with that role.

With the position being tailored to the needs of the local district it is obvious that there will be variations in the nature of the role.

The training and development branch of the State Services Commission has a booklet which is available for new supervisors within the public service in New Zealand. It presents the role of the supervisor in a general manner for this booklet was designed to cover many different kinds of supervision which exist in the public service situations. Senior social workers who read this booklet will gain a different perspective on the approach to supervision. It is largely a management perspective which is portrayed. The booklet begins with a summary statement which sets the tone for the rest of the advice.

"You are now responsible for the work of other people. Your task is to 'get the job done' through these people, economically, yet to the standard and in the time required. To do so you must establish objectives, strive to reach them, and learn to motivate and understand your staff. Regardless of your work experience and competence you will need to develop new skills in working and co-operating with people, as individuals and as a group."²

The chapter headings in the booklet illustrate the management approach. They are: 'The first problems', 'Leadership', 'Planning', 'Organisation', 'Control', 'Delegation', 'Communication', 'Staff Development', 'Grievances'.

The importance of this booklet for senior social workers in the Department of Social Welfare is that the book list at the end of the booklet introduces new supervisors to an important area of literature. The books which detail management and administrative approaches to supervision cover topics which have only recently been effectively taught in training courses for social workers. If this booklet was extended to cover some of the principles of social work supervision it would, with an extended book list, be a useful basic introduction to the task of social work supervision.

Training for the role of senior social worker

The department likes to appoint senior social workers who have a basic social work qualification. This is not always possible as the number of social work graduates in the department is low given the number of positions that are available from time to time. This situation has been caused by the slow growth in training facilities for social workers in New Zealand. For many years there was only one professional course available (the Diploma of Social Science - later the Diploma of Social Work Course - at Victoria University). This course was open to all statutory agencies and took students from voluntary

agencies as well. Not all social work graduates choose to stay in the one department and it is sometimes the case that graduates move to another agency quite soon after training and completing the length of service required by the training bond. Even if an applicant or an appointee for a senior social work position has a qualification they are still required to have reached a certain level of experience in field work and be ready for a supervisory role.

On being appointed to the position the department expects that the senior social worker will attend a course on the 'introduction to supervision and management' within the first year of appointment. It is preferable that a course of this nature is attended by the worker just prior to appointment or within six months of appointment. It is then hoped that the worker will attend another course on management and supervision within two years of appointment. As from 1979 senior social workers in the department have been released to attend the year-long course for social work supervisors at Massey University. In 1980 six senior social workers were released by the department to attend this course.

A. Training at State Service training centres:

Training courses are provided by the State Services training centres in Wellington (Tirimoana), in Auckland (Taranaki House), and at the Residential Staff Training Centre (Levin). Information supplied by the Director of the Training Centre in Wellington (Tirimoana) sets out the way in which training programme policy is determined, amended, and confirmed, annually.

- "1. Social workers, supervisors, agency administrators and trainers are, once a year, invited to comment on training programmes. Suggestions are also solicited from Head Office Units.

2. Mid-year, the trainers meet. Social work supervisors and administrators attend this conference too and, as a result, a tentative programme for the following year is drawn up. Inevitably, this reflects a large measure of the trainers' interests/skills/beliefs.
3. The programme, encompassing all three training centres, then goes in two directions as a firm proposal seeking approvals:
 - (a) Policy committee of the Department of Social Welfare (primarily to assess costs, staffing, travel expenditures, suitability to social welfare staff).
 - (b) New Zealand Social Work Training Council. This step is required by legislation (Social Welfare Act, Section 4) and inevitably means that the proposal is lined up beside the guidelines that the Council has determined.
4. Usually, with minor modifications, the programme is then approved and here at Tirimoana we implement our part of it. Content and teaching methods are largely determined by the teaching staff, although the content is broadly defined in the various position papers of the Social Work Training Council, and we accept these as a guide."³

A sequential programme of short courses for supervisors and managers of social work services has been developed and is to take effect from 1980.

These courses cover the following areas:

- Introduction to Social Work Supervision and Management
- Refresher Course For Supervisors
- Workload Management
- Training and Staff Development
- Interpersonal Skills in Supervision
- Advanced Course For Social Work Supervisors

An appendix is attached to the thesis setting out the details of the courses available at the training centres (see Appendix 3).

B. Training in the local setting:

Some local offices have regular training programmes which staff are encouraged to attend. An analysis of the situation appears in the discussion of the results of the survey. There are no set guidelines for this training but the department has published a booklet which is a training guide for new social workers and does give an insight into the role of the supervisor. Senior social workers who are using this booklet to train new social workers will inevitably be encouraged to learn about their own task by noting the material in the booklet. The booklet referred to is published by the Social Work Division of the department.⁴

There are also regional training programmes set up from time to time and some local offices meet with staff from a neighbouring office to engage in training.

Staff assessment procedures

All staff members in the Social Welfare Department are assessed annually. The procedure is that the staff member completes a personal assessment form (see Appendix 4) and is interviewed by a reporting officer. The reporting officer for senior social workers in the department is normally the local assistant director (social work) who then reports to the controlling officer, normally the local district director. The report is finally forwarded to the permanent head of the department. The forms are the same throughout the public service in New Zealand and the only specific section that applies to social work is section thirteen which is headed: 'Case Work Relationships'. The direction given for filling in this section states: 'Consider how effectively the staff member relates to and works with people in the case work setting'. The form

for a senior social worker and the form for a social worker is exactly the same. The headings or categories are very general and they appear as follows:

Work knowledge; Organisation of work; Quality of work; Output; Staff management; Communication; Judgement; Versatility; Initiative; Dependability; Staff relations; Public relations; Case work relationships; Special category (to be approved by the commission for specific occupational classes); Staff development.

The appendix to the personal assessment (see Appendix 4) is a statement from the staff member and is filled in after the assessment has been completed by the controlling officer. It is to be completed by those staff members who disagree with their personal assessment.

On the front of the 'Personal Assessment Form' there is room for the staff member to fill in the following sections:

Name and designation of person to whom immediately responsible; Duties; Other work experience since last report or since commencement of service if this is the first report; State here if there is any special line along which you would like to advance.

The assessment involves each staff member in discussions with the reporting officer and there is usually a joint agreement on the nature of the assessment. This procedure is still under review and the Social Welfare Department is noting the success or otherwise of the procedure.

It is pertinent to comment that social workers are assessed in the same categories as senior social workers and that this, while promoting some degree of equality, does not allow for the distinctive role definition of each worker. It is also pertinent to state that social workers generally are being assessed in the same categories as other groups under the State Services Commission's employ.

The forms indicate an assumption that the way in which the worker works for the agency is the most crucial assessment to make. There is no specific category which allows for a critical evaluation of the nature of the work the worker is doing with people in the Department of Social Welfare and the section titled: 'Case work relationships' is limited by categories to be marked. They are: 'Very effective, Effective, and Needs Improvement (Give Reasons)'. One line is there for other comments.

NOTES

1. DEPARTMENT OF SOCIAL WELFARE. Critical requirements for senior social workers. Document supplied by the Director, Developmental Services, (Mr R. Ketko) Department of Social Welfare, Wellington, 1980, see appendix No.2.
2. OFFICE OF THE STATE SERVICES COMMISSION. A guide for the new supervisor. Training and Development Branch, State Services Commission, Government Printer, Wellington, 1979 (Monograph).
3. HAYNES, C. Supplied statement. Personal communication. (Mr Haynes is the Director, State Services Training Centre, (Tirimoana), Wellington).
4. DEPARTMENT OF SOCIAL WELFARE. Training guide for new social workers. Department of Social Welfare, Wellington, 1976. (supplied by Mrs A. Brabin, Department of Social Welfare, Wellington, 1980).

SECTION II, PART I

Middle management: the implications of the literatureThe sociological literature:

The sociological literature regarding organisations details a wide variety of approaches to organisational theory. David Weeks writes:

"The two major strands of development have been the study of bureaucracy, as an element in broader political analysis, and the study of industrial management, mainly from the point of view of improving management performance, as indicated by greater industrial efficiency and productivity (Mouzelis, 1968). The distinctions between these two areas of study have gradually become less significant and theorists have studied 'industrial bureaucracy' (Gouldner, 1954), as well as governmental agencies from the perspective of management problems (Blau and Scott, 1963)."¹

The study of organisations sociologically highlights the fact that there are societal factors which impinge on the organisation. There are organisational factors which affect the way in which individuals function in the organisation in the particular host society. The theories start at different points. Some theorists look closely at the broad socio-political factors and others look closely at the individual within the organisation. The theorists reviewed in this study will be those theorists who examine the structure of organisations and the effect upon the individuals working in the organisations.

One of the most familiar names in the sociological study of organisations is that of Max Weber. It must be noted that Weber studied civilizations historically and that he made important contributions which are outside the scope of this thesis. His contributions to the study of organisations are many and it is important to select some of his major principles.

From a paper titled, 'Characteristics of Bureaucracy' come the following points made by Max Weber:

"Modern officialdom functions in the following specific manner:

1. There is the principle of fixed and official jurisdictional areas, which are generally ordered by rules, that is, by laws or administrative regulations.
 - 1.1 The regular activities required for the purposes of the bureaucratically governed structure are distributed in a fixed way as official duties.
 - 1.2 The authority to give the commands required for the discharge of these duties is distributed in a stable way and is strictly delimited by rules concerning the coercive means, physical, sacerdotal, or otherwise, which may be placed at the disposal of officials.
 - 1.3 Methodical provision is made for the regular and continuous fulfilment of these duties and for the execution of the corresponding rights; only persons who have generally regulated qualifications to serve are employed.
2. The principles of office hierarchy and of levels of graded authority mean a firmly ordered system of super- and subordination in which there is a supervision of the lower offices by the higher ones. Such a system offers the governed the possibility of appealing the decision of a lower office to its higher authority, in a definitely regulated manner. With the full development of the bureaucratic type, the office is monocratically organised. The principle of hierarchical authority is found in all bureaucratic structures: in state and ecclesiastical structures as well as in party organisations and private enterprises. It does not matter for the character of bureaucracy whether its authority is called 'private' or 'public'. When the principle

of jurisdictional 'competency' is fully carried through, hierarchical subordination - at least in public office - does not mean that the 'higher' authority is simply authorised to take over the business of the 'lower'. Indeed, the opposite is the rule. Once established and having fulfilled its task, an office tends to continue in existence and be held by another incumbent."²

The points made by Weber concerning bureaucracies are pertinent to the structure of the Department of Social Welfare in New Zealand. The Department has 'fixed and official jurisdictional areas'. It has 'official duties' distributed in a fixed way, only persons who have 'generally regulated qualifications to serve' are employed, and there is a principle of office hierarchy and graded authority. Weber is also explicit with regard to the career path of personnel in public organisations. His summary of the way in which the public official moves within the system has particular relevance to the Social Welfare Department.

Weber writes:

"The official is set for a 'career' within the hierarchical order of the public service. He moves from the lower, less important, and lower paid, to the higher positions. The average official naturally desires a mechanical fixing of the conditions of promotion: if not the offices, at least of the salary levels. He wants these conditions fixed in terms of 'seniority', or possibly according to grades achieved in a developed system of expert examinations. Here and there, such examinations actually form a character indelebis of the official and have lifelong effects on his career. To this is joined the desire to qualify the right to office and the increasing tendency towards status group closure and economic security. All of this makes for a tendency to consider the offices as prebends of those who are qualified by educational certificates. The necessity of taking general personal and intellectual qualifications into consideration irrespective of the often subaltern character of the

educational certificate, has led to a condition in which the highest political offices, especially the positions of 'ministers' are principally filled without reference to such certificates."³

Elsewhere in this thesis reference is made to the promotional system within the Department of Social Welfare. It operates, as Weber says, in terms of seniority and length of service. The whole question of the relevance of educational qualifications is a difficult issue and in the department qualifications do not necessarily guarantee promotion.

Philip Selznick is another sociological theorist who looks at organisations with reference to their structures, the way the individuals in those organisations work towards the aims of the organisation, and the effect of the social setting within which the organisation is operating. Again, it is clear that the points Selznick makes have some relevance to the Department of Social Welfare. In a paper titled 'T.V.A. and the Grass Roots' Selznick writes:

- "1. All formal organisations are moulded by forces tangential to their rationally ordered structures and stated goals. Every formal organisation—trade union, political party, army, corporation, etc. — attempts to mobilize human and technical resources as means for the achievement of its ends. However, the individuals within the system tend to resist being treated as means. They interact as wholes, bringing to bear their own special problems and purposes; moreover, the organisation is embedded in an institutional matrix and is therefore subject to pressures upon it from its environment, to which some general adjustment must be made. As a result, the organisation may be significantly viewed as an adaptive social structure, facing problems which arise simply because it exists as an organisation in an institutional environment, independently of the special (economic, military, political) goals which called it into being.

2. It follows that there will develop an informal structure within the organisation which will reflect the spontaneous efforts of individuals and sub-groups to control the conditions of their existence. There will also develop informal lines of communication and control to and from other organisations within the environment. It is to these informal relations and structures that the attention of the sociologist will be primarily directed. He will look upon the formal structure, e.g., the official chain of command, as the special environment within and in relation to which the informal structure is built.
3. The informal structure will at once be indispensable to and consequential for the formal system of delegation and control itself. Wherever command over the responses of individuals is desired, some approach in terms of the spontaneous organisation of loyalty and interest will be necessary. In practice this means that the informal structure will be useful to the leadership and effective as a means of communication and persuasion. At the same time, it can be anticipated that some price will be paid in the shape of a distribution of power or adjustment of policy."⁴

Within the Department of Social Welfare the formal system is paramount but social workers are also not willing to be treated as means. Control and delegation are also relatively fixed. The way in which the department manages to be adaptive in relation to the social environment is not a question that is really the subject of this thesis but it does have some repercussions for workers in the agency. For example, a change in client needs in a particular community may demand a policy change. In terms of the points made by Selznick, the department cannot always respond quickly to the need for organisational change or policy change and the resultant delay can mean that social workers are struggling to meet the specific needs of clients.

Another sociological approach to organisations is the examination of the way roles are defined within the organisation. The Social Welfare Department lacks very definitive descriptions of roles that they expect social workers to carry out. The roles have been gradually defined over the years but as far as the department is concerned there is more discussion about 'standard practice' or 'expected behaviour'. A.G. Frank has an approach to role definition which is interesting given the study supporting this thesis. Frank writes:

"I shall propose three ideal types of administrative organisation which are distinguished by the degree of definition of their administrative roles and sets of roles. The three types are:

- (a) under-defined in which role expectations of administrative behaviour are not well spelled out
- (b) well-defined in which administrative roles are explicitly and coherently defined and
- (c) over-defined in which role expectations cannot be satisfied by role incumbents

In examining the implications of under-defined roles for change, it appears important to classify the responses of role incumbents as (a) active or (b) passive. As the following discussion will suggest, if member behaviour is active, change will be relatively large, and if member behaviour is passive, change will be relatively small.

...well-defined role organisation prohibits individual initiative and makes ritual role performance easy, if not mandatory.

...the pressure which the excessive expectations of over-defined roles exert on their incumbents provides people with incentive themselves to initiate ad hoc behaviour and changes in role definition which render the administrative process innovative and adaptive. Such behaviour may involve stimulating role performance, or creation of

alternative means of role performance, or gradually changing the expectation for one's own role (such as letting part of it atrophy through non-performance) or changing another's role."⁵

The administrative aspects of role in the Department of Social Welfare are quite clear but the practice of social work within the social work task is under-defined. In terms of Frank's analysis this means that if social workers respond by being active, change will be relatively large and if they respond passively, change will be relatively small. One of the features of social work action within the department is that there is often a passive approach to change and this may have much to do with the need for workers to protect their status within the department.

It is important to examine the factors that affect the way in which individuals in an organisation make the decisions that activate the work they do. March and Simon analyse individual's goals in an organisational environment. They point out that there are influences upon the individual when he makes decisions that are useful to take into account.

"Individual members of an organisation come to it with a prior structure of preferences - a personality, if you like - on the basis of which they make decisions while in the organisation. Thus, individual goals are not 'given' for the organisation, but can be varied both through the recruitment procedures and through organisational practices. There are four principal targets for identification:

1. organisations external to the focal organisation (i.e. extraorganisational identification)
2. the focal organisation itself (organisational identification)
3. the work activities involved in the job (task identification; and
4. subgroups within the focal organisation (subgroup identification)."⁶

The way in which senior social workers are selected (a procedure which is explained in Section I, Part IV), and the personality they bring to the organisation, has a marked effect on their decisions day by day. Their contacts with sub-groups (social workers, administrators) within the department and their contacts with the extraorganisational environment, result in pressures to alter or amend the decisions they make. March and Simon have other points to make concerning the processes that affect the goals the individuals have and the way those goals will be operationalised:

"The stronger the individual's identification with a group, the more likely that his goals will conform to his perception of group norms. This basic proposition is amply supported by a variety of research findings. We propose five basic hypotheses:

1. The greater the perceived prestige of the group, the stronger the propensity of an individual to identify with it, and vice versa.
2. The greater the extent to which goals are perceived as shared among members of a group, the stronger the propensity of the individual to identify with the group and vice versa.
3. The more frequent the interaction between an individual and the members of a group, the stronger the propensity of the individual to identify with the group and vice versa.
4. The greater the number of individual needs satisfied in the group the stronger the propensity of the individual to identify with the group and vice versa.
5. The less the amount of competition between the members of a group and an individual, the stronger the propensity of the individual to identify with the group and vice versa."⁷

The prestige for senior social workers may come partly from their status within the Social Welfare Department and partly from their association with the profession of social work in New Zealand. There is probably a limited prestige emanating from belonging to a group of middle management personnel. Indeed, being caught in the middle of critical feedback from a lower status group (social workers) and a higher status group (assistant directors) may make it difficult for senior social workers to feel secure regarding their prestige level.

With regard to the sharing of goals, it was important to find out in the study whether senior social workers in the department had opportunities to share their goals with one another. It was also important to discover whether there was useful interaction amongst the senior social workers within the local office setting.

The promotion system that exists within the department may also hinder real sharing and may affect the degree to which the workers feel they can trust one another to examine goals and ways of working.

In order that the decisions may be carried out in an organisation, individuals need to have the flexibility which will enable the decisions to be actioned. Nothing can be done without the environment permits it. It is, for example, one thing for a senior social worker to decide that a certain action would enhance the work of the social work team and it is another matter for the worker to find that the rules of the agency are not flexible enough for the action to be acceptable to the organisation.

The way in which bureaucratic structures affect the work of the personnel within them, and, in particular, the ways in which the rules made by the bureaucracy affect them, have been examined by Gouldner in his book, "Patterns of Industrial Bureaucracy". Gouldner analysed what he called a modern factory administration after a study of

a particular factory operated by the Gypsum Company (a pseudonym).

With regard to bureaucratic rules he concludes:

"It appears that the bureaucratic rules proliferate when a social organisation is riven by the following tension:

- (a) Managerial distrust and suspicion become pervasive and are directed, not only towards workers, but also towards members of the managerial in-group as well.
- (b) Disturbances in the informal system which result in the withholding of consent from the formally constituted authorities; the informal group is either unwilling or unable to allocate work responsibilities and gives no support to managements' production expectations.
- (c) Finally, the appearance of status distinctions of dubious legitimacy, in an egalitarian culture context, which strain the formal authority relationships."⁸

These findings may apply to the Social Welfare Department. Status distinctions are likely to be an underlying theme in an organisation that has a hierarchy. Social work is supposedly an egalitarian activity and when status distinctions enter the field difficulties can occur.

Gouldner points out that in this situation rules are likely to proliferate. There is a whole field here which points to the need for further study. Social work staff in an agency see themselves as colleagues and status distinctions alter this perception. An examination of the rules and regulations in an organisation such as the Department of Social Welfare may reveal what rules relate to status distinctions and what rules relate to the more effective working of the organisation. The chain of command that exists in an organisation such as

the Department of Social Welfare will also affect both the relationships that staff have with one another and the freedom they have to fashion decisions. It has already been stated that the department has a line of authority and that the relationships that exist between superiors and subordinates are of paramount importance. In such an ordered system, it is likely that decisions will often be left to superiors, particularly if they are awkward decisions that have to be made. It is also likely that those who are in charge of resources will be viewed as the personnel who have the most control. There is a degree of control within the structure in the department under study and social workers are very aware that their superiors hold many keys to the way in which resources are made available. Resources need to be 'applied for' in order to be able to put certain decisions into action.

Burns and Stalker have investigated some of these issues within industrial settings and they make a distinction between two ideal types of working organisations. The one, 'mechanistic' and the other, 'organismic' arise for different reasons and have different features. The Department of Social Welfare seems to come under the heading 'mechanistic' and Burns highlights the features of this type:

"This hierarchy of command is maintained by the assumption that the only man who knows - or should know - all about the company is the man at the top. He is the only one, therefore, who knows exactly how the human resources should be properly disposed. The management system, usually visualised as the complex hierarchy familiar in organisation charts, operates as a simple control system, with information flowing upwards through a succession of filters, and decisions and instructions flowing downwards through a succession of amplifiers."⁹

This quote describes the typical hierarchical system and describes the line system in the Department of Social Welfare. However, the system in the department is not as rigid as this in that it is not presumed that those at the top are the only ones with knowledge regarding the use of human resources. The filtering and the amplification of instructions is though, a precise way of describing the process of control in the department.

Burns goes on to say that "as one descends through the levels of management, one finds more limited information and less understanding of the human capacities of other members of the firm. One also finds each person's task more and more clearly defined by his superior."¹⁰

This point does not really fit with the practice in the department. The roles are only clearly defined in terms of administrative requirements. The roles are not well defined in terms of social work practice.

On the other hand, the Social Welfare Department does not fall into the 'organismic' category which Burns describes. There are some signs that lateral communication exists and that jobs sometimes tend to lose some of their formal definition, particularly in the social work practice that is a feature of the task. Burns explains the organismic system as follows:

"Organismic systems are adapted to unstable conditions, when new and unfamiliar problems and requirements continually arise which cannot be broken down and distributed among specialist roles within a hierarchy. Jobs lose much of their formal definition. The definitive and enduring demarcation of functions becomes impossible. Responsibilities and functions, and even methods and powers, have to be constantly redefined through interaction with others participating in common tasks or in the solution of common problems. Interaction runs laterally as much as vertically, and communication between

people of different rank tends to resemble 'lateral' consultation rather than 'vertical' command."¹¹

The Social Welfare Department is not really open to this kind of breakdown although there are tasks that arise that do not fall within the formal structure and role definitions have to be reviewed. An example of this happening would be a situation whereby a senior worker starts by assuming that a volunteer group will approach a community action project from a case work model and the group initiate community action instead. It may be that the senior social worker has to redefine his role and ask for resources that are not common to that particular office. The political implications of such action may also cause a change in communication patterns within the hierarchy of the local office.

Thus far some theorists have been introduced whose work has been centred around the structure of organisations. The exercise of authority, the internal control systems in the organisation and the effect of rules upon role performance have all been mentioned as part of the environment within which social workers carry out their tasks. Weber, Selznick and Burns are concerned with the relationship between the organisational structure and the coordination of various functions. March and Simon are more individually orientated and concerned more with individual reaction and individual decision making processes.

Group theorists

Another group of theorists look at the structure of the organisational group and the way the group influences motivation and behaviour. Any discussion of the effect of the analysis of group behaviour upon organisations must start with a reference to Kurt Lewin. Lewin has been called the founding father of group dynamics. He was a psychologist who introduced the notion of 'field theory' or used this notion (borrowed from

physics), to explain aspects of human behaviour. Lewin's theoretical approach covered many areas of social interaction. The following quote from Lewin explains the basis of his theory as it is applicable to the present study:

"A basic tool for the analysis of group life is the representation of the group and its setting as a 'social field'. This means that the social happening is viewed as occurring in, and being the result of, a totality of co-existing social entities, such as groups, sub-groups, members, barriers, channels of communication etc. One of the fundamental characteristics of this field is the relative position of the entities, which are parts of the field. What happens within such a field depends upon the distribution of forces throughout the field. A prediction presupposes the ability to determine for the various points of the field the strength and directions of the resultant forces."¹²

It is immediately obvious that to view organisations as groups and then examine the behaviour of the participants in the organisational groups is to take into account a different group of factors that affect personnel and their work.

Lewin had a psychological frame of reference but he pointed out that he did take cognizance of the sociological implications. To this end he studied workers in factories and children in family situations and adolescents in group activities. His work eventually gave rise to the 'Training group method' which will be referred to later. His words, quoted above, refer to the relative position of entities in a field and he states that what happens within such a field depends upon the distribution of forces throughout the field. To relate this precisely to the position of a senior social worker is not necessary but the general principle has application. It is more precise to say that the senior social worker in the Social Welfare Department is in what Lewin sees as a conflict situation given the group interaction in the

agency. Lewin says:

"A conflict situation may be defined as a situation where forces acting on the person are opposite in direction and about equal in strength What is usually called a choice means that the person is located between two positive or negative valences which are mutually exclusive."¹³

The conflict arises as the worker faces the forces that move him toward the needs of the social workers in the field and the forces that move him towards considerations that are important to his seniors (i.e. the directors of the agency). The middle management position itself gives rise to conflict. In Lewin's terms, the senior social workers holding the middle management position work in a psychological field space that has opposing demands and makes choice difficult.

The analysis of working conditions by examining group behaviour grew into a body of theory that had many insights to help administrators and management personnel. Elton Mayo carried out a famous experiment known as the 'Relay Assembly Test Room Experiment', where six female operators were put into a room to measure each individual's output of assembled telephone relays. It was from experiments such as this that knowledge about working conditions grew. That particular experiment was the forerunner of many which brought results that affect even the participants of the study carried out for this thesis. Working with factors such as the length of working hours, rest periods and wage incentives, Mayo discovered how it was possible to increase work output. Mayo was led to place major emphasis on the social organisation of the work group. There has been criticism of Mayo's work but it led to other examinations of the workplace. The result of Mayo's study (referred to above) is summarised in the following statement:

"What actually happened was that six individuals became a team and the team gave itself wholeheartedly and spontaneously to cooperation in the experiment. The consequence was that they felt themselves to be participating freely and without afterthought, and were happy in the knowledge that they were working without coercion from above or limitation from below."¹⁴

Reference may be made here again to the position of the senior social workers in the Social Welfare Department. This early experiment which perhaps may be thought to highlight a very basic discovery still has application. The senior social worker is still struggling with the coercion from above and the limitations from below.

These early group studies resulted in another movement which has had a marked effect upon industry and the working environment and on personnel in administrative and management positions. In 1947 a training laboratory was held at Bethel, Maine. The laboratory was a response to a conference organised by Lewin in 1946. The original conference was attended by teachers, social workers, labour leaders and business men. Bradford, Gibb and Benne have a description of the effect of that conference:

"To the training staff it seemed that a potentially powerful medium and process of re-education had been, somewhat inadvertently hit upon. Group members, if they were confronted more or less objectively with data concerning their own behaviour and its effects, and if they came to participate nondefensively in thinking about these data, might achieve highly meaningful learnings about themselves, about the responses of others to them, and about group behaviour and group development in general. At this time no thought was given to the inclusion of other content, whether in the form of cases suggested by staff, situations reported by members from outside the group, or of role-played incidents. Initially, the notion was to supplement this there-and-then content

with the collection and analysis of here-and-now data concerning the members' own behaviours."¹⁵

The laboratory held in Bethel in 1947 was designed to try out new methods for education in the field of human relationships and social relationships. The approach is associated with the National Training Laboratory in Group development of the National Education Association. There are different target populations for this type of training including churches, workers in factories, top management personnel, children and college students and cross-cultural groups. For the purposes of this thesis the target population that is of concern is (as Bradford, Gibb and Benne state:

"The more or less professionalized supervisor, manager, or administrator, whose job is to work with and through people to get tasks done. This focus on managerial leadership is perhaps best illustrated by the several laboratories for middle management and top management which have become regular parts of the National Training Laboratories' program."¹⁶

The movement is designed to help participants formulate their own goals, to examine ways of resolving conflict and to relate to superiors and subordinates. It is a group method that has a heavy emphasis upon the motivation of each group member to learn the things he wants to learn and to gain from the group through interaction with others. The effectiveness of these training laboratories is difficult to research and while much research has been carried out, the results are not conclusive. This quote from Bradford, Gibb and Benne gives an insight into the situation:

"In the more traditional T-Group, the issue of the trainers' role is one of the relatively unexplored areas. On a descriptive level, we do not know how much variation there is in the styles of different trainers or the type and range of trainer-interventions likely to be made in a T-Group. With reference to process, we do not know

how different trainer styles influence the functioning of the group and its usefulness to the individual participant. More microscopically, we have yet to understand the impact of specific interventions on the flow of the group interaction. The important issue of the timing of interventions is still unexplored. Another area which needs further exploration is the meaning of the T-Group experience for the individual member."¹⁷

The human relations movement

Group training methods for personnel working in organisations have proliferated. The T-Group training laboratories are only part of a large movement using the organisational group as a basis for training and research. The T-Group method can also be seen as part of the 'Human Relations in Management' movement which has worked to emphasise the needs of people working within organisations. Pfiffner and Fels write:

"In a sense, Human Relations in Management is merely a catchall designation for the attempt to devise free institutions for mankind's workaday activities."¹⁸

The implications for middle management personnel which arise from the emphases of the human relations in management movement are important to review. The movement has supported research. An example of research findings which have application in the field of middle management is a study which was carried out by Kirchner and Reisberg. This research attempts to draw some conclusions about differences in the manner in which better and less-effective supervisors differ in the task of appraising their subordinates. The authors, as a result of their investigations, concluded that:

- "1. Better supervisors are more discriminating in rating their subordinates, while less effective supervisors are more lenient in their ratings; and

2. Better supervisors tend to regard independent, forward looking action on the part of their subordinates as important, while less effective supervisors tend to regard action that doesn't 'rock the boat' as important."¹⁹

Other research has examined training needs and styles of management. The field is wide and progressing. Much emphasis is laid on the selection of supervisory personnel and the task orientation that is part of their training. The personal sensitivity of the middle management worker is a constant theme in the movement. The basis for this approach comes from a conviction that men cannot be treated as machines and that relationships within work settings must be attended to before work can be productive. Tenets are taught by the movement which are basic tenets for other approaches such as the training of social workers.

Management personnel are taught to accept people as they are, to be aware of personality factors before trying to change people, to take note of biological and emotional development, to be aware of the home environment that workers come from and to be knowledgeable about cultural differences. The effect of a hierarchical bureaucratic organisation on people within the organisation is also heavily emphasised.

Some of the literature and some of the training programmes in the human relations in management movement encourage management personnel to be aware of the need to counsel their subordinates when the occasion calls for a helping approach. Pfiffner and Fels have a paragraph entitled, 'the line supervisor's job'. The paragraph is included here because it highlights the role of the supervisor in industry and shows how closely the view of the role resembles some of the basics taught in social work training programmes:

"Line supervisors are rarely mental hygienists, but this fact does not bar them from playing an important part in helping workers to develop healthy mental,

emotional, and social adjustments. They can do this in three ways, all of which should receive greater attention in supervisory training programmes than has been accorded them in the past. First, the supervisor can be trained to recognize and detect symptoms of mental and emotional maladjustment. Second, he can be trained to conduct the initial interview with troubled workers; in most instances he can dispose of the matter, referring aggravated cases to the staff specialists in the personnel department. Third, he can be trained to create a social atmosphere or climate that will tend to make people relatively well adjusted in their work, create team spirit, and minimise obsessive preoccupation with personal troubles."²⁰

Groups: formal and informal

Training within industrial settings also encourages middle management personnel to use group dynamics effectively. This tendency to concentrate on group relationships within management settings also points to the fact that the humanisation of work settings has become more and more important. A distinction is made between formal and informal groups. Formal groups in organisations are indicated by organisation charts, the setting up of meetings to discuss management problems, and, conferences that work with specific agendas designed to increase the effectiveness of the organisation. Informal groups are indicated by the gradual movement of staff towards one another for all kinds of purposes. Informal groupings are sometimes set up spontaneously to examine production issues or they may be set up for socialising. A specific group within the organisation (such as middle management personnel) may also meet from time to time to draw security from the feeling of belonging to a particular status level within the organisation. All of the various kinds of groupings need to be understood by staff and management and many training programmes take this into account. Luthans and Martinko in a text for supervisors and managers draw attention to the importance of informal

groupings within an organisation:

"Traditionally managers and supervisors have viewed informal groups as a source of irritation and disruption and have felt that they should be stamped out. Informal groups were associated with counterproductive behaviours. It is now recognised that there are deficiencies in the formal organisation that can be corrected only by the informal group. For example, supervisors cannot tell employees through formal channels that they disagree with specific company policies. Yet, as members of an informal group within the organisation, they can, and often do, express discontent with upper-level management."²¹

Management personnel are trained to work with both formal and informal groups. They are introduced to the nature of group process, the interaction patterns that exist between members of groups and the various approaches to leadership style.

Once writers such as Luthans and Martinko are introduced into a study of this kind the review moves towards another body of literature which cannot be reviewed in detail here but is important to mention. It is that literature that covers the whole field of management and personnel training. The State Services Commission booklet, 'A Guide for the New Supervisor'²² makes reference to this discipline and lists several books which illustrate the management approach to supervision. An indication of the topics covered by such literature is the following list of chapter headings taken from a book by Spriegel, Schulz and Spriegel. They have chapters on:

"The Supervisor, and organisation man; Interpreting Company Policies, Planning the work of the department; the Supervisor as Instructor; the Supervisor and Motion and Time Study; and the Supervisor and Producing and Measuring Quality."²³

It is immediately obvious that many of these topics are outside the field of social work supervision but some of the detail will have relevance. It may be that if

social work supervisors were able to apply the learnings regarding, for example, 'time and motion' in industry to their own social agencies there may well be changes in procedure that would benefit the agency and the clients.

Implications for social work supervisor training

The sociological literature, the group theorists and the literature concerning training within industry are all relevant to the work of the social work supervisor. The social work supervisor in a social work agency is involved in a task that includes case work and community work supervision, it includes a teaching role, and it must take into account the administrative requirements of the agency. Until recently, the learnings from the sociological approaches to industrial settings and the training devices used to train personnel within industry have been set to one side on social work supervision training courses.

It is interesting to note that the first courses set up for those who had assumed supervisory positions in the state sector in New Zealand (from 1959 to 1964) carried the title "Administration for Social Workers". Austin²⁴ states that "the emphasis in these programmes was on managerial matters with which controlling and senior staff in the social services needed to be au fait." In July 1953, the School of Social Science at Victoria University held a one day conference on the supervision of social work students. Out of this conference came the need for other meetings and gradually there evolved a requirement that more thinking needed to be done about case work supervision. Courses on case work supervision were set up from 1965 and since then there has been a recognised need to balance the case work element with the administrative element. In 1980 the Department of Social Welfare, through its training institutions, is offering a total of eight courses in supervision and management. An innovation at the State Services training centre in Auckland (Taranaki House) points to a recognition of the need to include some of the material reviewed

(above) in this thesis. The following quote from the Director of Taranaki House (T. Cumberland) describes a different kind of workshop which combined social work training with input by a facilitator from an industrial setting:

"In addition to the Supervision and Management course which we offered in 1979, we at Taranaki House offered two one-day workshops on 'Management in Social Work' in November 1979 to two groups of top-level managers from social work agencies in the Auckland area. The workshops were led by Davis Wright, our colleague from I.B.M., Wellington. Several offices sent their top management team of three or four people to participate in the Workshop together - which worked brilliantly. The Workshops were very effective sessions - some folk said that they learnt more in one day than they had at the two week State Service Commission courses."²⁵

Another course at Taranaki House has objectives which are set out here because they illustrate again, the movement towards training middle management personnel in the skills which are referred to in the literature reviewed in this section:

"Refresher Supervision and Management Course" - Objectives:

1. To provide 'Time Out' from the work front, to critically evaluate one's supervision and management practice.
2. To provide an opportunity for individuals to work through current dilemmas in supervision and management.
3. To strengthen one's skills in 'management by objectives' and 'time management'.
4. To explore attitudes to supervision and alternative forms of supervision.
5. To formulate a plan for one's ongoing professional development for the next six months."²⁶

As the State Service Training Centres develop the skills of supervisors in more depth in management and administration areas there will be effective results within the agency if senior management personnel are prepared to integrate theory with practice. The year-long course for social work supervisors from agencies at Massey University is also building a paper which will be able to be taken extramurally and will cover the latest theory, research, and practice methods in management and administration. Staff from the Business Studies Department at Massey University are being consulted regarding the content of that paper.

NOTES

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SECTION II, PART II

Middle management in social work organisationsA pivotal role:

Reference has been made to the sociologists, the psychologists, the group theorists and the management theorists, whose work is relevant for this study. Social work literature also draws attention to the dilemmas facing the middle management personnel in social work agencies. These writers are concerned with the unique position of the social work supervisor who holds a position that often causes conflict because a social work agency is not a 'firm' producing a material product and middle management personnel are involved in the uncertain world of working with people. They have to be concerned with the perceptions and attitudes of their seniors in the agency and the attitudes of social workers and clients. They have to learn how to balance the relationships that surround them and meet the varying needs of top management, basic grade social workers and demanding clients.

Cohen and Rhodes point out that:

".... there can be little doubt as to the pivotal role of supervisors in social service agencies. For most workers, their supervisor is an extremely important influence. The supervisor influences how employees view their agency, how they perceive their role as employees, and how effective they are at their work. (Goldstein and Sorcher, 1974; Likert, 1961). Blau and Scott (1962) concluded from their analysis of two public agencies that the supervisor is the connecting link between the formal organisation and the work group. This notion of 'linking' reinforces the critical role that the supervisor as middle manager plays in supporting or impeding the efficiency and effectiveness of workers and acting as an internal force for organisational development and change or organisational stagnation and routinization." ¹

To be effective in this pivotal role the supervisor needs an understanding of the view that the administration has of the way in which field workers practise, an understanding of the most effective way to put policy into practice and an understanding of the dilemmas that the administrators face. In addition, the supervisor must be sensitive to the difficulties the workers face when they attempt to relate policy to practice and the need for effective channels for new policy formation. The management or the administrators of a social service organisation have intentions regarding the way in which the organisation should operate. The supervisor is crucial in the role of interpreting these intentions to the field work staff.

As middle management personnel in a social work agency are expected to be able to relate to people they try to monitor the varying messages they receive from people 'above them' in the system and those 'below'. If the messages received from senior managerial personnel are not clear then the supervisor may have difficulty in interpreting policy to social workers who in turn interpret that policy for their clients. W.A. Finch writes:

".... performance problems resulting from unclear and contradictory messages received by line staff increasingly appear to explain most behaviour that contradicts managerial intent."²

and this situation can arise if the social work supervisor is unable to distinguish between confused and clear messages. The supervisor will be noting the attitude of the administrators as well as noting the specificity of the message being given. The social work supervisor also has to teach his or her social workers about the agency administration. He is not only in the position of enacting administrative requirements himself but in the position of modelling and teaching. The task is complex and Kadushin summarises it well:

"The functions of administrative supervision relate to planning the work that is apportioned by the administration to the unit; allocating the specific tasks

which need to be accomplished; organising, coordinating, and facilitating the manpower and agency resources necessary to do the job; reviewing to see that the job is adequately done, both quantitatively and qualitatively, in accordance with agency procedure; 'placing' the worker; acting as a channel of communication and as an administrative buffer; helping in the formulation of agency policy; and implementing community liaison.

The supervisor is not entirely an independent agent in determining how she will respond to problems posed by the functions of administrative supervision. The attitude and behaviour of agency administration are constraints that supervisors must acknowledge. A restrictive communication pattern on the part of administration encourages a similar pattern on the supervisory level; discouragement of worker autonomy by administration results in close supervision on the supervisory level. Administration needs to be aware that agency interaction tends towards consistency. Administration must set the example for the behavioural pattern it would like to see manifested in supervisor-supervisee interaction." ³

A dual role

The main difficulty that the social work literature draws attention to is the duality of the role that middle management social workers are involved in. Social work commentators have a trained facility to monitor stress factors and it is not surprising that they single out the conflict that arises from being placed in a position of dual responsibility. Pettet says:

"We find the supervisor in 'mid-position', that is he is responsible for workers or students and responsible to someone in higher authority. His responsibilities include administration, teaching and helping, and, (we may add, in connection with all three) communication. It all sounds very simple and logical. In practice there is considerable confusion. How much administrative

responsibility does the supervisor take? What are his teaching responsibilities with regard to an experienced worker? Is staff development really a major concern? Can help appropriately be given to a responsible professional worker? Does administrative responsibility vary in relation to student or worker? Because supervision is agency based, those answers vary from agency to agency. They also vary with the degree of understanding of the methods and value of supervision in any given agency."⁴

The supervisor, in mid-position has his loyalties to consider. He has a loyalty to the agency, a loyalty to the managers who control the resources he will use and he has a loyalty to the social workers in his care. The way in which he decides on a particular course of social work supervisory action will be affected by his degree of affiliation with management or with workers. The clients who use the services of the agency will also have a claim. Some theorists claim that if the agency can structure itself in a clear manner and if the lines of communication are clear then the task the supervisor has to perform will be clear. The difficulty with that theoretical approach is that people do not adhere to guidelines easily. Set procedures for dealing with a particular group of client needs will probably last for a short time only. The 'product' is the satisfied client and clients of social work agencies are unpredictable because they are usually under stress. A client under stress will sometimes not fit easily into a set administrative procedure and will therefore have an effect upon the social worker who is trying to make the organisational procedures fit the case. The social worker may then try to have the procedures altered and it is at this point that the supervisor may have to consider changing agency procedure. It takes determination to approach an assistant director time and time again to ask for a change in procedure. It takes determination to turn down the request of the social worker and it takes courage to disappoint the client.

The supervisor is also encouraged to adhere to a professional set of standards which ask him to place the needs of clients first. In conflict with these standards is the career system which calls him to have positive regard for the needs of the agency he is working for. On the other hand, supervisors know that they needed effective supervision when they were working in the field as social workers and they know that they ought to be modelling innovation and creativity. To model passivity and the acceptance of inflexible rules is to model the kind of social work that preserves the status quo. Eisenberg and Finch examined the role of the supervisor in a large public agency and they state:

"Probably the greatest challenge facing the line supervisor in public welfare is how to prepare his workers to handle constant change. The worker needs to be able to develop a sense of mastery over his job assignment and to serve clients effectively within the changing agency environment. His ability to do so will partially determine the degree to which public welfare can respond to client need. Perhaps it is for this reason that the role of the line supervisor has been changing, particularly his increasing role as a member of a public welfare's management team. In the present as well as the future public welfare agency, the line supervisor should be capable of four things. He should be able to understand the program objectives of his agency. He should be able to explicate these to his workers in a way that will give meaning to their actions and activities. He must know how his workers can most effectively be organized in order to accomplish these program objectives. And he must be able to recognize dysfunctioning when it occurs so that he can redirect those activities of the worker which do not contribute to achieving agency goals." ⁵

A complex position

Lucille Austin believes that the role of the supervisor is too demanding. She says that the "dual function

results in an overcomplex assignment for the supervisor."⁶ There is a sense in which the assignment is far too complex. To be 'in the middle' is really to be nowhere at all. The middle management person does not belong to the social workers and he does not belong to top-management. In a sense he is subservient to them both although he does carry an assumed authority over the social workers. Stress arises in any employee when he is in a difficult middle position. It is the stress that is placed on the supervisor that is of concern to social work authors. Personal stress in the work setting gives rise to reduced standards of performance and to a resultant lethargy which affects both the worker and those trying to relate to him.

Austin becomes so concerned about the difficult (and therefore non-productive) position that the supervisor occupies that she makes a plea for separating the teaching function in supervision out from the administrative role. She suggests:

- "1. diluting the power position of the supervisor and giving him greater freedom in exercising his educational function, and
2. placing more responsibility on the administrator (in our setting, the Assistant Director), for management of the casework program.

She goes on to suggest that:

"We think of a new kind of position, held by persons who would be responsible for staff development. Such persons would be members of the agency's administrative staff but would not hold line authority. They would work in a service unit and would be responsible to the administrator of the unit. They would offer responsible casework leadership to the practitioners"⁷

It is surprising that this kind of suggestion does not surface more often. Of course, during times when staff appointments are low and while senior social workers are prepared to survive in the dual role, radical change

is not likely to occur. And it is radical change because it presupposes that the agency will be able to find the resources to create extra staff positions. Austin is adding to the pyramid of professionals staffing social work agencies. The line system would, in many ways, become more complicated, and it may be much more difficult for a social worker to discover his or her real support.

Authority and power

It is also true that by placing a supervisor in a middle management position the agency gives that supervisor a powerful position within the agency. Authority and power do not always fit easily with the social work approach. The supervisor has to come to terms with the fact that he has authority over the social workers in his care and has to learn how to use authority effectively. Lillian Hawthorne draws attention to one reason for the supervisor having difficulty with the authority given to him:

"Sometimes the effort is hampered by the supervisors unfamiliarity with his role, by difficulties stemming from personal experiences with authority, or by discomfort in the one-to-one relationship."⁸

She goes on to state that the supervisor may play games in order to come to terms or not to come to terms with the new authority.

"In games of abdication, the supervisor deliberately relinquishes authority, manipulates the circumstances so that he is unable to exercise authority, projects the responsibility elsewhere, or uses inappropriate kinds of authority. In the second type of game, the supervisor sees his authority as omnipotent and sets up a closed system where every member participating has a fixed assignment from which deviation or negotiation is not permissible."⁹

If the supervisor can come to terms with the use of authority and show that he is comfortable in an authorit-

arian position the social worker who is experiencing his authority will learn that a person in authority has much to offer. Kadushin lists different sources of authoritative power:

"expert power, referent power, positional power, reward, and coercive power. A further distinction was made between functional power (relating to the personal attributes of the supervisor) and formal power inherent in the position of the supervisor. The supervisor needs to come to terms with the delegation of authority and power. Power and authority should only be used when necessary to help achieve the objectives of the organisation in a flexible, impartial manner and with a sensitive regard for worker response."¹⁰

It is clear that supervisors will have much work to do in the area of combining the effective use of authority with other facets of the social work task such as support and encouragement. It is also important that the supervisor preserve his professional autonomy in the face of the pressure to become bureaucratically orientated. The social work agency itself has a continuous power which tends to mould the actions of mid-management personnel.

To preserve the flexibility which has always been the mark of professional social work is a creative task. There is, in most social work agencies, a large area of flexibility which can be worked with before the senior social worker is in danger of 'over stepping the mark'. If the supervisor knows how to work within the boundaries and work towards creative change then he will be modelling creativity for his social workers. Robert Pruger takes up this issue and has some guidelines for the social worker who wants to work effectively within the system. These guidelines apply particularly well to middle management personnel. Pruger counsels workers to, "understand legitimate authority and organisational enforcement" (that is, to understand the organisational power in terms of boundary behaviour), to, "conserve

energy" (that is, to know the work efforts that will be recognised by the agency and not to waste time with efforts that go unnoticed and will have little effect). To, "acquire a competence needed by the organisation" (that is, to have competencies that assist the organisation to keep pace with modern change that assists the aims of the organisation). Pruger also counsels workers to try not to yield unnecessarily to the requirements of administrative convenience. He also says, "When the environment is congenial, a special kind of commitment or strength is required to maintain an independence of mind." 11

Advocacy

Another role which the middle management personnel in a social service organisation carry out is that of being an advocate for the social workers in their care. This aspect is linked to the duality of the role that the senior social workers have. For example, a social worker may need extra resources in order to meet a particular client need. The senior social worker (supervisor) may wish to ask the top-management personnel (assistant directors and head office personnel) to make the extra resources available. His ability to do this or his willingness to do this on behalf of the social worker will depend upon his perception of his own power within the agency. Is he seen as a person with enough status to demand new resources? Is his judgement trusted with regard to the allocation of those resources? Burton Gummer has a thesis that the units within an organisation that can wield the most political power will be likely to gain more resources for their particular area. He outlines a 'power-politics approach' and states:

"The goals of an organisation are not assumed, but evolve out of the struggle for control over resources. At any given time they are the goals of the group within the organisation that has attained ascendancy (however temporary) in the competition for resources. Those who are able to gain control over resources are then able to impose their goals on the organisation as a whole. Whatever ration-

ality there is in the structure and operations of the organisation is a function of the ability of one group to 'seize the day', to establish its dominance over others through its control over resources."¹²

Power, in an organisation such as the Social Welfare Department in New Zealand, is a concept not spoken about freely. Social work is expected to assume a veneer of gentleness and democracy. Gummer draws attention to 'power-politics' and if it is possible to move away from the idea that power and politics are negative concepts, then the lessons to be learnt from taking a writer such as Gummer seriously are many. Senior social workers (supervisors) in the department may need to take more cognizance of their status and use it effectively. They may need to discover through trial and error, exactly what influences they have upon those who control the resources. This is an area that has often been covert in New Zealand social work agencies and it is perhaps, time it was brought into the light in agencies and in training programmes.

Summary

Given that the senior social worker in a department such as the Social Welfare Department in New Zealand is in a position of authority that involves a measure of duality and conflict and that he is expected to be aware of the needs of social workers and the needs of the agency, it is necessary to look for a model that may make the position more comfortable. Should senior social workers move to have their administrative load reduced and concentrate on the case work aspects of the role? Is it a matter of teaching senior social workers to balance the administrative requirements and see them as part of the function of supervision? The latter course of action is the one preferred by most authors commentating on the plight of the social worker in a supervisory position. There have, however, been suggestions that the supervisory position should be eliminated and social workers encouraged

to consult with their seniors as and when the need arises. It is difficult to combine the approach that demands a strict managerial structure in social work with the approach that asks for a consideration of the more human needs of personnel in the organisation. Litwak poses polar models of organisation, "the Weberian, which stresses secondary relations and organisational rules, versus the human relations approach, which stresses primary group relations and organisational goals. He then suggests an intermediate model, the 'professional', whose chief characteristic is the presence of contradictory forms of social relations."¹³

It may be useful to work with the idea of polar models but the social work scene in New Zealand demands a more eclectic approach. Staff resources are meagre and the New Zealand social worker is still in a position whereby he has to cope with a wide task. He does not find himself in a position that allows for a narrow definition of his role. Jack R. Parsons has a comment that seems to summarise the position well. He ends with a question that would be worthy of discussion amongst those responsible for the Social Welfare Department in New Zealand:

"Whether it is called 'participatory management', 'the collegial model', 'the professional model' or whatever, the focus is the same. All appear to be attempts to move from non-democratic, regimented, or uniform systems that are governed by rules and regulations to a more humane, person-centred system that seeks to best serve the needs of the clientele. It is believed that this can be done most effectively through the exercise of the best professional judgement. When this judgement is focused on client needs and not on agency rules, the best judgement will be rendered. Rules which seek to cover all possible human contingencies can only lead to dehumanization. Another way must be found, and soon. Or is it too late?"¹⁴

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SECTION II, PART III

Supervision in the social work literatureDefinitions of social work supervision:

The supervisor employed in industry, or in the health field, or in agriculture, or in large business enterprises, has a responsibility to evaluate work performance, to encourage and advise workers, to impart knowledge about the worker's task and to monitor the work load. He also engages in staff planning in administrative work, in helping to fashion policy and liaison work with senior management personnel. Most supervisors, in any setting also have a responsibility to 'care' for the workers under their charge.

In this section, an attempt will be made to discover the facets of the role of the social work supervisor that may be seen as unique. What are the special features of the role of a social work supervisor that are different from the supervisory role carried out by supervisors in other settings? Early definitions of supervision in social work concentrated on the administrative and educational components. In 1936 Robinson defined supervision as, "an educational process in which a person with a certain equipment of knowledge and skill takes responsibility for training a person with less equipment."¹

Over the years the definitions grew in scope. They began to include the idea that the supervisor was responsible for helping the supervisee to accomplish his job better. They also began to make reference to the need to help the supervisee to relate to the agency aims and objectives. In 1961 Margaret Williamson summarised the prevailing attitudes and her definition includes aspects which had developed in the social work supervisory task. She stated:

"Supervision is a dynamic enabling process by which individual workers who have a direct responsibility for

carrying out some part of the agency's program plans, are helped by a designated staff member to make the best use of their knowledge and skills, and to improve their abilities so that they do their jobs more effectively and with increasing satisfaction to themselves and the agency. The supervisor's responsibilities are both administrative and educative in nature; regularly scheduled consultation is considered a primary means. The focus of supervision will shift with the development and growing abilities of both worker and supervisor. The ultimate objective of supervision is that through more effective effort on the part of its workers, an agency's services are improved in quality and its central purposes come nearer to fulfillment."²

During the 1960's and 1970's more literature has appeared which has stressed another aspect of the supervisory role. It is that aspect which Kadushin sees as, "the expressive-supportive-leadership function of supervision."³

It is support for the social worker as the worker relates to clients, and support for the worker's professional development. The relationship between the supervisor and the supervisee is crucial. That relationship becomes the vehicle for the social worker to learn about the use of the 'self' in social work. One of the rare documents regarding supervision in New Zealand social work ('Supervision in Social Work, A New Zealand Perspective'), contains a definition written by Marjorie Heads who says:

"The vehicle of teaching is the relationship between social worker and supervisor. The social worker is learning to give help to his client through the case work relationship. He is learning to receive help through his relationship with his supervisor. In learning how to receive help he also learns how to give help."⁴

Support in supervision

The 'expressive-supportive-leadership function'³ involves more than the relationship that the supervisor

has with the supervisee. It involves the attitude of the supervisor towards the aims of the organisation and towards the professional reasons for social work action in a particular setting. The supervisor is expressing and modelling support for the agency purpose, the social worker whose task it is to action the agency policy, and for another group not yet mentioned in this section, that is, the clients of the agency. It is precisely because the agency is there to serve people that the social work literature regarding supervision has stressed the importance of effecting and modelling helpful relationships. Westheimer draws attention to the supervisor's attitude:

"Support certainly does not imply blind agreement with what a worker says, thinks, or does. It comes from the supervisor's attitude, from the acceptance of another human being, from acknowledging personal assets and limitations and subsequently from an enjoyment in seeing others develop, without feelings of rivalry. Support also derives from a commitment to and a profound interest in the task of helping clients. Such an attitude will transmit itself to the worker who will, accept the questions for what they are, and recognise the supervisor's interest in the client, in the task, and in himself."⁵

Mention of the clients of the social work agency raises one of the central reasons for claiming that social work supervision is unique when compared with supervisory roles in other settings. The client is always a person, never a statistic or an inanimate object. To claim, as Westheimer does, that the supervisor's task has to do with concern for clients of the agency, is to claim that the social work supervisor works in the most complex area of all; human nature.

The more the supportive function in social work supervision is examined, the more complicated it becomes. The supervisor is supporting the worker within the agency, he is modelling behaviour that teaches about helpful human relationships and he is taking into account the

needs of the people that the agency is structured to serve. There is more to the supportive role: Social workers work with people who have different kinds of problems and issues to face. Even if the worker is working with a number of clients who are all being treated for one main difficulty, for example, alcohol addiction, each one of those people will have a unique set of needs. The supervisor, when supporting the worker, is faced with the task of helping the worker to become aware of individual needs and learning how to monitor the uniqueness of each person. Lois Langton, a New Zealand social worker in the Department of Social Welfare in 1972, wrote about the need to see the client as an individual with specific needs and the way in which this view affects the supervisory process:

"From the classroom learning we have probably formed our own definition that case work is 'work on cases' and consists of seeing the client as an individual with the purpose of having a social work relationship according to the demands of each case. No worker can be all things to all clients - some of us work better with certain types of cases, such as certain age groups, or on family case work or preventive work. Experience makes us more and more aware of the need and importance of client centred discussion."⁶

The uniqueness of each individual that the social worker works with will have an effect upon the worker's own personality and an effect on the worker's relationship with the client. This effect will be conveyed to the supervisor through the supervisory process. It means that supportive work in supervision will need to be tied to the particular case under discussion at the time and will need to be client-specific. The supervisor will not be able to plan ahead specifically and will often be surprised at the content of each individual relationship.

The interaction between the supervisor, the social worker, and the client is affected by the nature of each personality and the way in which each person responds to

a particular client situation. For example, if a social worker is discussing a client's marital situation with his or her supervisor, then the social worker may be thinking about his or her own marriage while the discussion is continuing and the supervisor will also be thinking about his experiences in marriage. This is a superficial way of describing the transference that sometimes occurs. The point to be stressed is that the supervisory relationship is a mine-field of individual reactions and that each supervisory session will be affected by a unique set of circumstances.

The supervisor's personality

In order that the supervisor may support the social worker, the supervisor has to be aware of his own personality functioning. This is another aspect of the process of social work supervision that is both complicated and unique. For the supervisor to be able to model the resolution of difficulties in relationships he needs to be aware of himself and his own reactions to each situation. There are tensions for the supervisor. Some of these arise out of the frequent dilemmas that social workers present, for it is often the case that the supervisor is as confused as the social worker about a particular client. Other tensions arise out of the position that the supervisory role carries. It is a position of authority as well as a supportive position. To be empathic and supportive, and, at the same time, preserve the nature of the authority position requires an ability to hold many forces in balance. This creates a tension which produces some of the helpful impetus in supervision but it also places emotional demands on the supervisor.

A related issue is that the supervisor may wish to be doing the social worker's job, particularly if he is dissatisfied with the way in which the worker is relating to his client. The process of constantly monitoring feelings such as the wish to do the work the social worker is doing, is a process that requires a degree of

emotional maturity. A common area of stress is the constant decision that has to be made regarding the time to be concerned with agency needs and when to put those first, and the time to place the needs of the worker above everything else. The feeling that the supervisor sometimes has that he is not providing adequate or helpful supervision may also be a source of anxiety. The social worker is often very dependent upon the supervisor and may ask for so much support that the supervisor starts to feel inadequate. There are many indicators of stress for the supervisor and it is difficult to be aware of them all. The position of supervisor, indeed the very label, 'supervisor' almost implies that the person holding that position will be secure enough in himself to be able to function smoothly as a person in critical situations, in emergency situations, and in confused situations. All of these requirements would perhaps be applicable in other places where supervisors are employed. It is important for a supervisor in a factory to be aware of the tension that has to do with loyalty to the management in favour of loyalty to the workers. It may also be important for a supervisor in a health setting to come to terms with the tension between authority and empathic support. The unique factor in social work supervision is that the supervisor is working in a profession where relationships are paramount and where the very essence of the work depends upon the successful modelling and building of successful personal relationships. A supervisor who is unaware of his own attitudes, his tension, his defensive behaviour, and his tendency to over react, will be modelling the kind of behaviour that social workers become concerned about in their clients. Elizabeth Heap⁷, in an article titled, 'The supervisor as reflector' discusses the process whereby the supervisor reflects the social worker's feelings regarding his client. She writes about the fact that the supervisor will often find that his own feelings are mirroring the feelings that belong to the social worker and, sometimes, to the client as well. She says:

"These emotions experienced by the supervisor and the feeling between supervisor and student (social worker) can be very useful clues to understanding the client. The supervisor experiences a stirring up of his own anxiety with regard to the comparable area of his own personality."⁷

This mirror effect needs to be monitored by the supervisor and he may need to turn to another colleague to discover the underlying reasons for his reactions. There are no clear-cut guidelines for helping supervisors to become suitably aware of themselves but the unique nature of the task demands a healthy respect for self-awareness. The more self-aware the supervisor becomes the more supportive he will be for his social workers.

The social worker in supervision

It is not enough to be content with stating that the supervisor needs to be supportive of the social worker. Social work supervision, if it is to be truly supportive, must take the unique needs of each social worker into account. The extent of the support required and the precise tenor of the supportive stance will vary according to the development of the social worker being supported. Extended or intensive support can become restrictive and a supervisor who lightens his supportive role may be in danger of providing no support at all.

It may be, that a supervisor supervising workers in an industrial setting, can presume that all of those workers are at a stage where they need a certain measure of support which may only need to be given at particular stages in the production process or at particular times during the day, or only when a serious disruption to worker morale occurs.

The social work supervisor cannot afford to become generalised in that way. The uniqueness lies again in his ability to be aware of personal and individual needs because the whole process is about working with people.

Rosenblatt and Mayer examined the nature of the accounts of 50 social work students who were dissatisfied with their supervisors. The researchers identified four different kinds of supervisory behaviour that the students considered to be objectionable. The results of this research gives an insight into the complexities involved in supportive supervision. The first kind of supervision that was complained about was 'constrictive supervision'. Some students felt they were not given enough autonomy in the way they handled cases. Supervisors in this category checked up intensively on work the students were doing and went so far in their checking procedures that the students failed to use their own initiatives. This is an example of the kind of support which is an over reaction.

The second category was 'amorphous supervision'. The supervisors in this category were vague and failed to clarify what was expected of the students. They also failed, in some instances, to offer enough guidance on the way in which to work with a certain client.

Support, if it is based on a belief that the social worker must learn how to find his own way of working, can become too vague for the worker and the result is that the worker feels quite unsupported.

The third category concerned those supervisors who were 'unsupportive'. Some of these supervisors were aloof and perceived as hostile by the students. This kind of supervision, is, of course, not supportive at all. The tragedy is that supervisors who act in this way will often claim that they were being supportive and sometimes the rationale has to do with a belief that the best kind of support is challenging and critical. There are, of course ways to challenge which do not end in alienation of the worker.

The fourth category was 'therapeutic supervision'. This was the category in which students complained the most.

"It's main features can be described as follows: The supervisor believes that certain actions or feelings of a student, whether in relation to him or his clients, are inappropriate. He then ascribes the difficulty, not to some aspect of the situation or context, but to 'deficiencies' in the student's personality. These are then explored in considerable detail. It should be noted that students did not necessarily object to some of their transactions being labelled inappropriate. Rather, it was the designated source of the shortcomings and its subsequent exploration of them that caused concern."⁸

This way of proceeding with supportive supervision is tempting for supervisors who have a therapeutic orientation. It is based, sometimes, on a premise that social workers cannot effectively continue with their work and relate well to clients unless they have their own personality functioning sorted, labelled, and analysed. There is some validity in this approach, but to force it on the social worker is non-productive and can be damaging. A therapeutic awareness of personality functioning can be most helpful provided the supervisor works at the pace that is comfortable for the social worker.

An example from the writer's own experience clarifies the point:

"A female social worker visited a mother who had to enter hospital urgently and was in the house on her own with a small child. When the social worker arrived the child was screaming and the mother distraught. The social worker appealed to neighbours to help but they would have nothing to do with the situation. The ambulance was called and the neighbours watched from a distance as the social worker struggled with the child who did not want the mother to go. The social worker took the child back into the house and was unable to control his screaming until she finally forced him to settle. On arrival back at the agency the worker entered the supervisor's office and told the story in a flippant way but looked very upset. The supervisor then asked her to sit down and tell the story

in detail. It was still not clear why the incident had been so upsetting for the worker. Then each aspect of what had happened was taken up in detail. The worker was asked if the incident reminded her of anything in her own childhood. She then remembered that her father had been taken to hospital one day and she had watched as the neighbours stood silently. She had been most upset at her father being taken away and her mother had had a real job to help the daughter contain her feelings."

The example highlights the use of personal material. It can be used effectively for clarification of any effect on social workers that is disturbing them in their work.

Professional support

Another aspect of supportive work is the need to help the worker with his or her own professional development. The profession of social work is like other professions in that it is assumed that growth in professional competence is important and leads to more creative work and opportunities. Again, this aspect is related to the work with people who present as clients. The professional development of a social worker is dependent upon his or her perceived notions of the success or otherwise of working with particular clients. The agency can give the workers encouragement and feedback regarding their competence but the real test is in the field, where clients react to relationships with the workers. Westheimer draws attention to the worker's genuine aspiration to understand more about the people to be helped and the personal need to master the task:

"Emotional discomfort arises at any stage of professional development when the social worker becomes aware that his knowledge and skills are insufficient to meet adequately the demands of the practice or the requirements of the job. The more I know what I am about, the more satisfaction I derive from knowing that clients are given good enough help, that I have competence in this sphere and from having this acknowledged by clients and colleagues alike."⁹

There is quite a skill involved for the supervisor who wishes to help the social worker clarify the success or otherwise of the social work task being carried out. Social workers, like other people, have inbuilt feelings of confidence or lack of confidence in their own performance. It may be that the social worker is seeking too much encouragement or too much positive feedback because he or she feels inferior. It may be that the worker does not listen for the signals from clients that will enhance the worker's perception of his or her work. Clients are naturally rejecting very often. If they do not obtain the kind of service they began looking for they will often turn against the worker. This kind of rejection needs to be seen in context, otherwise the worker may mistake a pattern of rejection for a personal attack. The supervisor needs to know the ways in which clients manipulate workers and the ways in which workers may be too anxious to prove that they are doing a good job. The process of supervision in this area is difficult because the worker will only gain if the assessed view of the work being done is realistic.

It is worth commenting here that there is a uniqueness in this aspect of social work supportive supervision. The test is the client's reaction and, while this may be the case in other settings where supervision is practised, it must be remembered that social workers depend almost entirely on the acceptance or otherwise of their work by people in the community. The agency may be able to face losing the goodwill of a client but the social worker will start to wonder about professional competence if this happens. The business or industry that loses clients is in a much more invidious position but the supervisor in that setting is more concerned that the worker attend to his attitude to the product being manufactured. Of course, relationships with business clients are important but this aspect of the work is usually handled by a senior management person or a sales employee who is not being supervised for the production of the product. In fields where sales personnel are being supervised the supervision for professional

development may be closer to the social work model. However, the clients in that setting are reacting to a much more practical aspect of the service given. Social workers are working with emotional and personal development in clients and client families and therefore the field is far more complex.

Linked with the task of helping in the social worker's professional development is the question regarding the nature of the supervisor's own professional stance. The social worker looks to the supervisor as a model of competency and professional expertise. It is very supportive for the social worker.

The supervisor is in a position of authority and lays claim to a higher status in the agency than the status that the social worker has. Social workers also have power and authority over their clients. The supervisor has a set of personal and professional values that are conveyed through supervision to the social worker. The social worker also has a set of values that affect the clients.

Support for the worker does not imply that the supervisor has to ensure that he and the worker agree or that they have a similar stance. Their values may be different and their use of sanctioned power and authority may differ. It is the ability to engage in the kind of dialogue that raises these issues and recognises that knowledge of a variety of value orientations is important. Hawthorne has pointed out that this area of supportive supervision is open to abuse. It raises the possibility that supervisors will not want to be open about their own attitudes and may indeed be very defensive. To retain their status in the eyes of the social workers they may engage in what Hawthorne calls 'games'. The games are an avoidance of the reality that social work supervision demands genuine modelling and demands that the person of the supervisor be accessible to the gaze of the social worker being supervised. Hawthorne writes of a game called 'Remember who's boss':

"Here the supervisor defines his role as one of absolute power and permits no contradictions, disagreements or negotiations the payoff for the supervisor is that he never has to defend himself or validate himself because he has placed himself beyond reach."

Another kind of game is the game where the supervisor tries to be the wise, guiding parent and misuses his authority by relying on his status rather than his professional expertise. Hawthorne says:

"The supervisor cloaks his control in the garment of parental wisdom and experience. 'I'm only telling you this for your own good.' 'I've had years of experience, so I know what I am talking about'."¹⁰

The games are not productive and the social worker can perceive the dishonesty quite often. A worse situation is established when the social worker colludes in the game and both the social worker and the supervisor become enmeshed in a total avoidance of the real issues.

Game-playing in supervision is not only a preserve of supervisors. Social workers also 'play games' that avoid the exposition of their own professional needs. They may, for example, try to cover up a piece of the work they have done with a particular client by misinterpreting the client's reaction and feeding the supervisor false information.

All of these avoidances are a denial of the need for both worker and supervisor to engage in a helpful dialogue about their values, their professional competencies, and their struggles to maintain a genuine and thoughtful approach to their work.

The uniqueness of this situation is that supervisors in social work discover the need to assess their whole approach to social work and constantly examine their motivations and their aims. Social work is different from the kind of activity that produces a product which is defined and marketable and is there because people choose

to buy it and do not often question the effect it has on their total life situation. The supervisor in social work knows that he is involved in an activity that raises ethical issues, political viewpoints, and questions concerning the meaning of human existence. The difficulties that clients have demand intervention. Whether that intervention can be justified or not is dependent so often upon one's attitude towards the societal strains that are filtering through from the culture in which the agency finds itself working. The value of life itself, the questions of personal choice (such as the choice to suicide), and the place of the professional worker in the social scheme, are crucial issues that supervisors have to grapple with. Once a supervisor begins to grapple with these issues he begins to create a supervisory environment that may be challenging but will, in the end, be supportive. It is a recognition of the social worker's ability to think through his role in a wider context.

The social worker in the agency

A controversial area in supportive supervision is that of helping the worker to come to terms with the stance of the agency for which he is working. It may be, for example, that the worker becomes so concerned about the social position that his clients are experiencing that he begins to question the aims of the agency. The agency may be providing assistance which only helps people to survive in conditions which continue to be repressive. An agency may be set up in a low income area where there is sub-standard housing and no recreational facilities and few services. In this situation a social worker may become disenchanted if the agency is not prepared to challenge the political forces that gave rise to the planning of such a sub-standard housing area. The social worker may then want the agency to become less concerned with preserving the status quo and more concerned with political action on behalf of the clients.

The supervisor is faced with a dilemma. How is it possible to support a social worker who wants to challenge the very basis of the work the agency is doing?

In New Zealand at present there are many groups who are encouraging social workers to move into the areas of social change and preventive work. Supervisors are beginning to have to deal with the effects of critics of the social fabric on social workers. Support for the social worker often means helping that worker to develop relevant strategies that will not compromise the worker's ethical stance and will not lead the agency into internal friction.

Patti and Resnick summarise some of the procedures that may have to be worked with:

"Should they choose a more collaborative strategy they can provide information about the nature of the problem, (2) present alternative courses of action (programs, procedures, and the like, (3) request support for experimentation (4) seek to establish a committee to study and make recommendations on alternative approaches to a problem, (5) create new opportunities for interaction ... to express ideas and feelings, build trust and learn better ways to communicate (6) make appeals to conscience, professional ethics, and values, and (7) persuade by logical argument and (8) point out the negative consequences of continuing a specific policy."¹¹

In order to encourage this kind of action in a social worker the supervisor needs to feel secure in his own relationship with the agency and needs to be able to monitor the action he is encouraging. It takes courage to support a worker in this way for the action may lead to the kind of soul searching that stretches the resources and the goodwill of those who control agency affairs.

This area of supportive supervision is concerned with social change, sometimes on a large scale, and it is unlikely that supervisors in many other settings will

have to consider this kind of action. It arises because social work is geared to assessing the lives of people in the community. It is a philosophy of care that takes the worker further than the parameters of the immediate task assigned to him.

In Summary

So far in this section those aspects of supportive supervision which can be viewed as specifically related to supervision in social work have been reviewed.

In summary they are:

- The unique relationship which the social work supervisor has with his social worker.
- The way in which the clients of the agency affect the work that the social worker does and the way in which the individuality of the people being helped is of paramount importance.
- The effect of the worker's own personality on the work he does.
- The need for the supervisor to monitor his own reactions and feelings in supervision.
- The stress that is there for social work supervisors because they are required to model useful relationships.
- The need for each supervisor to treat the worker as an individual and be able to assess the personal and professional development of the worker.
- The ability to tie the supervisory approach to the developmental stage that the worker has reached and find ways of helping the worker without forcing the worker into difficult positions and attitudes.
- The need for the supervisor to know himself, his attitudes, and his values.
- The requirement that the supervisor be able to encourage workers to take note of social change and act on injustices and social policy that will place people and communities at a disadvantage.

Educating the worker: a supportive role

An aspect of the supervisory role that is usually separated off from the supportive work in the literature is the requirement to educate the social worker. It is in this section because it is closely linked to the supportive aspect and is, in itself, supportive for the social worker within the framework of his continuing development. Social workers, like other students, learn best in atmosphere that is conducive to learning. The atmosphere is dependent upon the relationship that is created between the supervisor and the social worker. If the supervisor has shown that he is prepared to be concerned for the social worker and is practising the supportive measures mentioned previously in this section, then the worker is more likely to be open to new knowledge. The supportive relationship already described, conveys to the worker that each aspect of his development is important to the supervisor. The worker feels free to bring his anxieties, his confusion, and his questions to the supervisor. He learns that he can discuss the complexities of working with clients and learns that the gaps in his knowledge are highlighted by his relationships with the people who need assistance. Kadushin summarises the need for an accepting, supportive atmosphere:

"Establish an atmosphere of accepting, psychological safety, a framework of security. Learning implies a risk of mistakes and a risk of failure. It implies too, a confession of ignorance. A worker who fears censure and rejection for admitting failure and ignorance will devote psychic energy to defence against such anticipated attacks. The supervisor should be the supervisee's mentor rather than tormentor. An atmosphere of acceptance permits a freer involvement in risk-taking and a greater psychic concentration on learning rather than on self-defence."¹²

If the social worker has been used to learning in a structured environment where the knowledge conveyed was tied to facts, then he may have some difficulty adapting

to a situation which requires knowledge that cannot always be factual. Learning experiences that the worker has had throughout childhood and the amount of confidence the worker has in himself as a learner will affect his application to learning in the social work situation.

Westheimer points out that the patterns each person learns in childhood as they satisfy their needs for new knowledge affect the way in which they approach learning situations in adulthood. The social work supervisor is teaching adults and adults come with inbuilt attitudes to new learning. Domineering parents with high expectations may have made the child anxious and when that child becomes an adult social worker the old anxiety may surface. The adult learner may need to unlearn some of his attitudes that have been firmly established for years. The ability to believe in one's capacity to learn is also crucial. Westheimer says:

"The supervisor will have to take notice of the quality and structure of the worker's ego. This will give an indication of how much 'new' can be integrated by this worker. The supervisor must be sensitive to the worker's attempt to ward off what is too much. Some social workers can absorb more than others. Some personality structures are more elastic and can therefore accommodate more than others. The supervisor should ensure as far as possible that the integrative function of the ego is in operation rather than the protective, warding-off function."¹³

This is education that is highly person-centred. It is asking the supervisor to take note of psycho-social factors that operate in social workers. It is education that is sensitive to strengths and weaknesses in the learner and is consistent with basic social work principles which have to do with the need to have a positive regard for the uniqueness of each individual.

Theory and practice

Once the atmosphere which is most conducive to learning has been established it is important to recognise that

the learning that takes place has to do with the best way to help the people that the social worker is working with. The comments that were made regarding support for the social work task within the context of a people-orientated service hold true for educative supervision. This inevitably means that the body of knowledge that social workers require is constantly growing and changing as more is learnt about people and their reactions to the socio-cultural environment within which they live. There are traditional social work 'techniques' which can be learnt and applied just as there are techniques for handling material products produced in an industrial setting, but techniques on their own, do not suffice in social work. The knowledge base that is needed must be client-specific. Each person that the worker attempts to help will have a different set of needs and the basic tenets that hold true for any social work situation will need to be adapted, sometimes extended, and personalised.

A large measure of support is required when it is realised that the social worker is trying to learn in situations that often defy the ideals set out in social work theory and in situations that give rise to the need for experimentation, creativity, and imagination. The supervisor, knowing that social workers need to learn how to make their knowledge base relevant to each client situation, often needs to develop a teaching plan that will allow the worker to discover the complexity in the task.

It may be that it is better for a worker to learn the theory and the practice that applies in a narrow area first. For example, the worker who is working with children in substitute care may wish to learn about many aspects that are relevant in that field. The knowledge base for working with children from disturbed family settings is wide indeed. The social factors that give rise to family breakdown, the psychological factors that affect the child, the marital situations that continue

to be difficult, and the legal requirements in custody disputes, are just some of the areas which can be investigated. Then, the issues surrounding alternative forms of care for children take the social worker into another wide field.

The supervisor may wish to encourage the worker to approach the knowledge required for this kind of work in a piecemeal fashion. Learning about one aspect in depth and then relating that aspect to an in-depth knowledge of the other factors, may help the worker to learn in a structured way that achieves the best results. Again, the supervisor is attempting to be sensitive to the individual needs of the worker and monitoring the learning process so that the worker grows steadily without becoming overawed by the nature of the task.

One of the unique aspects of the educative role that the social work supervisor carries out is that the supervisor cannot be sure that the learning that takes place during the supervisory session will necessarily be applied when the social worker is in the field with clients. The supervisor has to be prepared for the situation when the social worker returns from working with a client and claims that a particular piece of knowledge is not relevant. This situation arises because it is impossible to plan in advance for people in the way that one can when one is planning to manipulate a material product.

Supervisors are often working with the deficits in knowledge and may need to turn to research findings or rely on their own creativity in order to provide a theoretical framework for the work of the social worker. Ruth Manchester has a paragraph which summarises these issues:

"Certain basic concepts and knowledge are a necessary pre-requisite for the real understanding of the client and his family-human growth and behaviour, sociological and anthropological concepts, knowledge of social agencies etc. These can be taught in the classroom, as can

an understanding of the student's own background and prejudices, but they only have real significance when they can be understood, adapted and related to the individual person, family, or community with which the social worker is relating; to teach the individualisation and application of theoretical knowledge is the role of the field work supervisor."¹⁴

The supervisor who can relate theory to practice and maybe create new theory for practice will be most supportive educationally for the social worker. It requires a measure of confidence on the part of the supervisor and it demands that he continue to learn and keep in touch with new theory in social work and be aware of current social problems.

A total setting

Thus far, references have been made to the approach to teaching in supervision and now it is important to review some of the content of that teaching. What are the areas that give rise to the need for educating the social worker? The answer to that question can be found in volume after volume of social work theory and method. It is impossible to cover that material particularly in a thesis that is limited in scope to social work supervision.

The knowledge taught by a supervisor will be related to the field work the social worker is engaged in and the agency setting within which the worker is employed.

Ruth Smalley has a definition of the basis of social work method which is useful to consider as a guideline to the nature of the knowledge that will be required:

"The core characteristic of any method in social work has been noted as being its engagement of the person or client system served, in the realization of a social purpose, out of own motivation and choice, as that purpose finds congruence with the purpose of the social agency

which constitutes the auspice for the service offered. Other professions and endeavours other than social work, may and do make use of the principle of engagement to accomplish their distinctive purposes. As was earlier suggested, it is the constellation of values, purpose, social sanction, or auspice for a service and method for realization of purpose, which makes the resulting endeavour social work."¹⁵

If the supervisor bears in mind that this constellation of the manner of service, the values involved, the purpose that is labelled, and the social setting, makes up the broad definition of the knowledge base required, then the supervisor will cover the areas that are most important.

The supervisor has to educate the worker into the structure of the agency and the organisational requirements that are a result of that structure. He also has a responsibility to educate the worker into the meaning of supervision in the particular setting. The supervision, may for example, be about a specific set of cases or clients and it may not cover every aspect of the social work task. If this is the case then it needs to be made clear. Social workers also need assistance with their approach to knowledge generally and the supervisor can provide education for 'learning' which demands specific tools for reading, researching and discovering knowledge. There is too, an educational role which has to do with professional development. Awareness of supportive organisations such as the New Zealand Association of Social Workers may open up many new vistas for the worker. Education for being aware of allied fields of endeavour may also be part of the supervisory process. For example, the knowledge base required for relating to psychiatrists and medical personnel generally, is often of vital importance.

Education for social work method will, as stated earlier, be tied to the work the worker is doing with particular clients. However, those clients are, in them-

selves, indicators of a broad spectrum of social problems which demand a knowledge of social and cultural aspects generally. The methods taught also raise questions about political and philosophical notions that the social worker has and the educative process can highlight these for closer examination.

There is an aspect of education which refers to the need for the social worker to examine his own personal growth. This has been referred to earlier under the rubric of supportive supervision. It is also an educational area for there are many theoretical underpinnings which are useful to discover. Self awareness need not be entirely introspective, it can be encouraged by reference to relevant literature and research which has to do with personal development.

All of these requirements constitute a demanding tutorial role. The supervisor needs a method of approach to the task and has to discover the most effective ways of teaching in this personalised situation. Kadushin summarises the elements that need to be present in the educational sessions:

"The conference is an opportunity for guided self-observation, for systematic introspective-retrospective review of work that has been done, for thinking about the work as 'recollected in tranquillity'. Experience is fragmented and seemingly chaotic. The supervisor helps the supervisee impose some order and meaning on experience. The supervisor helps the supervisee identify the principles that can guide him in understanding what he needs to do."¹⁶

There are various methods for teaching during supervisory sessions. The 'case conference' method is well tried and focusses on the clients under review. The 'role playing' method focusses more on the worker's own involvement with clients. Supervisors may choose to ask a supervisee to summarise a theory, or carry out some investigative research on the nature of difficulties that a particular client has. They may choose to teach using visual aids

or video equipment. Whatever method is chosen it will need to be planned with the developmental stage of the social worker in mind. The purpose of the education must never be lost, that is, to enable the social worker to be more effective with people in need.

When Kadushin¹⁶ points out that the educative process helps the social worker to impose some meaning on experience, the possibilities for expanding teaching method, and challenging the worker, become enormous. Social workers being supervised may have a struggle to cope with the variety of areas that they may be led into. Social work supervision is about all the factors that affect people and the wide scope of this process can become burdensome for social workers and supervisors. Some planned narrowing of each area is often necessary in order to accomplish the task within suitable limits.

Personal life and work experience

In both supportive supervision and educative supervision the supervisor is monitoring the total development of another person. It is the total development because every aspect of a social worker's life will, in some way affect his role as a social worker.

This raises the area that is, perhaps, the most controversial area when theorists are discussing support and education in supervision. The controversy surrounds the question, 'Is it possible to separate those experiences a worker has in his workaday world from the experiences he has in his private life?'

It has been noted in this document that student social workers were not happy with supervisors who probed into their motivations to the extent that the supervisory session became highly therapeutic. The most common attitude or stance which is designed to cope with this difficult area is that supervisors should discuss only those aspects of a worker's life that are relevant to the work in hand. A decision has already been made in

that case, that aspects of the social worker's¹ personality can be separated out and clarified as having an affect on his work. On the other hand, social workers are encouraged to see their clients in a total context. Each aspect of the client's existence is often thought to be relevant. There is a movement away from that approach in social work but it still finds its way into the thinking of social workers. Is the social worker exempt from this kind of total analysis? Another way of resolving the issue is to say that the supervisor should encourage the worker to reveal or discuss those aspects of his life that he feels are relevant to the work he is doing. That approach relies on the perceptions of the worker and relies upon his ability to become suitably self-aware.

The question is not mentioned here in order to provide an answer, but it is a question that has continuing relevance to social work supervision given that this kind of supervision is based on respect for the development of persons.

Kadushin makes a distinction between an 'existential-supervisee-centred orientation and a 'didactic-task-centred orientation'. The existential orientation concentrates on the self awareness of the supervisee and the didactic orientation is primarily concerned with the development of the social workers' professional skills. Some research has been done to try to discover which approach social workers find more comfortable. Kadushin states:

"A scale listing these two orientations as opposite poles was offered to supervisors and supervisees (Kadushin, 1974). They were asked to indicate the point on the scale which denoted the orientation that they thought worked most effectively for them. The tendency for both supervisors and supervisees was to check the midpoint, indicating that the most desirable orientation was a rather even mixture of the two approaches. Despite the overall agreement, however, supervisors leaned toward the didactic-task-oriented-professional growth approach somewhat more decidedly than did supervisees."¹⁷

Of course, Kadushin's research findings are not designed to indicate whether the supervisor should place an emphasis on the way in which the supervisee's personal life affects his work, but the findings do illustrate that supervisees are not asking for a very close analysis of their feelings.

The point that is being stressed in this section is that there is a fine line between those factors that are personal and those factors that arise from the worker's relationship with his clients.

Perhaps the question as to whether the worker's personal life should be discussed within the context of supervision will never be able to be answered in a general way. Each worker will demand a different kind of assistance and supervisors will have to make a decision about the nature of the issues they wish to discuss. The research that was carried out to support this thesis shows that supervisors were seldom willing to discuss the personal lives of their social workers and this finding supports the view that this area of supervision is still an area that has yet to be clarified.

Conclusion

Social work supervision can claim to be different from supervision in other settings because of its constant emphasis on the complexity of human nature. The aim of supervision in social work is to promote effective relationships with people who are the clients of the agency; the consumers of the service. Definitions are hard to establish because people change and people are unique. 'Process' is difficult to define because each worker and each supervisor finds that the process will be affected by the clients who often surprise those who have planned the service. Clients demand an individualistic service.

The social work supervisor is involved in a process that tries to follow the variety that is the essence of

life in a complex society and that process cannot be properly confined to a general theory applicable to every situation.

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SECTION III, PART I

The provincial office: a dramaturgical view

In order to discuss the role of the senior social worker in the provincial offices of the Department of Social Welfare it is necessary to isolate the agency setting, the setting within which the senior social workers perform their roles and the functions of the personnel who relate to the senior social workers. The resources that are available to the senior social workers, their professional affiliations and goals and the consumer population that they serve are other areas impinging on the total environment.

It is useful to view this complex scenario as if it were taking place on a stage. This way of viewing sociological interaction is made explicit in sociological literature which discusses dramaturgical approaches to the study of human behaviour. An example of this approach can be found in the work of Erving Goffman.

Goffman writes, "All the world is like a stage, we do strut and fret our hour on it, and that is all the time we have. But what is the stage like, and what are those figures that people it?"¹

Goffman uses the notion of the theatrical framework to view social interaction. Attention is drawn here to those aspects of his theory which are relevant to the way in which the provincial offices of the Department of Social Welfare are organised and the role of the staff who are employed in those offices.

Goffman's theory discusses the implications of the idea that people play roles in the real world just as actors play roles on the stage. He writes:

"Presumably a 'definition of the situation' is almost always to be found, but those who are in the situation ordinarily do not create this definition, even

though their society can often be said to do so; ordinarily all they do is to assess correctly what the situation ought to be for them and then act accordingly. True, we personally negotiate aspects of all the arrangements under which we live, but often once these are negotiated, we continue on mechanically as though the matter had always been settled."²

Following these ideas, it could be said that the senior social workers in the local agency are not defining the situation for themselves, but assessing what the situation ought to be for them and then acting accordingly. Whether they are mechanically acting out a role or not, they are in a socially defined situation, and their 'world' is like a stage peopled by many actors. The way in which Goffman links the theatrical world to the world in which we 'act' day by day is illustrated by the following lines from his book, 'Frame Analysis'. In a chapter titled, 'The Theatrical Frame', he writes:

"Because the language of the theatre has become deeply embedded in the sociology from which this study derives, there is value in attempting from the start to address the matter of the stage

A performance, in the restricted sense in which I shall now use the term, is that arrangement which transforms an individual into a stage performer, the latter, in turn, being an object that can be looked at in the round and at length without offence, and looked to for engaging behaviour, by persons in an "audience" role

A line is ordinarily maintained between a staging area where the performance proper occurs and an audience region where the watchers are located. The central understanding is that the audience has neither the right nor the obligation to participate directly in the dramatic action occurring on the stage, although it may express appreciation throughout in a manner that can be treated as not occurring by the beings which the stage performers present onstage."³

Goffman goes on to describe different kinds of performances and makes distinctions between for example, performances of music which are personal and where there is no audience ('pure performances'), and work performances of which he says:

"Most impure of all, I suppose, are work performances, those that occur, for example, at construction sites or rehearsals, where viewers openly watch persons at work who openly show no regard or concern for the dramatic elements of their labor."⁴

If we apply these words to the social welfare agency being reviewed in this thesis it is possible to think in terms of the social workers acting a performance for an audience that has "neither the right or the obligation to participate directly in the dramatic action occurring on the stage."

There is a line between the social work actors and the consumer audience. Goffman takes this notion further when he writes about the various places where action takes place. He distinguishes between 'front regions' where performances are given and 'back regions' where they are prepared. Continuing the analogy with the theatre, he says:

Given a particular performance as a point of reference, it will sometimes be convenient to use the term 'front region' to refer to the place where the performance is given. The fixed sign-equipment in such a place has already been referred to as that part of the front called the 'setting'. We will have to see that some aspects of a performance seem to be played not to the audience but to the front region."⁵

Writing about the 'back region' Goffman says:

"Very commonly the back region of a performance is located at one end of the place where the performance is presented, being cut off from it by a partition and a guarded passageway. By having the front and back

regions adjacent in this way, a performer out in front can receive backstage assistance while the performance is in progress and can interrupt his performance momentarily for brief periods of relaxation. In general, of course, the back region will be the place where the performer can reliably expect that no member of the audience will intrude."⁶

If one imagines that the social work agency is the theatre, it is possible to separate the different places where pieces of social work action take place. The 'front region' for the senior social worker is the office setting where supervision takes place. The 'back region' is, perhaps, the assistant director's office where some aspects of the performance (in this instance, supervision), is thought about and prepared. The 'front region' for social workers in the field is the home of a client or a client family whereas the 'back region' for the social worker is the office of the senior social worker where the social work action is prepared and discussed (during a supervision session).

The audience, who in this instance are the clients of the agency, experience the performance of the social worker in their homes or in the interview rooms at the agency. They may have some access to other 'actors' in the drama. For example, they may have access to the 'back region' where the senior social worker is located, but they usually have their 'view' restricted to those 'scenes' where they are alone with the social worker.

The 'front region' for the assistant director is his office where he is consulted by the senior social worker. The 'back region' for him is the contact he has with head office personnel.

Another aspect of Goffman's work draws attention to the fact that roles are often performed within the context of a team setting. The social work agency is often viewed as a team setting and it is the interaction that takes place between members of the team that gives rise to

some of the dilemmas that will be made explicit in this thesis.

The ways in which members of the team relate to one another and those aspects of themselves that are utilised in the role performance will affect the total nature of the interaction in a particular setting. The staff of a social work agency are performing their roles in relation to others in the same agency who are behaving according to their perceptions of the requirements for their role performances. Goffman takes the notion of role performance further when he explains 'role set':

"The individual's role enactment occurs largely through a cycle of face to face social situations with 'role others', that is, relevant audiences. These various kinds of role others for an individual in a role, when taken together, have recently been termed a 'role set'."⁷ The role-set for a doctor, for example, contains colleagues, nurses, patients, and hospital administrators. The norms relating the individual to performers of one of the roles in his role-set will have a special and non-conflictual relation to one another - more so than the norms relating the individual to different kinds of role-others."⁸

The team, then, will glean their perceptions of their role performance from their interactions with others in the agency. There is room for change and room for strain, and room for issues that have to do with the nature of the communication that occurs between members of the agency staff.

The team, in the social work agency under study herein, consists of the 'managers' (directors and assistant directors), senior social workers (whose role includes supervision), social workers, and clerical staff. It is important for the staff members to clarify their roles in the agency and it is important for the client 'audience' to be clear about the service they can expect from each member of the agency team. The client audience may react

strongly if they become aware that there is role confusion amongst members of the agency team who are participating in a drama which could be called 'service to clients'.

If there is role confusion amongst the 'actors' (members of the agency team) then they may become unsettled. Role set is an important aspect of the position of the senior social worker and this will be clarified through the references to the results of the study which was carried out in support of this thesis.

It is important to remember that there are differences between the role performances enacted by actors in a theatrical production and the role performances of the actors in a drama such as the work of a social work agency. Social work staff are keying in to a set of expectations that come from social welfare policy makers, from agency structure and requirements, from their own professional views, and from the clients they serve. Their roles are determined by the way in which they are affected by these expectations. So far, reference has been made to many actors in the 'drama' in the provincial offices of the Department of Social Welfare in the central districts region of New Zealand.

The 'stage set' is the office of the provincial agency. In summary the 'actors' are:

Senior agency personnel	(That is, the directors and assistant directors in the local agency)
Middle management personnel	(That is, the senior social workers who have a supervisory task to perform)
Field work staff	(That is, the social workers)
The consumers	(That is, the clients of the agency)

Other actors in the drama are unseen by the audience and are not present around the 'stage set' of the local agency. They visit the 'set' occasionally and have contact with the agency 'actors' by correspondence, through policy statements, and at conferences and training event.

They are:

Policy makers	(That is, members of parliament, heads of Government departments, staff in the Social Welfare Department head office, economic planners and administrators)
Educators	(That is, Social Welfare Departmental officers in training institutions, University staff training social workers, administrators, supervisors and regional training officers)
Professional advocates	(That is, the New Zealand Association of Social Workers, the Public Service Association, University staff responsible for social work training programmes in Universities)

It is important to note here that Merton's notion of 'role-set'⁷ referred to a wider range of 'actors' than the above analysis suggests. It is possible to add all the other contacts that senior social workers will have outside of the agency setting. For example, professionals in other agencies who are consulted when the senior social worker is considering particular client needs, also form part of the 'role-set'. For the purposes of this analysis, 'actors' with a more immediate role are listed. Once the actors have been set out in this way, another of Goffman's themes becomes relevant. Goffman points out that it is not society so much that writes the script for

the actors but that they improvise their own roles. There is a large pressure from society upon the staff in social welfare agencies but, apart from the expectations from individual clients day by day, society's pressure is largely hidden in the statutory regulations. The members of the agency team are, in many ways, writing their own scripts.

This thesis is an analysis in depth, of the second group of actors mentioned above. That is, the spotlight is on the senior social workers in the team who are appointed to be supervisors of three or four social workers in the agency office.

Having placed the senior social workers at centre stage it is important to clarify the pivotal position that they occupy.

Their front region, where their role is enacted, is in their office where their interviews with the social workers take place. Their back region is the consultation they have with the assistant director, their contacts with other staff in the agency, their training, and their links with the social work profession. Sometimes they see, and have contact with, members of the client audience, but most of their knowledge of the audience reaction is based on the feedback they receive from their social workers.

The senior social worker has his own view of his role and has, to quite a degree, written his own script. He has received some training for the task and has a measure of theoretical knowledge about supervision. He has played the part of social worker before he was appointed to a supervisory position so he knows what it is like to be in contact with the client audience. The professional standards for his role performance are communicated to him through his contact with the association of social workers. He is reminded of the nature of the responsibility of his task by the changes in policy that he is required to put into effect. Out of all these experiences comes

a framework for the role and the senior social worker gleans from each contact with training events, or with agency expectations, some idea of the way in which the role should be performed.

The view of the role that the senior social worker himself has, is also affected by the expectations that others have of him.

The assistant director in the local office will expect that the senior social worker will help the social workers to adhere to agency policy and meet the needs of clients. He will also expect that the administrative procedures of the agency will be followed in a way that will ensure the smooth operation of the agency. The assistant director may have been a senior social worker himself at some stage and may have some understanding of the role. But his expectation will probably be that the senior social worker will handle his task and keep the social work staff satisfied with their role and the agency procedures. The senior social worker is responsible for interpreting policy to the field work staff (social workers) so the assistant director will have an expectation that the senior social worker will interpret that policy accurately.

There will be an expectation that the senior social worker will consult the assistant director and keep him informed.

Viewed in this way, it is clear that the consultations which take place 'back stage' or in the 'back region' will have a crucial effect on the way in which the senior social worker performs his role. He is a channel for agency policy and the interpreter of administrative requirements. He comes to the supervisory session with many expectations already laid upon him.

The socialworkers will also have expectations of their supervisor, the senior social worker. These

expectations are often immediate and spontaneous. They arise from contact with clients and they arise from the personal and professional needs of the social worker. They may, of course, be expectations that have at first been needs expressed by a client and then they have become needs that the social worker has. Some of these needs or expectations will be administrative, some educative, and some supportive. The social worker does have some contact with the assistant director but he is not often privy to the rationales for agency action that are worked out amongst the more senior staff. So the worker is, in many ways, denied real access to the 'back region' operating for the supervisor. Whether the supervisor can understand the expectations that the social worker has may well be dependent upon the ability of the worker to interpret the wishes of the unseen client audience that the supervisor is trying to assess.

There is an expectation from the clients which affects the role of the supervisor. They have been cast in the role of the 'audience' for the purposes of this analogy with the theatre because their vision of the agency 'stage set' is affected by distance and the fact that they do not have real access to the internal formulations of policy. The supervisor hears about their needs from his supervisees. He is aware that the client audience is 'watching' the agency 'performance' closely and he is also aware that the skills he encourages in his supervisees represent the agency to the clients. The needs of clients are largely support needs. They often become impatient with the agency administration which to them, often appears to be unnecessarily cumbersome and slow. They press for a faster more attentive service and want to be treated as individuals with unique difficulties. These needs may well clash with the expectations that the administrators have of the supervisor. It is not easy to match the functioning of the agency, its staffing needs, its bureaucratic requirements and its statutory obligations with individual needs of clients.

Politicians and governmental heads are largely absent from the local agency scene. They fashion policy which the local agency must put into effect. Senior social workers are conscious of the new policies and the demands from the policy makers when they consult with their seniors such as the assistant director. The senior social worker must have the ability to decide the way in which policy can be effected through the social workers. He will hear about the effect of changes on the client population and he will be able to note the degree to which new policy is relevant in the local community. It is a responsibility which comes with an expectation that he will act wisely. Changes in procedure and changes in policy will also affect his own career development. Head office personnel hold the information that becomes applicable when a senior social worker wants to improve his status or his role performance. Applications to attend training events are vetted by head office staff, applications for promotion are also forwarded to them as are some of the personal requests such as the request for extended leave. The political actors are a long way away from the 'front region' where the supervisor is carrying out his role and, for communication to be effective, the senior social worker often has to rely on his own talents for dialogue in the arena of agency politics.

Senior social workers have contact with the N.Z. Association of Social Workers even if the workers are not full members. The association has developed opinions about the way in which supervision should be done and it has worked at setting standards for practice. Through the association journal, through branch meetings and annual conferences, the association has distributed many statements about the philosophy and practice of social work in New Zealand. The number of statements about the practice of supervision by the members of the association is small and it is an area that has not received as much professional attention in New Zealand as other areas have, such as case work. Nevertheless, there are implied

expectations which stem from the attitudes within the professional setting. The supervisors will also be affected by the push for adequate training for social workers and supervisors. University degree programmes place students with supervisors in the Social Welfare Department and supervisors then note how easy it is to fall behind in the knowledge base that continues to expand in social work. Student social workers also demand standards in supervision and bring professional expectations with them to their placements in the form of statements supplied and planned by University staff. The theory pertaining to social work supervision is available and promoted by the association through university degree programmes, and this sets out the way in which supervision 'ought' to be done. There is often a gap between these seemingly idealistic statements in the literature and the reality in the social work agency. All the elements of the professional expectations can become pressures for the supervisor who is, perhaps, rather isolated in his local setting and may have feelings about wishing he could perform better.

It is clear then, that senior social workers are in the midst of a number of pressures and expectations that can either be supportive for their role or cause confusion.

Social work supervision is a mine-field of demands that the senior social worker has to find his way through. Each expectation has a measure of validity and it is difficult to balance the factors so that the role will become professionally and personally satisfying.

Some expectations will have more chance of being met by the senior social worker than others. The expectations that he is constantly reminded of and the demands that are closest to him day by day are likely to compete favourably. The administrative load is heavy. It faces him each day as he sorts the official communications and meets with 'top management'. It is through his dealings with administration and his handling of agency policy that he comes

into contact with directors and assistant directors who observe him in his position as senior social worker. These are the people to please if he wishes to retain or improve his standing within the agency. His career prospects are very much tied in with the view that senior agency staff have of his role performance. Social workers also press for attention and their expectations are often high. The supervisor will be affected by the expectations of the social workers and their needs will compete for attention along with the other aspects of his role that he needs to attend to. The social workers represent the needs of the clients that the agency is there to serve and the client advocacy process calls for high priority if the agency image is to be secure within the community.

The client needs come indirectly and, as they are not the direct responsibility of the supervisor they may compete less favourably. On the other hand, they are very 'present' needs and expectations and they affect the amount of time the supervisor has to spend with his social workers. The supervisor will be reminded at irregular moments during the daily routine that there are clients with pressing expectations. Some clients will come directly to the supervisor and some supervisors carry a small case load themselves.

Agency-orientated political expectations come less often but they cannot be ignored or set aside for long. They often have to be enacted quickly and there are times when they will be given top priority. An expectation that comes from the source that is in control of the agency and the source that is in real control of the supervisor's position within the agency is an expectation that is powerful and will compete strongly.

Professional expectations are competitive but can be set aside for a long time. Senior social workers know, for example, that they need extra training and that with commitment they can affect policy through the work of the New Zealand Association of Social Workers, but a real

effort is required to allow these demands to intrude upon the normal routine. To take time to attend a professional training event or a conference of colleagues means that the local agency may lack staff during that time. The supervisor then has to face the issues of delegating his role to another worker for a time or delaying his work load until he returns from the professionally-orientated events. The professional association is not, however, the employing body. Training does not have a direct effect upon the status of the senior social worker in the agency. Promotion is not necessarily made more likely through the possession of more qualifications or the service given to the professional body. It is, therefore, difficult to acknowledge the importance of these expectations when they have an indirect effect upon career paths and role performance.

There is another difficulty which has been a factor in the professional development of social workers for many years. It is that the profession of social work may be stating expectations that conflict with the views of the agency. With the advent of community workers in New Zealand there is also a growing tendency for the clients of an agency to group together and voice demands that conflict with the policy stance of some agencies. The principles adhered to in training events which take place in neutral settings such as the universities, may also conflict with the reality of the work scene in the local office. The provincial office is then, a setting which places heavy demands upon the senior social workers. It is difficult for them to be able to see the total situation they are in and difficult to assess the real pressures they face. The next section of this thesis highlights the views of senior social workers who were interviewed for the study. The practical situation that they work in is discussed and some of the themes raised in the above discussion receive more attention.

NOTES

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SECTION III, PART II

The study:senior social workers interviewedIntroduction

The study of senior social work supervisors in the provincial offices of the Department of Social Welfare was designed to discover their view of the supervisory role.

The intention was to focus on clarifying and describing the supervisory task. It was hoped that this would lead to tentative hypotheses. No quantitative analysis was therefore attempted in this study. The study does however, allow for a more rigorous test in any subsequent research analysis. Such a survey, based on a standardised questionnaire and the use of an experimental group and a control group, could be used to investigate the position of the senior social worker.

Personal interviews of one and a half hours duration concentrated on the world of the senior social workers as described by them. A structured series of questions was used to enable the interviewer to encourage the senior social workers to discuss their positions in the agency.

The interviews were recorded on tapes so that additional information could be gained. This helped the senior social workers to comment on matters not specified in the questions. The study was ethnographic in the sense that a census of the views of the senior social workers was carried out to discover their opinions about their work in the local office setting.

Many of the workers spent time relating aspects of their role which concerned them as individuals. The interviewer became involved in discussing issues that helped to build a total picture of the world of the senior social worker.

A census of the eighteen senior social workers in the region was attempted and fifteen were interviewed.

The results of the study are specific to the Massey University region and to the work of senior social workers in provincial offices. No attempt should be made to generalise to other situations or to the work of senior social workers in other offices of the Department of Social Welfare in New Zealand.

In the discussions that follow in this thesis senior social workers are referred to as 'himself'. The majority of respondents were male and the practice of referring to the workers as male has been used for convenience and to preserve confidentiality.

Location of the study

The central districts region of New Zealand includes the educational catchment area which is serviced by Massey University. A decision was taken to interview all those senior social workers employed by the Department of Social Welfare who were working within the department's offices situated within the Massey region.

Those offices are: the Palmerston North office; the Wanganui office; the New Plymouth office; the Hastings office; the Napier office; the Levin office; and one other, which is situated outside of the Massey University region, the Masterton office. Some senior social workers in the region are supervising social workers working in residential settings. The residential settings are such institutions as homes for adolescent girls and residential centres for boys who come under the department's jurisdiction. These residential settings were not included in the survey.

A description of the position 'senior social worker' in the departmental structure is set out in section I, part IV.

Interview method

In accordance with the requirement of the Department of Social Welfare, permission was sought from, and granted by, each assistant director (social work) in each local

office, to interview the senior social workers.

The interviews were conducted personally by the interviewer and were carried out in the offices of the senior social workers. The writer of this thesis was the interviewer in each case and he is a social worker with some understanding of the work being done by the senior social workers who were interviewed. It is acknowledged, therefore, that the interviewer entered each interview with some prior knowledge of the process of social work supervision and some insights into the position of the senior social workers. In a sense, the writer was interviewing colleagues in the social work profession and there was, therefore some collegial rapport in the interviews. The interviewer carried with him an awareness of the ways in which this rapport may affect the interviews for, as Goode and Hatt write:

"Neither reliability nor depth can be achieved, however, unless it is kept clearly in mind that interviewing is fundamentally a process of social interaction. Reference is made to the fact that some of the individuals in a social group seem to understand the dislikes and likes of the rest better than others do. They can predict more accurately what the others will say, and respond more precisely to their intended meaning. They know when one feels offended, and what lies behind the casual comments of another."¹

Goode and Hatt are writing here about the use of 'interview guides' and the writer is aware that the use of a structured series of questions eliminated many of the factors that may have otherwise affected the responses of the participants in the study. Comments made by the respondents which have been used in the discussion of the data which resulted from the study have been recorded in full and indicate the exact content of the replies.

Each senior social worker interviewed gave permission for the interviews to be recorded on a cassette recorder. An assurance was given that those tapes would be erased

after the data had been collated and that no part of those tapes would be played to any persons other than those intimately involved in the collation of the data.

The structured questions

Three drafts were written before the final draft was pre-tested by questioning two social workers who were not included in the sample.

The questions were divided into five sections:

SECTION A: PERSONAL DETAILS

- Age
- Marital Status
- Membership of the New Zealand Association of Social Workers
- Social Welfare Department grading
- Education
- Social work experience

SECTION B: TRAINING

- Social work qualifications
- Attendance at courses and seminars
- Training within the local office
- Reading

SECTION C: SUPERVISION STRUCTURE IN THE AGENCY

- Appointment procedures
- Support for the supervisor in the agency

SECTION D: SUPERVISION IN THE AGENCY

- Number of social workers being supervised
- Group supervision and individual supervision

SECTION E: THE SUPERVISOR'S ROLE

- The supervisor's view of the role
- Confidentiality
- The relationship with the supervisee
- Specific supervision structure
- Supervisor's self assessment

A copy of the questions used for the study is attached in appendix 5.

Some questions asked for very specific responses and other questions were more open-ended. Each senior social worker interviewed answered the questions with them open in front of him or her and the interviewer clarified the meaning of some of them. There was then, some control exercised by the interviewer as the respondents answered the questions. The issue of the influence that the interviewer has in these situations has been commented on by Bernard Phillips (1968):

"At the present stage of social science, very little is known about the interview and questionnaire situations. Some individuals feel that the degree of knowledge needed to effectively control what goes on in these situations will never become available, and that questionnaire construction as well as interview technique will always be something of an art. More optimistic social scientists point towards the progress already made and look forward to further revealing studies on the interviewer-respondent situation."²

The degree of knowledge required to control the content of the questions and answers in the interviews carried out during this study was related to the distinction between an idealistic view of social work supervision generally, and a realistic view of social work supervision as able to be carried out within the Department of Social Welfare.

The interviewer had to bear in mind that the senior social workers being interviewed were working within a particular organisational context. He also had to stress this for the interviewees. For example, an interviewee who kept saying, "Now if I was working in a voluntary agency, I would be able to", needed to be reminded that the survey had to do with his present employment situation.

Another form of control exercised by the interviewer was to keep the interviewees to the aims of the questions. The questions were designed to help respondents describe their present role, their present supervision with social

workers and the present situation in the agency. Comments about 'what might be' did not fall within the confines of the majority of questions and this had to be stressed.

The respondents

Fifteen senior social workers were interviewed.

Three senior social workers were not available for interviews during the time the survey was being conducted. They were not available for reasons of illness, leave of absence, and attendance at a departmental training course. The respondents showed a real interest in the research topic and cooperated well.

Some tabulations of the views of senior social workers were grouped together for discussion purposes. They are listed along with demographic material in the tables section.

NOTES

1. GOODE, W.J. and Hatte, P.K. Methods in social research. McGraw-Hill Book Company, 1952, p.186.
2. PHILLIPS, B.S. Social Research:Strategy and Tactics. Macmillan Co. 1968, p.109.

SECTION IV, PART I

Senior social work supervisors in provincial officesIntroduction

The discussion that follows in this section centres around the responses made to the questions answered by fifteen senior social workers employed by the Department of Social Welfare. It is important to note that the fifteen senior social workers represent a census of all the senior social workers employed in the offices visited in the central districts region, apart from the three workers who were not available for interview.

The results of the survey highlight the issues that arise as senior social workers involve themselves in one aspect of their role (that is, supervision). To refer back to the dramaturgical theory of Erving Goffman in section III, part I, the supervisory task is the 'front region' for the senior social worker. Questions in the study that referred to the nature of supervisory sessions, topics discussed during supervision, and the senior social worker's attitudes to those supervision sessions, were all questions that examined the nature of the worker's role performance as he acted at centre stage or in the 'front region'.

Questions that referred to the consultations that senior social workers had with assistant directors and the support for the senior social worker within the agency were referring to the interactions that took place in the 'back region'. Questions that referred to the consultations that senior social workers had with assistant directors and the support for the senior social worker within the agency were referring to the interactions that took place in the 'back region'. Questions that had to do with the career structure, or training and experience, were also concerned with the 'back region'.

The spotlight is then, on the performance of the senior social worker as he acts out one part of his role and

the results do not take other aspects of the 'drama' into account. To continue the analogy with the theatre which was used in section III, part I, we cannot gauge 'audience' response (in this instance, client response), from the results of the study, nor can we gauge the reactions of another set of 'actors' in the 'drama'; the social workers who were being supervised.

The first responses that will be reviewed in this section have to do with the attitudes of the senior social workers as they acted at 'centre stage'. These comments were recorded on tape during the interviews.

Attitudes to the supervisory task: working in the 'front region'

As most senior social workers in the study said that they found their role 'very satisfying' one might assume that they enjoyed meeting with social workers and that they would be well motivated to make supervision helpful for the social workers.

Some of the comments the senior social workers made give an insight into the attitudes that the workers had as they contemplated the supervisory role:

"The quality of supervision depends upon the number of pressures I am under in the office at the time."

"Supervision is a rushed affair. We don't get enough time to do the job properly."

"I think it depends upon your own value system. If you are really concerned about your social workers, as I am, then you will try to do the best you can for them in an agency that is top-heavy with administration."

"You know, by the time I come back from a course on supervision I am aware that I know very little. So I set about trying to improve my skills but it is very difficult in a place where there are so many other things I am expected to be doing."

"It is easy to do this job in a mechanical sort of way. You can sit on your backside and get your paper work done and, this is sad, but it is possible to do the job without worrying too much about the quality of the work. There ought to be more supervision for the supervisors."

"You try to do a proper job in the job we are in. There is a pile of files over there I have to get to, the phone rings all day and we are short staffed."

"Sometimes we haven't got the luxury to wait while a social worker decides to do a job properly. You just have to get stuck in and do it yourself, you know. Supervision can become a matter of saying, 'Well, leave that bit to me'."

"The department is hell of a good really. They will send us off to courses provided there is enough staff to take the load here and we do get encouragement, but there certainly is a need for more on the spot support."

"I've got a good bunch of workers at the moment but you can get some tricky customers (social workers). It means bringing the hammer down sometimes, but most of them buckle to."

"Of course they are getting a better training now. When I came through we didn't have all this modern theory and we had to go by experience. A lot of it was guesswork, but now there seems to be a theory to fit whatever you are doing."

"We get cut off in our office from what is happening in social work generally. We get out of touch."

"The seniors in the office need to meet more to support one another. Sitting in your office day after day doing supervision is a lonely job and I wish we could share more."

The task is dependent upon the supervisor feeling comfortable within the agency system and having enough support and training. The comments quoted show that the supervisors are concerned about the nature of the task and they are thinking about the factors that make it difficult at times.

Meeting with social workers (supervisees) in the 'front region'

The average number of social workers that these senior social workers were supervising was three. Most of them saw each social worker for an hour a week and had an open-door policy which meant that they were available to their workers to meet needs that arose spontaneously during the working day. Five of the senior social workers were supervising workers from other settings, mainly volunteer workers. This willingness to supervise other workers is an indication of their interest in the supervision task.

Their concern for the social workers under their care was also illustrated by their answers to another question in the study. The question asked how they structured specific supervision sessions. Most said that they made their office available, refused to accept incoming phone calls and discouraged other people from entering the room while a supervision session was in progress. They didn't, in the main, keep strictly to the time set aside for supervision because they often found that more time was necessary. They were asked how they felt during those sessions with regard to their relationships with each worker. They could say they felt 'comfortable', 'quite comfortable', 'a little uneasy', 'uneasy' or 'really uncomfortable'. (section E, q.10). Most of them felt either comfortable or quite comfortable with their workers and only two had relationships with workers which made them feel a little uneasy. This result is perhaps an indication that supervisors can relax with their supervisees and that they create an atmosphere that is conducive to helpful supervision.

Eight of the supervisors were supervising students from the Massey University Bachelor of Social Work programme. They were able to attend the Massey-sponsored training days and they found these helpful not only for their role with students on placement but for their own professional growth.

"I enjoy going to those training days, they give me an insight into what supervision is really about."

"The big advantage there is that we get to meet our colleagues."

"I get a bit scared about the things the students are learning, I'm sure I will never keep up with it, but it's interesting."

The opportunity to supervise students helps these supervisors to keep in touch with new developments and their colleagues.

Supervisors bring training and experience to their work

The responses the senior social workers made in answer to the question, 'What has been the most significant influence on your style of supervision?' give an insight into their personal view of themselves in the role of supervisor. Most said that the most significant influence was their own social work experience. It was significant because:

"It moulded me and now I can relay my experience to others."

"I watched the way in which others worked and compared myself."

"I was able to rely on local knowledge and my experiences in the department made for a significant training."

"Social work experience is really life experience."

Others said that their own values and philosophy helped them:

"Social work experience highlights your own value system and experience should come before training. Academic knowledge becomes relevant in the light of experience and this affects your values."

"I copied workers I respected and realised that one of the most important aims we can have is to return (displaced) children to their own parents one day."

"I had a theological training and this taught me that the only real reason for doing social work is to do it out of your christian conviction that having empathy is most important."

"People are most important and I can transfer this belief through the supervision process."

Social work training was also significant:

"Because it was formalised it made me think."

"Training made me see that supervision is a personal process. It is about the development of the social worker and about my own development. The idealism that you end up with after training gets tempered by experience. By looking at your own development and the development of your social workers you enhance the service to clients."

Two respondents thought that the way in which they were supervised as social workers affected their style:

"I had various supervisors when I was in the field and during training and two in particular were so good. I have been able to integrate their ways into my own supervision."

"A chronic lack of supervision as a social worker made me realise that the most important aspect of supervision is the needs, the personal and professional needs that the social worker has." (section E, q.3)

Having reviewed the responses which point to the way in which the senior social workers approach the supervisory task it is important to describe the senior social workers who were interviewed. The data which describes their ages, the length of time they had served in the department, their educational backgrounds and the social work experience which had been part of their career path is data which assists us to understand their approach to the supervision process.

The senior social workers in profile

The senior social workers studied were mostly married and in the age grouping 41 to 50 years. Eight of the fifteen were university-educated and five had tertiary education. Four were in possession of a social work qualification. There were four females and two of the women were married and two were single.

A comparison between the males and the females in the study results in the following tables:

Age

<u>Age of females</u>		<u>Age of males</u>		
31-40 yrs	1	31-40 yrs	1	Total females 4
41-50 yrs	1	41-50 yrs	6	Total males 11
over 50 yrs	2	over 50 yrs	0	

The fact that there were more females over the age of fifty in the study is not significant given the low sample but the result may be worth investigating further. For example, do females stay in the middle management position longer than males? Are males being promoted into middle management positions earlier than females?

<u>Married females</u>	<u>Married males</u>	
2	10	Total females 4
		Total males 11
<u>Unmarried females</u>	<u>Unmarried males</u>	
2	1	(section A, q.1)

Again, the result is not statistically significant but it is worth asking the question, 'Do unmarried women have a better chance of staying in their careers long enough to be promoted to a middle management position?'

Education

<u>University-educated females</u>	<u>University-educated males</u>
1	6
<u>Females with no university education</u>	<u>Males with no university education</u>
3	5

There were proportionately more university-educated males in the study. More than half of the males were university-educated. However, only two of the senior social workers had completed their degrees (one male and one female).

<u>Tertiary education (females)</u>	<u>Tertiary education (males)</u>
2	4

Tertiary education completed by the senior social workers in the study was in the following fields:

three were trained teachers, one had had theological training, one was a state registered nurse and one held a diploma of music (section A, q.3).

<u>Social work qualification (females)</u>	<u>Social work qualification (males)</u>
0	4

Four out of a total of fifteen senior social workers is a very low number with a social work qualification. One other worker had partially completed a social work degree (section B, q.1). Social work education in this context is not education for the supervisor's task, it is education for social case work and community work skills. Most participants in the study had not been trained formally for the social work task. Earlier in this discussion it was pointed out that all but one had attended an in-service training course to help them with their role as a supervisor. It is important to reiterate the point that, from the results of this study in provincial offices, there are many workers in supervisory positions who do not hold a basic social work qualification.

Experience

The average number of years experience before each social worker became a supervisor was five to seven years. They had mostly had experience with generic social work. Some had specialised in rural social work, adoptions and court work. A majority of supervisors had been less than three years in their present position (5 supervisors), but 5 had been appointed just over three years ago

(section A,q.4). Since becoming supervisors they had been supervising social workers involved in generic social work. Some were involved in supervising workers who were specialising in areas such as adoptions, preventive supervision, family homes, short contact team work, state ward care and support for volunteer schemes (section A, q.4).

Summary

These results show that most supervisors in this study were male, they were married and they were in the age group 41-50 years. They do not typically possess a social work qualification although they may well have been to university for a while. It is unlikely that they will possess a tertiary qualification of some kind but they will have attended courses since they were appointed as supervisors to train for their present role. They will have had about six years' experience as a social worker before being appointed to a supervisory position and three years' service as a supervisor since then.

Membership in the professional association

A channel for coming to terms with the changes needed to make the task more effective or rewarding might be found through the branches of the N.Z. Association of Social Workers. All the supervisors interviewed have access to the association and can attend the meetings, discussions, and conferences. It was interesting to find that only five of the supervisors were financial members of the association. Full membership means that social workers can vote when new policy is being fashioned and when the planning for new training programmes is being discussed. The association is also a political force and can affect agency policy through its representations to appropriate government departments at ministerial level. Taped comments during the survey revealed the following opinions:

"The association is not very alive where we are."

"I don't bother with the association as it has never really affected what we do."

"I haven't got the time or the energy after a hard day here."

"It is a high fee for what you get out of it."

These comments are important and they reflect attitudes which have been part of the life of the association for many years. The five supervisors who did belong did not comment about the advantages of belonging to the association but one commented later that he had worked very hard for the association and thought there had been a lot of progress as a result of the commitment of some members. The association has discussed social work supervision in depth recently and its education and training committee has been very concerned with training standards. Supervisors who do not belong may be missing an opportunity to effect changes for themselves. On the other hand, the association may well be interested to examine why such a proportion of these supervisors are not involved in the work the association is doing.

Further training

Three of the supervisors interviewed attended the first year long course for social work supervisors sponsored by Massey University through the Extension Department at Massey in 1979. Another supervisor is attending the course during 1980. In the next section of this thesis the importance of that course will be discussed but it is worth noting here that four of the participants in the study followed through their desire for more adequate training. A question in the study also asked them when they expected to attend a training event to help them with their role. Seven did not know when they would attend such a course, six said they hoped to be present at a training event during 1979 and two said they would attend one in 1980 (section b, q.6).

Supervision is a complex process that constantly changes as the needs of the supervisees (social workers) vary and as the clients of the agency make demands on

the social workers. It has been pointed out earlier in this thesis that the senior social worker enters the 'front region', that is, the time when he meets with his social workers, with the knowledge that a number of demands need to be balanced and that the supervision time has to include a variety of issues.

The questions were designed, in part, to examine the issues that supervisors included in the supervision time and to examine their priorities and attitudes to those elements that can be part of social work supervision.

This section looks at the action that supervisors take during supervision.

The supervisor as he acts out his role at 'centre stage'

Given that senior social workers are in a position of dual responsibility and that they work under the pressure of conflicting demands, it is important to discover the facets of the role that they themselves feel comfortable with. The study contained a question which asked them to assess their own role performance with each supervisee. From the answers to this question it is possible to deduce that they feel comfortable working in certain ways. They were asked to choose from the following facets of their role performance and select the ones they thought they did well with during supervision sessions:

Educating the worker; Suggesting alternative ways of working with clients; Helping with the workers' relationships with colleagues within the agency; Helping with their relationships within the total agency; Helping with their personal lives; Suggesting readings and study guides; Helping with career prospects; Assessing their work on behalf of the agency.

From the above list, the supervisors felt that the following areas were their most competent areas and they are listed here as they were ranked overall by the supervisors:

Assessing supervisees' work on behalf of the agency;
Suggesting alternative ways of working with clients;
Helping with their relationships within the agency;
Helping with supervisees' career prospects; Helping
with their relationships with colleagues; Educating the
workers; Helping with readings and study guides; Helping
with the workers' personal lives.

It could be stated that the supervisors are showing a tendency to be more comfortable with those facets that support the functioning of the agency. The category, 'suggesting alternative ways of working with clients' ranks second on the list and one must assume that this is a facet that helps the workers and the clients more than it serves that agency, although one might postulate that supervisors are aware that this role should be carried out effectively in order that the agency preserves its image. The way in which supervisors are trained will also affect the way in which they carry out their roles and that variable will be discussed later. Suffice to state at this point that in-service training for supervisors in the Social Welfare Department contains a large element of administrative skills. The more personal aspects of supervision are ranked lower on the list. Items such as, helping with relationships with colleagues, educating the workers, helping with readings and study guides and helping with the workers' personal lives.

Another question in the study had to do with the present focus of supervision with each worker. The senior social workers listed the areas they were concentrating on during the supervision sessions. It is interesting to place the ranking for this question alongside the ranking for the question which had to do with the areas they felt most competent in:

Present focus of <u>supervision</u>	<u>Areas the supervisors thought to be their most competent areas</u>
Assessing the social workers' work on behalf of the agency	Assessing supervisees' work on behalf of the agency
Monitoring their case work load	Suggesting alternative ways of working with clients Helping with their relationships within the agency
Educating the worker	Helping with career prospects
Suggesting alternative ways of working with clients	Helping with their relationships with colleagues
Helping with relationships within the agency	Educating the workers Helping with readings and study guides
Helping with career prospects	Helping with workers' personal lives
Suggesting readings and study guides	
Helping with relationships with colleagues	
Helping with workers' personal lives	

(At this point it is important to note that the facet of the role entitled 'monitoring their case work load' was not an option in the second of the above two questions. This was an error in the design of the questions). When the results of the two questions are placed side by side as has been done above, it is still obvious that the role is largely agency-centred. There is a discrepancy between the areas that the supervisors feel most competent in and the focus of supervision that they have at present with each worker. For example, they are involved in educating workers to quite a degree and yet that category is listed lower on the list that has to do with competency. Both lists, however, have the more personal aspects of supervision ranked lower than the more administrative aspects.

It is possible then to lay some claim to the thesis that senior social workers in the Department of Social Welfare in provincial agencies tend to be more concerned with the agency-related aspects of supervision than they are with the more personalised aspects.

As most supervisors in the study said that they found their role 'very satisfying' one could assume that they were satisfied with the focus of supervision. The tendency to be more concerned about the agency needs and the administrative requirements may be an indication that the supervisors feel more comfortable in their role because their superiors expect them to be aware of agency needs.

Another question in the study indicated however, that supervisors thought the way in which they carried out the role differed from the expectations of senior colleagues or the expectations of the agency. Nine out of the fifteen studied thought they were doing different things from what their seniors expected. Comments such as:

"They think I should do supervision in more depth - their expectations may be too high."

"I do more than what is expected, I personalise the process."

"I take risks and the department follows a policy of safety first."

"The agency sees supervision as monitoring work performance."

"Some in the agency think our prime responsibility is the statutory responsibility." (section E, q.4)

These comments indicate that the supervisors think they are more orientated towards the needs of the social worker (supervisee) or the needs of the client. There is, of course a discrepancy overall between the results of this question and the results of the question regarding the way in which the supervisors view their role. The discrepancy may indicate that there is confusion.

This arises if the senior social workers are not clear about the expectations that emanate from those in the 'back region'. The results of the question point to the fact that the workers assume what the expectations of top management are. If they are working from assumptions then they will be assuming that their role performance is different from the expectations that top management has of them. It points to a clash between the performance of the workers in their 'front region' and the way in which assistant directors view that performance. As was stated at the beginning of this section, the role demands that senior social workers learn how to balance the expectations of others and their own objectives.

The supervisor, recognising that he is in a middle position, must make some important choices. He can choose to be in a continuous situation of compromise and try to please all those who have a claim upon him, or he can ally himself with either the agency issues or the field work process. To be allied with one set of demands may make for a clearer role definition but it may also initiate tension.

It is important to discover the directions that come from those senior management personnel who, in Goffman's terms, people the 'back region'. As has been indicated earlier, they are the senior directors and assistant directors in the department.

The directives from the 'back region'

In order to make choices regarding the way in which the role will be performed the senior social workers need indicators and guidelines. Those guidelines could come from a task description given to them when they are first appointed to the position of senior social worker. To discover whether there were guidelines given at that stage the participants in the study were asked whether, when they were appointed, they were given a list of duties.

Eight senior social workers said that they were given a list of duties and seven said that they did not receive one (section C, q.2). The eight senior social workers who were given a list of duties recalled the following items as being on that list:

1. Broad and nebulous instructions which were geared to management and had no specific directions regarding the supervision process.
2. To supervise voluntary workers, to assist with adoptions and 'such other duties as from time to time are allocated'.
3. General instructions and a directive to attend the children's board.
4. A sketchy outline of the role and 'you are responsible for three social workers'.
5. Authority to approve requests and administrative duties.
6. Supervision of a team. Responsible for court work, responsible for admissions to the girls' home.
7. To establish the social work section of the office, supervise three social workers and a list of delegated authorities.
8. Instructions related to administrative responsibilities, for example child care centres, liaison with national institutions, allocation of vehicles and supervision of three social workers.

From the answers to that question it would appear that supervisors may well gain the impression from their initial instructions that they should concentrate on the administrative procedures. The agency may be assuming that senior social workers will know about the supervision process or that they will learn about it as they practise it. They are being appointed to a mid-management position, it is a promotional step, and it may also be assumed that, because they have been social workers themselves, they will, therefore, know what supervision is all about.

But the emphasis is on the administrative role. It is clear that senior social workers are directed to adhere to the overall management aspects of the task. The fact that seven senior social workers were given no lists of duties is perhaps, even more significant. This leaves the worker with the status of the new position but with no directives regarding the nature of the role. They are being promoted away from direct field work and know that supervision is part of the task. It may be natural for them to see themselves more as administrative managers than as supportive supervisors. The expectations that come from those responsible for educating senior social workers for their supervisory task are part of the set of directives that come from the 'back region'. Supervisors have leave to attend training events and it could be said that the messages they receive when they attend these events are separated from the place where the supervision process is acted upon.

Some training takes place within the agency setting and the questions used in the study examined the opportunities for training at a local level.

Preparation for the role through training

In-service training opportunities also have an affect on the way the worker views his role. A question in the study asked the supervisors what seminars and courses they had attended which were related to social work supervision (section B, q.2). All save one supervisor had attended such a course. Nine had attended courses which lasted for two weeks, nine had attended courses which lasted for one week. The supervisors were not asked about the content of the courses in detail but it is interesting to note that courses on supervision are very much linked with the managerial role. There are frequent courses on management and supervision and they are given that title. Others are just entitled supervision courses. Two supervisors who had attended supervision courses within the last four years made the point that those courses

concentrated on case work supervision and on the supportive aspects of supervision. One said, "The course I attended required the participants to bring a tape of a supervision session and this tape was gone over in detail. There was little on management skills and quite a lot on the actual role of the supervisor in supervision."

There is evidence then, that some courses which senior social workers attend contain a large element of training for supportive supervision. When the writer of this thesis asked questions of the tutors at one State Services training institution it was clear that the personal attitudes of supervisors and the personal aspects of their role were paramount in the training programmes. It is possible that the training courses have a marked effect and that this result becomes somewhat diluted when the senior social worker returns to agency routine and pressures. But that is true of most training courses sponsored by agencies or universities. The link between the training courses and the practice of supervision in the agencies could well form the basis for a separate investigation.

Training within the agency will also have an affect upon the way in which the role is carried out. Senior social workers in the study were asked about the present ongoing training for supervisors within the local office. Thirteen supervisors said that there was no ongoing training for them within the local office at the time the study was being conducted. One said the present ongoing training in the office was adequate and one said it was in process but that it was not adequate. They were also asked how the situation could be improved. The answers were:

1. There should be more use made of regional training officers.
2. There should be more training for the assistant directors.

3. That it was presumed there was no time for training in the office but that time should be made for this.
4. Regional training schemes should be more available.
5. There should be more communication between supervisors and management.
6. The senior staff should meet and share their views.
7. There should be more contact between offices in small towns and offices in the main centres.
8. That work pressures crowded out the opportunities for training (i.e. not really time in the local office) (section B, q.8).

There is strong evidence here for stating that local training facilities are sparse and that this lack may well be affecting the tendency towards agency concerns within supervision. Another way of providing training at the local level is to support the senior social worker day by day and help him to review his task. This is often seen as part of the total training. The results of the study indicate that the consultations that senior social workers have with their seniors (assistant directors) are not really training sessions.

Consultations with senior staff in the 'back region'

There does appear to be support for the supervisor within the local agency and the study showed that most senior social workers meet for consultation sessions with the assistant director. Nine supervisors said that they meet with the assistant director and the others met with colleagues or with the director and the assistant director. One supervisor did not meet with any person for consultation. Of those who met with other staff for consultation, six said that these meetings took place as and when required, three said they took place weekly, two stated they met irregularly with a senior person, one rarely, and one in emergencies only. The supervisors were asked whether those meetings were: 'very helpful', quite helpful',

'helpful', 'sometimes helpful', or 'not helpful'. Four found the meetings helpful and four found them quite helpful. Four said they were sometimes helpful, one very helpful and one not helpful (section C, q.3). The supervisors were also asked about the focus of those consultations. They had the following categories to choose from: Agency policy; Education for the supervisory role; Theory of supervision; The way I function as a supervisor; My personal life; Staff issues. The option chosen most often was 'Staff issues'. The next most common option chosen was 'Agency policy' and thirdly, 'The way I function as a supervisor' (section C, q.4).

It would appear that consultation with senior management staff has more to do with staff issues and agency policy than it does with the supervision process. This is another factor that may be partially responsible for the agency emphasis in the supervision work carried out by senior social workers in the department. Supervisors may have come to expect that the focus of consultation will be the more administrative aspects of agency work and may not expect too much personal support. They may also feel that they should not need supervision in a more personal sense for themselves. If they do not ask for support then the administrators will not be aware that there are other needs that need attention beside the needs that have to do with the smooth running of the agency.

More training and support in the local agency can come from meetings with other senior social workers.

Meetings with other senior social workers

The supervisors were also asked whether they met in a group to consider their role as supervisors. Group experience for the supervisors could be a useful model or a useful training ground in group work. It could also encourage them to perceive the kind of support that their social workers would appreciate. Only four of the supervisors met with a group to consider their role. The groups met in the local office. Three groups met weekly

and one met irregularly. One group was made up of senior social workers (supervisors) only and the other three groups consisted of the assistant director and the senior social workers. The focus or the basis for discussion in those groups is quite different from the topics that form the basis for discussion in the groups set up for the social workers and led by the supervisors. The discussions centred around agency or inter-agency issues in the main. Education for the supervisory role was another topic. Staffing, selection of new staff and the duties' allocation within the agency were also discussed. Three supervisors said they found the groups helpful and one said he found the group discussions helpful (section C, q.5).

From their experiences in supervision, their training and experience before appointment as a senior social worker, and their post-appointment experiences, the workers find that they have training needs that are quite immediate.

A question in the study asked the senior social workers to list their present training needs. They responded with the following answers:

I need:

Supervision for me

To know how to be constructive in supervision

More confidence and more knowledge

To attend a course on supervision

More sessions with colleagues and more consultation with the Assistant Director

Extra mural study courses

To attend the year-long course at Massey University

Study guides

Group work training, training in custody work and knowledge of assessment procedures

Sensitivity training and discussion with other supervisors

Management training and a systematic programme to keep up with the latest developments

Knowledge of the research in supervision

Feedback and skills training

Management skills and supervision techniques (section B, q.9)

There is some evidence here for the need for supervisors to have more support and more training. There will of course, always be gaps in knowledge and a desire for more advanced skills and the Department of Social Welfare is continually providing opportunities for refresher training.

Summary

This discussion has highlighted the issues that arise from the experiences of the senior social workers as they work in the 'front' region and look for consultation and support with their colleagues and their seniors in the 'back region' of the agency.

When they return to the 'front region' and are expected to train and educate the social workers they are supervising they have to draw heavily on their own training experiences and their own support systems within the agency.

The way in which they educate social workers and their approach to supportive supervision for social workers will be very much influenced by their introduction to their role, their learnings gained from relationships with managers and trainers, and their perceptions of themselves as supervisors. In the study there were questions about the role of the supervisor as educator and the role of the supervisor as a support person for social workers.

Educating social workers during supervision: part of the role at 'centre stage'

An examination of the educative element in supervision as it was being carried out by those interviewed raises some interesting issues. The supervisors ranked the educative process third on the list of factors that they

said they were at present concentrating on with social workers under their care. This illustrated the fact that the social workers who were being supervised at the time of the study required quite a degree of education and teaching in their supervision sessions. The social workers were at various stages in their career development and a close analysis would need to take that into account. However, it can be stated that the supervisors saw their role at the time as involving them in teaching as well as administrative and supportive supervision. When they were asked what aspects of supervision they thought they were competent with they ranked educating the worker sixth on the list. From that result it would appear that the supervisors are involved quite heavily in an aspect of supervision that they do not feel comfortable with at all (section E, q.2).

A question in the study asked the supervisors how they saw themselves in their relationships with each social worker. The options for answering the question were as follows: 'I see myself as a senior officer', 'as a friend', 'as a colleague', 'as a tutor'. The categories emerged in the following order of importance - colleague, tutor, friend, officer (section E, q.7). Tutor is ranked second and this result perhaps reflects the concentration on the educative element in supervision that seems to need priority. If tutoring and teaching in supervision is to continue to be a prime function then supervisors need the skills to teach. They also need the knowledge base that is inherent in social work method. Some of this they can gain from the literature. The literature about social work supervision stresses and describes the teaching role.

A question in the study asked supervisors if they could name any books they had read on social work supervision. Seven respondents said they could not name any books. That is a high number of supervisors who do not have the time or the inclination to read about the nature of their task. The eight supervisors who had read books

and could name them named the following books and articles and it is a short list:

- Journal articles mostly British social work journals
(supervisors were not able to recall
actual titles)
- Westheimer, I.J. "The practice of supervision in social
work" Ward Lock Educational., 1977
- Bramner, L.M. "The helping relationship" Prentice-
Hall, 1979
- Townshend, R. "Up the organisation" Michael Joseph,
London, 1970
- Drucker, P.F. "Management, tasks, responsibilities
and practices, Heinmann, 1974

The availability of books and the time and inclination to read them is vital. Indeed the lack of reading may be a crucial factor when one considers that these supervisors thought they were not very good at coping with the educative aspects of supervision.

Teaching relies heavily on theoretical knowledge as well as practical skills. Another question in the study asked, 'What do you think has been the most significant influence on your style of supervision?'. Six said that 'social work experience' had been the most significant influence, four claimed that their own values and philosophy had influenced them, two said social work training had been the most important influence, one said that supervision of himself as a student social worker had been important and one said supervision of himself in agencies had been the influencing factor. The other response came from a supervisor who felt that a chronic lack of supervision as a social worker made him adopt a very individualistic approach to supervision and really discover the needs of the supervisee (section E, q.3).

One can assume from the answers to this question that supervisors are relying heavily on their practical experi

ence in the field. Most of the supervisors had had an average of five to seven years experience in the field before being appointed to a supervisory position. Most too, had had a generic role to perform which they were social workers. The integration of that social work experience into a theoretical framework is a difficult task. It is not easy to come from practice and formulate concepts which are useful in order to impart the knowledge to social workers during supervision.

Summary

Given that it would appear that senior social workers in the study did not do very much reading, that they used their consultation times largely for agency-related issues and that they do not seem to have much dialogue with other supervisors it is understandable that they find that they are not comfortable with the educative task. From the results of the study it is obvious that the respondents want more knowledge and more skills to be made available to them. They are, therefore, aware that with more training they could increase their competency in areas such as teaching. It is also important to note that those supervisors interviewed are teaching administrative skills and agency policy to their social workers. They are also teaching alternative ways of working with clients. This is all part of the educative role. The area that needs more consideration is the area that has to do with education for a more conceptual view of the practical social work task.

Support for social workers during supervision: part of the supervisor's role at 'centre stage'

It has been stated earlier in this discussion that supportive supervision is probably the most difficult aspect of supervision to define and that being supportive for the supervisee can involve all the facets of supervision. For the purposes of this discussion, supportive supervision is defined as 'those aspects which have to

do with supporting the worker in his or her professional development and his or her own personal development within the social work role. The following categories were used as indicators of supportive supervision within the study; 'Suggesting alternative ways of working with clients'; Helping with the workers' relationships within the agency'; 'Helping with relationships with colleagues'; 'Helping with workers' personal lives'; 'Helping with career prospects'.

When the respondents were asked how they saw themselves in their role with their present supervisees the ranking of these supportive aspects amongst the other facets of the role resulted in the following list:

Assessing the social workers work on behalf of the agency

Monitoring their case work load

Educating the worker

Suggesting alternative ways of working with clients
(supportive)

Helping with relationships within the agency
(supportive)

Helping with career prospects (supportive)

Helping with readings and study guides

Helping with relationships with colleagues
(supportive)

Helping with the workers' personal lives (supportive)
(section E, q.2)

Suggesting alternative ways of working with clients supports the worker in his or her relationships with the client. It is supportive of feelings and supportive of method as it has become internalised within the social worker's personality. The supervisors have placed it high on the list of aspects of the role that they perform with each social worker. It does, however, fall below more agency-based matters such as assessing the social worker's

work on behalf of the agency and monitoring their case work load. Providing it is supportive of the relationship the worker has with each client, it can be labelled as supportive supervision. It is a difficult area to work with. The way in which each worker works with his or her clients will be affected by that worker's personality functioning and supervisors can find it difficult to separate the more technical approaches to the social work task from the more personal aspects. It is clear from this study that suggesting alternative ways of working with clients is something that takes up a large section of the supervision process.

This category was ranked higher by the supervisors on the list that resulted from the question about how competent they thought they were with each aspect. It was ranked as the second most competent area overall. Given that they felt the most significant influence upon their style of supervision was their own social work field experience one can see that suggesting alternative ways of working with clients is the category that they have had the most 'training' for (section E, q.13).

Helping the worker with his or her relationships within the agency is another supportive role. Staff relationships stretch beyond relationships with colleagues and this is particularly true in an agency such as the Social Welfare Department. Senior administrative staff, clerical staff, technical and financial resource personnel are all relating to the social worker at some stage. Supervisors can provide a support that helps the worker assess his or her relationships with others in the agency setting. It is ranked fifth on the ranking that resulted from the question about the role they perform with each worker (section E, q.2). It must be pointed out that some supervisors said they did not have to be very concerned about relationships within the agency as their social workers related well to other staff. Comments such as the following from one supervisor indicates the point:

"We don't have any trouble within the office as we are a happy team." The category appears high on the list of areas that the supervisors felt competent with. It is ranked third on that list indicating that they generally thought they did well with this task.

Helping with career prospects is another support. It is a support for the professional development of the worker and has to do with their personal view of their own future. Again, it was an area that drew comments from supervisors such as the following: "I don't discuss career prospects very often because my workers only need to talk about that when there is a chance of promotion." This may be why it ranks as sixth on the list of aspects that they were involved in with each worker. On the other hand it ranked fourth on the list that indicated the areas that supervisors felt competent in.

Helping with relationships with colleagues was placed second to last on the list of aspects that the supervisors were involved in. It was in approximately the same position on the list that indicated the areas they thought were their competent areas. They thought they were more competent in that area, overall, than in the educative role. It is another area that may not need all that much attention particularly if the agency promotes harmonious working relationships. Two supervisors commented that staff (collegial) relationships were sometimes difficult and that this can affect the way in which the social worker approaches his work. Another supervisor said that there had been one difficult situation within his office but that had been an unusual incident. It did however, take a long time for the supervisor to help the social worker come to terms with her relationship with another colleague.

Helping with the worker's personal life was placed lowest in the ranking for both questions about role performance. Supervisors made it clear that they did not

help very often with social workers' personal lives and also made it clear that they would not feel competent to do this or that it was something that was not applicable to them because the social workers never raised any personal issues. There were some quite specific reactions to this category. The following comments that supervisors made illustrate strong reactions:

"I certainly do not want to have anything to do with social workers' personal lives thankyou very much."

"It would be dangerous to meddle in this area and I keep case work separate from personal things."

"What social workers do in their own time is their business."

"Any problems that workers might have really should be referred to an outside help of some kind, for example, the Marriage Guidance service."

Other comments were:

"Personal matters only need to be dealt with when they are affecting the social worker's work."

"This is a tricky one - perhaps I should help, oh, sometimes I have - but I try not to get into that."

"I think you can do a lot if you really get to know the social worker concerned but they have to be ready to trust you."

There is quite a degree of confusion in the responses. The distinction between personal issues that affect the work the social worker carries out and personal issues that do not impinge on his or her work, is not easily established. It is an area that needs closer examination.

Supporting social workers in group settings

One of the ways in which support can be more apparent for the social worker is in a group supervision setting. Groups of social workers meeting together for supervision can find that the reactions they have to their work are

echoed by other workers and many of their concerns can become common concerns. The study included a question which asked the supervisors whether they were involved in group supervision. Eight of the supervisors were involved in group supervision of workers. Six of those supervisors were leading supervision groups for social workers under their care in the local office and two were leading groups for volunteer workers attached to the Social Welfare Department. Six of the groups met weekly and two met fortnightly.

The supervisors were asked about the nature of the discussions that took place in those groups. It is interesting to note that the following list of discussion topics indicates that the groups do seem to concentrate more on case work and personal support for the worker. The list of topics was as follows:

Case work and basic relating skills, factual information giving and the sharing of decisions about clients, support for the social work team, pressures on the workers, balancing the work load, crisis intervention, case work skills, training for the social work task, the issues, principles and practice of social work, general case discussions (section D, q.7).

It would appear from the results of this question that those supervisors who are involved with group supervision may be concentrating more on closer support for the social workers under their care. On the other hand, these topics that were being discussed in the group were not categorised in the questionnaire as were the topics for personal supervision in individual sessions. Seven of the supervisors were not involved with group supervision. The advantages and disadvantages of group supervision as compared with individual supervision could well form the basis of a separate study for it would seem that there may well be distinctive differences.

Summary

A summary of the discussion about supportive supervision as it was carried out by the senior social workers in the study, must include reference to the way in which supportive categories seem to rank lower than agency-related issues.

The study did not examine whether social workers ask for support and how often they tend to need personal attention. It would be possible therefore, to conclude that supervisors cannot be expected to be providing a lot of support if social workers do not indicate their need for it. There will be many reasons why this supportive work appears to come second to agency work but it can be stated that the study does indicate some confusion and ambivalence regarding supportive supervision.

Performance complexities:the movement from the back to the front region

The framework used for the discussion of the data was the notion that the senior social workers are at centre stage or in the 'front region' when they are supervising social workers and that they gain their training and support for their task through their contacts with colleagues, trainers and senior administrative staff in the 'back region' of the agency.

It is clear that the movement from the back region to the front region is not easy.

The senior social workers appeared to be well motivated to perform their task but they indicated that they lack real preparation for that task. Most of them felt comfortable working in their front region but they stated that they require much more support and training for the supervisory sessions they are expected to be responsible for.

When they have contact with the 'back region' (the senior management staff) they have discussions that are

geared towards agency-related issues and staffing considerations. When they have contact with the social workers they supervise they tend to put agency-related issues first but they do have an awareness that more personal supportive approaches are also necessary. They gain a degree of support and guidance from their superiors but the support is centred around the way in which the senior social worker is handling agency-related issues.

It is as if the 'press' from the agency needs is of paramount concern and leads to other issues being buried as the senior social workers struggle to please those who are responsible for agency policy.

There is agreement that the Social Welfare Department makes generous provision for training needs. The study points to the fact that for some reason, that preparation through training events does not lead to a clear perception of the way in which to balance agency needs and the needs of the social workers who work with the clients of the agency. Fourteen out of the fifteen senior social workers had attended a course on supervision sponsored by the agency. On the other hand, most of them had no formal training in basic social work skills. It may be that the lack of basic training has an affect on their ability to integrate the learnings from advanced training.

As senior social workers are social workers as well as employees of the Department of Social Welfare, one might expect them to gain support and preparation for their task from the professional association. Most of the senior social workers did not belong to the N.Z. Association of Social Workers. It may be that by not belonging, some tension is reduced as the workers do not have to consider the attitudes that the profession may have to supervision. On the other hand the lack of motivation to belong to the professional association may indicate that the agency is more important to the senior social workers and that they are more inclined to take note of the view of their role that the agency has.

It might also be considered that workers in this demanding position would gain support and guidance from their colleagues. The study indicates that this kind of support is not specifically structured and only four of the respondents met with their colleagues in a group support setting. There were comments that time was short in the agency and it appeared that meetings that were set up to support workers had a much lower priority than meetings that had to do with making sure the agency work was carried out.

In order that workers may be competent and have an adequate perception of their role it is important that they know what that role is. Most of the senior social workers who recalled being given a list of duties when they were appointed recalled that those duties were described in broad terms and that there were no clear guidelines for the supervisory task. This result indicates that senior social workers are having to fashion their performance out of their experience as social workers, from the in-service training they receive, and from the agency-focussed consultations they have with their seniors in the agency. It is difficult to carry out a task for which there are no definitive guidelines.

The senior social workers make the point that much of the work they do has been influenced by their experiences when they were social workers in the field themselves. This finding underlines the need for effective supervision of social workers who will be considered for senior positions later on. It also indicates that the most influential training experiences are those that are related to specific social work tasks.

It will be noted that the writer has chosen to label some facets of supervision as 'supportive' and other facets as 'agency related issues'. It could be argued that 'monitoring the case work load' and 'assessing the social worker's work on behalf of the agency' are both supportive measures. For the purposes of this discussion they have

been labelled as agency-related issues because, in the writer's opinion, they assist the agency to be more effective. They are not directly supportive for the social workers. Bearing those distinctions in mind, the results of the study indicate that the more personalised aspects of supervision are given low priority. At the extreme end of the supportive continuum is the need to help the worker with his personal life. It was perhaps unfortunate that this aspect was not labelled differently in the questions. It referred to those moments in supervision when the work that the social worker is doing is affected by his feelings about himself or his relationships with people who are close to him. When this was explained to the senior social workers who were interviewed, they still chose to rank the category lower than other categories. The whole area that has to do with supervision as therapy is, of course, quite contentious in the literature and it has been referred to earlier in this thesis. It is worth stating here that to find that senior social workers wish to avoid the implications of the effect of the social worker's personal life on his or her work is a finding that may point to an area that needs more definition in training programmes.

From the comments made by the senior social workers it would appear that they wish to be more supportive for their social workers. The fact that it seems that it is difficult to find the time or the way to be supportive may go back to the theme taken up earlier, that is, that senior social workers are focussed on the expectations of the agency.

The results of the study highlight the tension that arises from the middle-management position. They point to the number of pressures that exist for middle-management supervisors in a large agency and they stress the need for a review of the expectations of the agency, local support systems, and adequate training facilities. They also have implications for the social work profession in New Zealand as it considers the role of social work supervisors.

SECTION IV, PART II

Preparation and support for the performance of senior social workers. The importance of the back region.Introduction

This thesis has highlighted the position of the senior social worker in his role as a middle management supervisor. It is a position which necessitates an ability to meet the demands of the agency and the needs of social workers and clients.

The ideas of Erving Goffman¹ have been used to illustrate the number of expectations that surround the senior social worker. Middle management supervisors in the Social Welfare Department receive instructions from assistant directors in the agency. These instructions come from what Goffman would term the 'back region'. They are required to attend to the needs of social workers in supervision. It has been noted that this is their 'front region'. Then they have a client 'audience' to consider. There are other 'unseen actors' who have expectations. For example, staff in the departmental head office are responsible for selection procedures, promotion, and assessment. The expectations which emanate from training experiences and social work field experience have an important influence.

In this section attention will be drawn to the ways in which senior social workers can be prepared for, and supported in, their complex situation. The selection of senior social workers, their training needs, and the definition of their role will be considered. Their position in the district offices will be discussed and the supports they need for carrying out the supervisory task. The relationship of the senior social worker to the social work profession is another issue that requires attention.

The selection of senior social workers

At present, senior social workers are selected from social workers in the department who have seniority and a number of years of experience in the field. The department likes to appoint social workers who have a social work qualification to the position of senior social worker. The number of workers who have such a qualification (for example, a Diploma in Social Work), is small. Qualifications do not necessarily guarantee that a social worker will be promoted ahead of a worker who has more experience in the department.

The Social Welfare Department needs to implement a planned approach to the idea of appointing trained social workers to the position of senior social worker. Senior social workers in the study supporting this thesis commented that there is confusion regarding the selection procedure. They need specific guidelines to determine the way in which they can best prepare themselves for selection as a senior social worker. The relationship of social work qualifications to promotion needs to be clarified. The relative merits of a qualification and a number of years experience in the department also need clarification.

The definition of the role of the senior social worker

There is no official definition of the role of the senior social worker. There is a document which describes the ideal applicant for the position and this document is made available to the interviewing panel during candidate selection (see appendix 2). The department should construct a document that details the role of the senior social worker and make this document available for general distribution. The following should be included in the role definition:

1. The role of the senior social worker with regard to his responsibilities and duties as a senior social worker in the Department of Social Welfare in New Zealand.

2. The authority vested in the senior social worker. The access the worker has to resources, senior officers in the head office of the department and, those aspects of his work which he is expected to report and review.
3. The role of the senior social worker as defined by the district office with regard to his responsibilities, his official duties and his middle management tasks.
4. The administrative responsibilities that have to do with record keeping, legal documentation and resource allocation.
5. The nature of his role and responsibility with regard to national institutions such as centres for children and adolescents in care.
6. An outline of the supervisory role. Procedures relating to time allocation, case management and the assessment of social workers.
7. An outline of the central elements in the supervisory function. Administration, teaching, support, and the professional development of social workers in supervision.

Assessment procedures for senior social workers

Senior social workers are assessed annually and take part in the assessment procedure which is proscribed for employees in the State Services in New Zealand. The form which is filled in by employees and their senior officers is included in appendix 4. In the Social Welfare Department each social worker and senior social worker takes part in discussions regarding their assessments and an agreement is reached regarding the comments and gradings that will appear on the assessment form. The form has only one section that relates to social work and there are no distinctions made between, for example, a social worker and a senior social worker, with regard to the nature of their tasks. The section on the form which relates to social work is headed, "case work relationships". The

term, case work relationships, is outdated as a term which is intended to cover all aspects of the social work task. A senior social worker supervising social workers in community action programmes cannot be assessed under the heading, 'case work relationships'. He needs to be assessed for his role as a supervisor of staff and for his role in helping social workers to plan community action programmes.

There are no categories that are specifically applicable to the social work task and no categories which refer to the delivery of social welfare services through the work of social work staff.

An assessment form needs to be developed which reflects the work that senior social workers carry out. The assessment form should relate to the role definition when it is produced by the department.

Training for senior social workers at a national level

(i) Short-term courses at departmental training centres

The Social Welfare Department encourages senior social workers to attend short term courses held at its national training centres.

At present there is no distinction made in the training programmes between senior social workers who hold a basic social work qualification and workers who are not basically qualified. For the next ten years it is likely that the department will be appointing many social workers to a senior position who do not hold a social work qualification. There will be an increasing number of new senior social workers who are qualified. The department needs a two-phase training programme. The first phase would cater for new senior social workers not qualified as social workers and the second phase would cater for qualified workers.

Introductory course: Social workers who are contemplating promotion to a senior position should be able to attend an introductory course at one of the department's training centres during the year just prior to promotion. If they do not hold a social work qualification they should be considered for attendance at a basic skills training programme before they attend a course which concentrates on the position of the senior social worker.

There is a strong argument for taking as much care with an induction programme for senior social workers as the care taken to induct new social workers into the department. The step from social worker to senior social worker requires an introduction to skills that most social workers are not familiar with. It is a step that requires a knowledge of teaching skills and demands that they face a managerial responsibility involving the careful use of costly resources.

Phase one, or the induction courses for new senior social workers, should highlight the differences between the role of the social worker in the field and the position of the senior social worker. The following issues should be included in the introductory courses:

Course content: The place of the senior social worker within the structure of the Social Welfare Department.

An introduction to staff management skills and a view of the way in which policy is fashioned in the department.

The use of administrative procedures and the way in which administrative tasks assist the department to function.

The procedures for control and allocation of resources and an introduction to the way the department applies for, and is granted resources by the state.

The nature of the authority vested in senior social workers and the place of authority in staff supervision.

The role of the supervisor as teacher in supervision and an introduction to the use of skills to support social workers and encourage their professional development.

Training after appointment: Once senior social workers are appointed they should be released for attendance at a departmental course during their first year. Many of the issues mentioned for inclusion in an introductory course will still be relevant and need to be discussed in more depth. They will by now be experiencing their role as supervisors of staff and will be ready for an intensive introduction to the supervisory task.

In this second phase of their training it would be appropriate to ensure that they have dialogue with assistant directors as part of the course programme. The department could release two or three assistant directors to attend the course and structure seminars where assistant directors clarify their expectations of senior social workers. The senior social workers would be encouraged to clarify their expectations of assistant directors and convey to them the principles learnt during the course.

Management: At this stage in their training, senior social workers need to be learning the skills for their management role. Middle management theoretical perspectives and administrative skills have not featured prominently in social work training programmes. They have often been crowded out by the emphasis on casework skills and theory. It is likely that senior social workers who have attended social work training programmes before, will not have been introduced to management theory and skills training. A review of the literature pertaining to management issues and the literature highlighting the human relations movement in industry is set out in section II, part I.

The training centres in Auckland and Wellington which are responsible for the training of the department's workers are beginning to introduce specific skills for senior social workers with modules such as 'management by objectives'. From the results of the study carried out in support of this thesis, it is important to stress that senior social workers are seeking knowledge which

will help them to balance their management role and their role as supportive supervisors.

Teaching: The senior social workers in the study acknowledged their lack of preparation for the teaching aspect of supervision. During this second phase of training teaching skills should be covered in depth. It is important to point out that this is another area which will highlight the difference between those workers who have been through a basic social work training course and those who have not. Trained social workers will have been introduced to theory that will not have been available to untrained workers. As both trained and untrained social workers are being appointed to senior positions by the department it is essential that the untrained social workers be introduced to the theory they are expected to teach. Senior social workers are supervising more and more students from training institutions. There are more university courses for social workers and the students on those courses are being introduced to theory that most senior social workers in the department will not be aware of. The senior social workers in the study stated that it can be a difficult task trying to keep up with the new approaches that students have. The departmental training centres need to ensure that the senior social workers who are being trained to teach staff in supervision, are kept informed of the latest developments in social work theory and skills training.

Support: This second phase of training should also pay attention to the supportive aspects of the supervisory role. Senior social workers in the study indicated that they wanted to be supportive but those aspects that were labelled as supportive for the purposes of the study were given a low priority. This issue needs more research to discover why it is a difficult area for senior social workers. The study points to the need for more emphasis in training programmes to help workers carry out the

more personal aspects of supervision. The way in which the personal reactions of social workers impinge on their work, the relationships they have with their colleagues and their personal reactions to the difficulties their clients are experiencing, are all areas that senior social workers were finding it difficult to deal with.

Group work: The study of senior social workers showed that they do not set up groups for supervision of social workers very often. Many of the senior social workers expressed an interest in group supervision but said that they lacked the skills to lead groups. The writer gained the impression that groups for staff do not survive for very long in the local office.

There is a need for more training for senior social workers in group leadership. The emphasis on one-to-one supervision skills should be balanced with an emphasis on supervision in groups. Contact with senior social workers are facing a personal challenge when they consider making groups supervision available. Those responsible for training workers at a national level need to concentrate on the way in which the senior worker will be affected by meeting with a group of social work colleagues. The senior worker who decides to lead a group is faced with four or more social workers who may wish to challenge his authority, his status, and his competence. The group has to survive in the local office setting and what happens in the group situation will have an effect on staff relationships.

Eve Hessey, in a recent issue of the New Zealand Social Worker, wrote about her feelings as a group leader in an agency setting:

"What I have tried to do is indicate a number of positive things which can come out of an experiment in group supervision. I had anxiety as the team leader and also as the group leader as I am not experienced in group leading and members of the team also had feelings of trepidation. Group forces overtook individual forces

sometimes and there were occasions when feelings of anger, isolation, depression, for example, came together in one individual and that person felt out of step for a time. These are natural phenomena in the life of groups The important thing is to identify what is happening and use the experience for understanding human behaviour in group situations."²

Hessey's remarks indicate that there are many issues that will surface for the leader in group supervision and these issues need concentrated discussion in training programmes.

Further training: Having suggested that senior social workers should attend a course just prior to their appointment and another course during the first year of appointment it must be emphasised that senior social workers have continuing training needs.

Most of the workers interviewed for the study had attended a training event which concentrated on supervision or on management skills but many of them were not sure when they would attend another training course. It is important that the senior social workers in the department be released at regular intervals for training. It will be pointed out at a later stage in these observations that there are few training opportunities in the district offices and few opportunities for senior social workers to monitor their performance. An expectation that they will be attending a course at regular intervals would ensure regular reviews of their work.

The opportunity to attend a course for two or three weeks and then return to the district office for a short period before returning to the same course, would also be helpful. Theory and skills which are introduced during training need to be practised and integrated in the work setting. If senior social workers can test their learning in the work situation and then return to the training centre to discuss the relevance of their training, they

will find it easier to relate theory to practice.

Training for senior social workers at a national level

(ii) Long-term courses

In response to a request from the social work training council two year-long courses for social work supervisors from agencies were established in New Zealand. The first was a course sponsored by the Department of Continuing Education at Auckland University and the Auckland branch of the New Zealand Association of Social Workers. In 1979, the Department of University Extension, in association with the Social Work Unit at Massey University, began a year-long course for social work supervisors from agencies. The Department of Social Welfare has sponsored senior social workers attending this course in 1979 and in 1980. The writer is not in a position to comment on the Auckland course but it can be stated that the establishment of these two courses paves the way for specialised training for senior social workers at a more intensive level.

The planning that was done for the course at Massey University is set out in appendix 6 . Twelve supervisors attended the course during 1979 and eleven are currently attending the course during 1980. In both years six of the supervisors have been sponsored by the Social Welfare Department. The course requires that the supervisors attend four weeks of lectures, seminars, and workshops, and these four weeks are spread throughout the year. The supervisors complete two assignments at a 100 paper level, they write an account of their experiences in the micro skills training laboratories, and they complete a 'goal work sheet' with the cooperation of the social workers they are supervising. One of the course weeks is held in a residential setting away from Massey University when lecturers and course members spend the week living together.

The course follows the pattern set out in the planning document in appendix 6 . For the purposes of this discuss-

ion the following course outline is included. It is an outline of the course as it is likely to be presented to course members in 1981.

Week One

An introduction to the sociology of organisations.

An introduction to management and administrative theory and skills.

An introduction to research methodology.

An introduction to communication skills theory (micro skills).

Laboratory sessions using audio visual equipment for communication skills training.

A lecture-seminar on the philosophy of social work and social work values.

Methods for assessing the work of supervisors and the supervision process.

Methods for engaging feedback from supervisees.

Week Two

A seminar on legal issues in social work (The supervisors choose legal issues that they wish to have discussed and the lecturer introduces current legal issues related to social work).

A seminar attended by senior management staff in the agencies represented on the course (A dialogue session).

The self-awareness of the social work supervisor (A workshop session).

Supportive supervision (Discussion and practice).

Continuation of communication skills training. An emphasis during this week on the middle management role of supervisors (Role plays centred around issues in the agencies).

Consultation (The supervisor in consultation with senior staff in the agency - theory and method).

Issues that arise in supervision from the social workers' work with clients. Alternative ways of dealing with client difficulties.

The teaching element in supervision. Teaching method and practice.

Week Three

Cross-cultural issues.

Continuation of the emphasis on communication skills in supervision, in consultation, and within the agency setting.

Staff selection and assessment. The professional development of staff.

Research method for specific projects, surveys, and investigations.

Management skills; specific methods for implementing effective management in the agency.

Short-term and long-term supervision. Dialogue with social workers from agencies (or student social workers) regarding the supervision process.

Group supervision - theory and practice.

Week Four

Current social work theory and method (Including preventative methods and community social work).

Individual tutorials for supervisors on the course (For assessing their course year and discussing issues that arise for them in their agencies).

Inter-agency issues. The politics of social work in the community and in the quest for resources. Further emphasis on the sociology of organisations.

Laboratory session on assisting with the education, professional development and career development of

supervisees.

The many-faceted role of the supervisor in perspective (A workshop session drawing together the elements of supervision presented during the course year).

.....
 The proposed course summary as it has been presented here is a summary of many of the issues highlighted in this thesis. The implementation of a full year of training for social work supervisors means that there is time for reflection during the course year. There is also time to assess the relevance of new knowledge within the agency setting.

This year of training should be available to as many senior social workers as possible. It is intended that the course will eventually be the one-year practicum for a six-paper diploma or certificate in social work supervision. The planning for the complete diploma or certificate is still being done and the proposal has yet to be presented for consideration by university authorities. If the proposal is implemented then social work supervisors will have a very comprehensive training available to them and agencies such as the Department of Social Welfare could have a planned approach to sponsoring senior social workers through this long-term training programme.

The Department of Social Welfare (as well as other agencies who sponsor supervisors through long-term training programmes) could begin to develop a set of requirements that the agency would like to see built into the course. These requirements could be discussed with course planners and the supervisors on the course would be able to monitor the relevance of the expectations that the agency has. If the agency has stated objectives for a course of this nature and those objectives are constantly matched with the practical situation in agency offices, then useful guidelines will begin to emerge.

The position of the senior social work supervisor
in the district offices

(i) The middle-management role

The senior social work supervisor in the district office is working within a formal system and thereby having to pay attention to the requirements of the agency structure. Philip Selznick has written, "Every formal organisation attempts to mobilize human and technical resources as means for the achievement of its ends."³ The Social Welfare Department formalises part of the role of the senior social worker by defining the administrative tasks that must be attended to. The part of the role that has to do with direct service delivery to clients through the work of the social work team is, as we have seen, not defined, and is learnt informally.

Frank pointed out that well-defined role organisation, "prohibits individual initiative and makes ritual role performance easy".⁴ The results of the study of senior social workers shows that they tend to spend more time with agency-related concerns and this may well be a reflection of the fact that it is the agency administrative tasks that are defined. This promotes the ritual role performance that Frank refers to. By placing the senior social work supervisor in the middle management position the worker has to be an advocate for clients wishing to gain access to resources and an advocate for the way in which the agency rationalises the distribution of the resources. There needs to be a much clearer definition of the power and authority vested in the senior social workers in the local office structure. On the one hand, he is viewed as the person who monitors the needs of clients and is given authority to guide social workers who distribute resources. On the other hand, the senior social worker has to make careful application for resources and has to accept decisions which are made further up in the management hierarchy.

It is Burton Gummer who says, "The goals of an organisation are not assumed, but evolve out of the struggle for control over resources."⁵ If we apply these words of Gummer to the local office of the Department of Social Welfare then it is implicit that senior social workers are constantly helping to define the goals of the agency. Gummer also points out that those who hold the power in an organisation are likely to have the easiest access to resources. The amount of 'say' that the senior social worker has in the allocation of resources is limited by his position in the hierarchy. Burns refers to the idea that "The only man who knows, or should know, all about the company is the man at the top."⁶ Senior social workers in the department are given full responsibility for their role as supervisors of staff but their authority is limited when they wish to have access to resources. There is a sense in which they must defer to 'the man at the top', to use Burns' terminology.

These points have been made to illustrate the middle management dilemma that exists for senior social workers in the district office. The fact that there is a high level of control over agency resources and a low level of definition and quality control over supervision, may explain why senior social workers tend to be more concerned with agency-related issues. Parsons⁷ drew attention to the need for a system which can meet client needs in a humane manner and still take agency requirements into account. It is difficult to balance requirements for the smooth operation of the agency with the needs of social workers and clients. This tension, which is part of the daily experience of the senior social worker, is a tension that needs further research.

(ii) Support from assistant directors

The senior social workers in the study made it clear that they have access to their assistant directors. They move from their 'front region' to the 'back region' of

the agency to discuss administrative issues, staffing concerns, and agency policy. Those workers who were interviewed commented that they need more support from assistant directors for their personal and professional development. Bearing in mind the complex nature of their role and the tension outlined above, it is important that senior workers have opportunities to express their total concerns regularly. Social workers in the agency have access to regular supervision sessions with senior social workers and, it is clear from the training programmes referred to in section I, part III, that the department emphasises the importance of supervision. Senior social workers are entitled to similar support systems and are entitled to regular supervision. Supervision for senior social workers is more properly called consultation. At the middle management level in the Social Welfare Department workers should have access to systematic and effective consultation with assistant directors.

Westheimer describes the skills appropriate to consultation:

"The consultant must be a sensitive diagnostician who is ready to put his knowledge and skill at the disposal of the consultee He has to bear in mind the aims of consultation; to strengthen the worker's capacity to function more effectively in the area she has presented for consultation The consultant's function (while perceiving the personal problem of the consultee) is to strengthen or reinforce the consultee's capacity for reality-based perceptions and decisions, and to deal mainly in indirect ways (i.e. by means of discussing the client's difficulties in reality terms) with the problem that is the consultee's. However, it would be presumptuous to prescribe for the many complex situations that do occur. Suffice to state that the consultant must be clear about the different role, responsibilities, and tasks pertaining to consultancy as against those appropriate to social work practice."⁸

If assistant directors can be trained for the kind of consultancy work that Westheimer describes then senior social workers would begin to feel more supported. The crucial words in the quote from Westheimer are, (the aim is to), "strengthen the worker's capacity to function more effectively in the area she presented for consultation (and) strengthen or reinforce the consultee's capacity for reality-based perceptions and decisions."⁸ It is this very personal, growth-orientated support that senior social workers are seeking. Consultation with an assistant director carried out in this manner, would assist senior social workers to move from the 'back region' of the agency to their 'front region' with more confidence. They would also have had personal and professional support modelled for them.

(iii) Support from colleagues

Reference has been made earlier in this discussion to the use of groups in the local office setting. Senior social workers in the study stated that they need opportunities to meet with other senior workers to share their views. From the results of the study it is clear that group meetings of senior social workers are rare, and, when they do occur, they tend to concentrate on agency-based issues. Groups that are set up for staff training purposes often rely on outside speakers. When senior social workers were able to meet with colleagues from another office it seemed that it was easier for a helpful sharing to take place. It may be that collegial support is difficult to structure in the local office setting. Senior social workers said that it was not easy to find enough time for this and some were disappointed that groups of colleagues tended to begin successfully and then the groups disintegrated.

Some planning is needed and some research to establish structures for collegial support. Successful groups in the agency would help to overcome the frustrations that

some workers feel as a result of their middle management position.

(iv) Training in the local office

It was clear from the results of the study that senior social workers recalled their own supervision as social workers as being the most important formative experience. This being the case, the quality of the supervision that is carried out in the local office needs constant review. There is a distinct lack of training opportunities for workers at a local level. The study showed that senior social workers do not read regularly in areas that pertain to their role as supervisors. Staff training groups are irregular and tend to concentrate on agency-based issues. Senior social workers are assessed annually in the local office but it has been noted earlier in this discussion that the annual assessment has little to do with the role of the senior worker as a supervisor.

The Social Welfare Department needs to establish a set of guidelines for ongoing training at the local level. There are two aspects to ongoing training locally. Firstly, it requires training guides such as reading material, ideas for communication skills training in the local office, and practical assessment suggestions for reviewing role performance. A decision needs to be taken as to who is responsible for training in the local office. It is clear from the study that senior workers do not take the initiative to organise training for themselves and often no-one is responsible for attending to training matters. A programme for training senior social workers locally over a one year period would facilitate professional development.

Secondly, social workers who are being supervised need structured opportunities for commenting on the supervision they are experiencing. This would enable senior social workers to monitor the effectiveness of their role as supervisors.

Students on the course for social work supervisors at Massey University in 1979 used a 'goal work sheet' to assess the work they were doing. An adaptation of the 'goal work sheet' as reviewed by D. St John in the Journal of Education for Social Work⁹ is included in appendix 6.

Using a goal work sheet each supervisor establishes the goals that he wishes to work towards in supervision and discusses these with his supervisees. The sheet is filled in regularly and provides a constant assessment of the supervision process. An adaptation of this procedure could become standard practice in the department's offices.

A senior social worker in the study used another method which had appeal. He asked his social workers to hold a meeting and talk about his supervision. They then reported to him from the meeting and he was able to have dialogue with them about his work.

Whatever method is used it needs to be established as a training device and should not become part of the annual assessment procedure. Close examination of the work that senior social workers carry out in supervision will need to be as objective as is possible in the office setting. From the views of social workers being supervised it will be noted that there are areas which need attention. The success of such regular reviews for training purposes will depend upon senior social workers accepting the measures and using them constructively.

Training at the local level should be constantly linked to the training which is occurring at a national level. Close dialogue needs to be maintained between the local office and those responsible for training workers during short-term or long-term courses. The total training programme should be designed so that the practical work in the district offices does not become separated from the theory and method that is taught during block courses.

(v) Links with the New Zealand Association of Social Workers at a local level

Most senior social workers in the study did not belong to the association of social workers. Many of the reasons given for not belonging were reasons that had to do with lack of time and a feeling that the association does not provide a relevant structure for the expression of views. The Department of Social Welfare and the New Zealand Association of Social Workers could usefully examine the reasons why senior social workers do not support their professional association. The association has stressed the importance of effective supervision in many of its national committees over the years. It is important that there be dialogue at a local level to ensure that the association establishes principles that are relevant to each agency. The association has also been discussing the idea that there be a union for social workers. Unionisation has far reaching implications for the relationship between social workers and their employment situations.

The senior social workers are asking for more professional support. Some of this support needs to come from their own agency but it is also vital that it is seen to be provided by the association. If senior workers have valid reasons for not belonging to the association then these need to be examined. If the association needs a change in structure in order to provide effective local support then it needs to discover ways in which it can adapt to local conditions.

Summary

Training and ongoing support for senior social workers is a process that requires continuous assessment. The comments made in these final observations indicate that many changes will have to be implemented. A suitable role definition and adequate assessment procedures would help senior social workers to establish boundaries and define their tasks. Sequential training programmes at

national and local levels would assist workers to relate theory to practice. Effective support systems would help to reduce role strain in the agency setting. Regular reviews of the supervisory task would encourage senior social workers to monitor their performance, and a closer link with the professional association would give them a channel for innovative suggestions.

If the senior social worker is provided with a secure working environment his team of social workers will respond to his leadership. If relevant training is regularly available social workers and clients will benefit from competent supervision.

NOTES

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8. WESTHEIMER, I.J. The practice of supervision in social work. Ward Lock Education Press, 1977, p.163.
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TABLES

Section A, Q.1

(a) Age:

<u>20-30 years</u>	<u>31-40 years</u>	<u>41-50 years</u>	<u>over 50 years</u>
0	6	7	2

Total 15

The majority of supervisors are in the age grouping 41-50 years. 31-50 years is the grouping that is dominant for this survey.

(b) Males 11(c) Females 4 Total 15

<u>Marital Status</u>	<u>Married</u>	<u>Single</u>	<u>Other</u>	<u>Total 15</u>
	12	3	0	

Most supervisors in the survey were married.

(e) Membership of the N.Z. Association of Social Workers

<u>Full Members</u>	<u>Associate Members</u>	<u>Not Members</u>
5	0	10

Total 15

A majority are not members of the Association of Social Workers.

Section A, Q.2

What is your present grading? (within the Department of Social Welfare)

<u>320-105 (Senior Social Worker)</u>	<u>320-106</u>	<u>Total 15</u>
13	2	

Section A, Q.3

Education:University Education (Other than Social Work):

<u>Nil</u>	<u>B.A.</u>	<u>Partial Degree</u>	<u>Degree plus other study</u>	<u>Other (Tertiary)</u>	<u>Univers. and Tert.</u>
4	1	2	1	4	3

Partial degree plus other study

Total 15

3

Section A. Q.4

Experience:

(a) Number of years service as a social worker before appointment as a supervisor:

<u>up to 4 years</u>	<u>5 to 8 years</u>	<u>9 to 10 years</u>
2	9	4

Total 15

Most supervisors spent between 5 to 8 years as a social worker before appointment as a supervisor.

(b) Types of experience or areas of responsibility while you were a social worker:

All supervisors answered that they had been involved in generic social work. 4 had had special responsibility for adoptions work and 3 had had extended experience in rural areas. 2 listed court work as an area of special responsibility.

(c) Since your appointment as a supervisor, what kinds of field work have you supervised?

Again all the supervisors answered that they had supervised generic social work and the following are the areas of social work that were singled out and given labels:

<u>Court work</u>	Supervised by 4 supervisors
<u>Child Care</u>	" 6 supervisors
<u>Voluntary social workers</u>	" 5 supervisors
<u>Short contact teams</u>	" 2 supervisors
<u>Adoption</u>	" 2 supervisors

Rural Social Work

Supervised by 2 supervisors

(d) How many months or years experience have you had since your appointment as a supervisor?

<u>Up to 3 years</u>	<u>4 to 5 years</u>	<u>5 to 6 years</u>	<u>12 and half years</u>
9	2	3	1
			<u>Total 15</u>

Most supervisors were in their first three years as a supervisor.

Section B: Training, Q.1

What are your social work qualifications?

<u>Dip. Social Science or Social Work</u>	<u>No Social Work Qualification</u>	
4	11	<u>Total 15</u>

The majority of supervisors do not hold a social work qualification.

Section B, Qs.2 and 3

What State Service or Department of Social Welfare (in-service) training courses have you attended? (other than those related to supervision)

All the supervisors had attended at least one in service training event. The training sessions ranged in duration from one week to eight weeks. In addition, short seminars of two to three days duration had been attended by some supervisors. The training events were located in Wellington (State Services Training Centre at Tirimoana or at places such as Wallis House), in Auckland at Taranaki House (State Services Training Centre). Some short events were held near the office where the supervisor worked but these were rare. The following is a list of training events with the number of supervisors who had attended such an event:

Management training	4
Management and Supervision	1

Training for Trainers	2
Social Work and the Law	2
Induction courses (for new social workers)	10

(This total means that 10 out of 15 supervisors were introduced into the Department of Social Welfare as new social workers by attending an induction course which involved 2 or 3 months' tuition).

Child in care, Adoption, Fostering	10
Social Workers dealing with Maori Case Load	1
Group Work	3
Liaison with Institutions	1
Public Speaking	2
Court Work	1
Working with Volunteers	1
	<u>Total 15</u>

Section B, Q.4

What ongoing training have you had within local Social Welfare Offices?

(This question referred to training that had been experienced by the supervisors when they were social workers or subsequently. This was explained verbally to them).

The number of supervisors who stated they had not experienced any ongoing training within local offices was 6.

The following is a list of training events mentioned by nine supervisors:

1. Weekly case discussions on social welfare policy and such topics as adoptions.
2. Staff meetings and personal supervision.
3. Irregular discussions combined with staff from a neighbouring office.
4. Discussion centred around the departmental training manual.

5. Weekly training sessions.
6. Supervision as a social worker.
7. Periodic series on different topics.
8. Discussions centred around the departmental training manual.
9. Occasional staff training sessions and case discussions.

Total 15

From the answers to this question it would appear that on-going training is spasmodic and not a special feature within many local offices.

Section B, Q.5

What seminars or courses have you attended in relation to Social Work Supervision?

1 Supervisor had not attended any training events related to social work supervision.

Training courses and seminars for supervisors were run by the Social Welfare (State Services) training centres and the length of the courses and the number of supervisors attending them are listed below:

<u>1 week course</u>	<u>2 week course</u>	<u>3 week course</u>	<u>4 week course</u>
1 supervisor	8 supervisors	2 supervisors	2 supervisors

Total 13

1 supervisor attended seminars for supervisors supervising social work students. These seminars were organised by Massey University each year.

1 supervisor had attended both Massey seminars and a 2 week State Services course.

All except 1 supervisor in the survey had attended a training event related to social work supervision and the majority had attended a course which lasted for two weeks.

Section B, Q.6

When do you expect to attend a course related to Social Work Supervision?

In answer to this question, 7 supervisors said they did not know when they would attend such a course.

6 said they expected to attend a course during 1979, 1 in 1980, and 1 said he would be attending the seminars at Massey University for supervisors supervising social work students on placement.

Of those who would be attending a course in 1979, 3 would attend (and did attend) the course for social work supervisors at Massey University in 1979.

Section B, Q.7

The agency policy with regard to sending staff to courses/seminars is

Encouraging (3).

Positive-can go as often as courses are available providing it is convenient.

Encouraging, but often the local office is under-staffed as a result of staff going to courses.

The policy is not clear-I'm not sure what the selection process involves.

Good.

Excellent and encouraging.

Staff can go if they can be spared.

Very good and encouraging.

Encouraging and staff are sent whenever possible.

Supportive.

Encouraging, staff are expected to take the initiative.

They are happy to send you if you ask to go-some difficulty in getting time off for University studies during the year on a weekly basis.

Encourage staff to attend at least one training course per year.

Social Welfare departmental policy is obviously very encouraging for staff when they wish to attend training events.

Section B, Q.8

The present ongoing training for supervisors within the local office:

Doesn't exist

Is adequate

Is not adequate

Could be improved by

12 supervisors stated that present ongoing training within the local office doesn't exist.

1 stated that the present ongoing training was adequate.

1 stated that the training was not adequate.

1 stated that the training used to be held within the local office but with the arrival of a new director no new policy had been formed at that stage.

Under the option - 'training could be improved by...', the following comments were made:

More use could be made of regional training officers. More training is needed for assistant directors.

There is no time for ongoing training - but we could make the time.

Regional training schemes are needed.

There needs to be more communication about this between supervisors and management.

The senior staff should meet and share views.

We don't have ongoing training because we are senior officers and it is deemed to be not necessary.

There should be more contact between offices in a small centre and those in large towns.

There is not really the time to carry this out in the local office and the training probably needs to be done outside of the office routine.

From the answers to this question it would appear to be the case that ongoing training within the local office is a feature that needs more consideration and review.

Section B, Q.9

My present training needs for my role as a supervisor are:

The following comments were made in answer to this question:

I need ongoing supervision for me. I need to know how to be constructive in supervision.

I need more confidence and more knowledge.

To attend a course to meet other supervisors and discuss my role.

Attendance at more courses.

More sessions with other colleagues and the Assistant Director of Social Work and regular consultations.

Academic (extra mural) study would help.

I would like to attend the year long Massey course - otherwise I meet my own needs by constant reading and study.

More study guides are needed.

More information on group work and group counselling, custody work, and knowledge of assessment procedures.

I would like to attend the year long Massey course.

The opportunity to discuss my role with other supervisors and some sensitivity training.

Management skills, keeping up to date with social work theory, systematic approach to the latest developments in supervision and social work.

More information relevant to the supervisory role and more information about the latest research.

I need more ongoing training to sharpen up my skills.

I need a sounding board and more feedback about my role performance.

Management skills and supervision techniques.

The answers indicate a number of quite specific training needs in addition to more individual attention for each supervisor in the setting within which he or she works.

Section B, Q.10

Do you know of the course in Social Work supervision being offered by Massey University? Yes/No

Are you aware of the content of the course as publicised in the course brochure? Yes/No/Some

If you attended the course, what content other than that publicised would you want included?

<u>Do you know of the course?</u>	<u>Yes</u>	<u>No</u>
	15	0

Are you aware of the content of the course?

<u>Yes</u>	<u>No</u>	<u>Some</u>
10	2	3

If you attended the course what content would you want included?

<u>Don't know</u>	<u>Content is adequate</u>
10	5

Total 15

1 supervisor made the comment that the course should include material on social work administration.

Section B, Q.11

Can you name any books you have read on Social Work supervision?

Number of supervisors who said they could not name any books: 7

8 supervisors listed the following reading material:
(listed using their words):

Supervision for social work supervisors Ilse J. Westheimer (-3)

Helping Relationships Brammer, C. (-1)

Supervision in a residential setting (paper) Doolan, M. (-1)

Up the Organisation, Drucker (-1)

Journal Articles Generally (-4) The journals referred to were mostly British Journals.

Section B, Q.12

Which books did you find most helpful?

7 supervisors had not been able to name any books.

The books that were mentioned as being most helpful were:

Supervision for social work supervisors Ilse J. Westheimer

Helping Relationships Brammer, C.

Journal Articles.

Section C, Q.1

Appointment as a supervisor

When you were first appointed as a supervisor, did you have any discussions with senior staff regarding your role as a supervisor?

<u>Yes</u>	<u>No</u>
12	3

If Yes, with whom?

Assistant Director, Social Work (Local Office)

6

The Director and the Assistant Director (Local Office)

2

Senior Social Workers (Local Office)

1

District Child Welfare Officer

1

Senior Social Workers and Assistant Director Social Work (Local)

1

Interview and discussion with Head Office (Wellington) and supervisor in local office and a colleague in another agency

1

Most new appointees have a discussion with Senior Officers in the local office.

Did you find the discussions

- | | |
|----------------------|-----------------|
| (a) very helpful | - 3 supervisors |
| (b) quite helpful | - 1 supervisor |
| (c) helpful | - 7 supervisors |
| (d) not very helpful | - 1 supervisor |

The initial discussions are mainly viewed as helpful.

Section C, Q.2

When you were first appointed, were you given a:

(a) <u>List of duties</u>	<u>Yes</u>	<u>No</u>	
	8	7	<u>Total 15</u>

(b) If yes, list the duties you recall being on that list:

1. Broad and nebulous. Geared to management. Nothing specific about supervision.
2. Such duties as from time to time are allocated. Outline of my role as a supervisor of volunteers. To assist with adoptions.
3. To sit on the childrens' board. General duties.
4. A sketchy outline. 'You are responsible for three social workers'.
5. Authority to give certain approvals. Administrative duties.
6. Supervision of a team. Responsible for court work and admissions to the girls' home.
7. To establish the social work section of the office, supervision of three social workers plus a list of delegated authorities.
8. Related to special administrative responsibilities for example, child care centres. Liaison with national institutions. Allocation of vehicles. Supervision of three social workers.

Most duties are described in broad outline and are non-specific with regard to the role of a supervisor.

Section C, Q.3

Support for the supervisor in the agency:

Do you have someone with whom you consult

(a) Regarding your role as a supervisor

<u>Yes</u>	<u>No</u>	
14	1	<u>Total 15</u>

(b) Is that person located:

	<u>Yes</u>	<u>No</u>
in your office	13	1
in another agency	1	

What position does the person you consult with hold within the agency?

13 supervisors consult with the Assistant Director (Social Work)

1 supervisor consults with a person outside of her own agency

(c) How often do you meet for consultations?

<u>Weekly</u>	<u>Irregularly</u>	<u>In emergencies</u>	<u>As and when required</u>	<u>Rarely</u>
3	3	1	6	1
				<u>Total 14</u>

Do you find the meetings

<u>Very helpful</u>	<u>Quite helpful</u>	<u>Helpful</u>	<u>Sometimes helpful</u>	<u>Not helpful</u>
1	4	5	3	1
				<u>Total 14</u>

The consultations are held, in the main, as and when required and most of the supervisors find the meetings helpful or quite helpful. The results do not point to a very satisfactory situation with regard to support for

the supervisors.

Section C, Q.4

What is the focus of those meetings?

<u>Agency policy</u>	<u>Education for the supervisory role</u>	<u>Theory of supervision</u>	
10	4	3	
<u>The way I am functioning as a supervisor</u>	<u>My personal life</u>	<u>Staff Issues</u>	
9	2	13	

Other

Administration - 1

Staff issues are the main focus of the consultations, then agency policy, then the way the supervisor functions in his/her role.

Section C, Q.5

Do you meet with a group to:

(a) Consider your role?

<u>Yes</u>	<u>No</u>	
4	11	<u>Total 15</u>

(b) If yes, where does the group meet?

The four supervisors who meet with groups stated that those groups meet in the local office.

(c) How often does the group meet?

Three groups meet weekly and one irregularly.

(d) What are the designated positions of the members of the group?

Senior social workers and the Assistant Directors made up the membership of all the groups that met.

(e) What is the focus of the group meetings?

<u>Education for the supervisory role</u>	<u>Agency or inter-agency issues</u>
2	4

<u>Theory of supervision</u>	<u>The way members function as supervisors</u>
0	1

<u>Personal Lives</u>	<u>Other</u>
0	Staffing matters and re-organisation of the work load

The main focus of group meetings seems to be agency matters and staffing matters.

(f) Do you find the group meetings:

<u>Very helpful</u>	<u>Quite helpful</u>	<u>Helpful</u>	<u>Sometimes helpful</u>	<u>Not helpful</u>
1	0	3	0	0

Section D, Q.1

Supervision in the Agency

How many workers with the title "Social Worker" are being supervised in this office?

7 local offices were visited during the course of the survey. Each office had the following number of social workers who were being supervised:

<u>Office No:</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
	12	10	9	7	10	4	8

Section D, Q.2

How is the supervision task divided in this office?

Local Office number 1 (3 supervisors)

Supervisor (a) supervising social workers in the following fields:

- Generic
- Child Care
- Adoptions
- After Care

Supervisor (b) supervising social workers in the following field:

Generic

Local Office number 2 (3 supervisors and the assistant director supervising):

Supervisor (a) Generic

" (b) Generic

" (c) Generic

Assistant Director - Adoptions

Local Office number 3 (3 supervisors)

Supervisor (a) Intake team

" (b) Adoptions

" (c) Rural

Local Office number 4 (2 supervisors)

Supervisor (a) Generic

" (b) Generic

Local Office number 5 (4 supervisors)

Supervisor (a) Child Care team

" (b) Intake team

" (c) Court team

" (d) Rural and Intake team

Local Office number 6 (1 supervisor)

Supervisor (a) Generic team

Local Office number 7 (2 supervisors)

Supervisor (a) Generic

" (b) Generic

Section D, Q.3

Do you supervise workers from other agencies or settings?

<u>Yes</u>	<u>No</u>
5	10

The 5 supervisors supervising workers from other agencies were supervising:

The community worker at the Y.M.C.A.
Volunteers from the Methodist church
Volunteers for the Social Welfare
Department

when required
weekly
weekly and fort-
nightly (3 super-
visors)

Section D, Q.4

Do you supervise social work students?

<u>Yes</u>	<u>No</u>
8	7

All the students come from the Bachelor in Social Work programme at Massey University and are placed at the agency for both block and concurrent placements.

Section D, Q.5

How many social workers do you supervise in this agency?

Number of social workers:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
1	1	10	3	0

Most supervisors are supervising three social workers in the agency.

Section D, Q.6

- (a) Regularity of meetings with each social worker
- (b) Duration of meetings with each social worker
- (c) Focus of the work each social worker was involved in:

(a) Supervisor

1. Weekly and on the run.
2. Twice weekly.
3. Weekly and on the run.
4. Weekly and on the run.
5. Every second day and on the run.
6. Weekly and on the run.
7. One fortnightly and two weekly.
8. Weekly and on the run.

9. Two weekly, one twice weekly and on the run.
10. One weekly, three twice weekly and on the run.
11. On the run.
12. Two twice weekly and one weekly.
13. Two irregularly and one weekly.
14. Weekly and on the run.
15. Weekly.

Most supervision is carried out weekly and, in addition, most supervisors see their workers, 'on the run' (which means they have an open door policy whereby the workers can consult at irregular times during the working day).

(b) Duration of meetings with each social worker:

<u>Half an hour</u>	<u>Three quarters of an hour</u>	<u>One hour</u>
2	1	12

Most supervisors supervise their social workers for one hour sessions.

(c) Focus of each worker:

Supervisor

1. Supervising: Child Care workers.
2. " Generic workers.
3. " Generic workers.
4. " Generic workers.
5. " Generic workers.
6. " Court workers, Generic, Psychiatric workers.
7. " Generic workers.
8. " Generic workers and adoptions
9. " Generic workers.
10. " Crises Intervention workers.
11. " Preventive work, Court work, State Ward work.
12. " Generic workers.
13. " Foster care, State Wards and adoption workers.
14. " Generic workers.
15. " Generic workers.

Most supervisors supervised Generic social workers.

Section D, Q.7

Are you involved in group supervision of social workers in this agency?

<u>Yes</u>	<u>No</u>	
8	7	<u>Total 15</u>

5 supervisors had 3 social workers in their group.

1 supervisor had 4 social workers in his group.

1 supervisor had 10 social workers in his group.

1 supervisor had 12 social workers in his group.

The following topics formed the basis for the group discussions:

Case work (in 4 groups)

Relating skills

Pressures in the agency

Principles and practice of social work

The groups met (a) weekly (6 groups)

(b) fortnightly (2 groups)

2 groups met for an hour and a half.

3 groups met for one hour.

2 groups met for 2 hours.

1 group met for half an hour.

Section E, Q.1

In general, do you find your role as a supervisor:

<u>Very satisfying</u>	<u>Quite satisfying</u>	<u>Satisfying</u>	<u>Not very satisfying</u>
10	3	1	1

Most supervisors find their role very satisfying.

Section E, Q.2

Role as a Supervisor

Scale: 0-7

	To educate	Monitor casework load	Suggest alternative way of working	Help with relats. in agency	Help with relats with colleagues	Help with pers. life	Suggest readings and guides	Help with career prospects	Assess work	Other
0	4	1	0	1	<u>13</u>	<u>22</u>	8	7	0	
1	4	0	1	7	11	6	5	2	1	
2	1	5	3	<u>11</u>	7	6	4	5	4	
3	5	5	5	1	5	3	<u>9</u>	<u>12</u>	5	
4	9	8	<u>14</u>	<u>11</u>	2	3	5	9	6	
5	7	3	10	8	4	2	2	6	7	
6	<u>10</u>	<u>14</u>	8	2	2	1	7	2	<u>15</u>	
7	5	9	6	2	0	2	1	1	5	

(Note: The figures represent the numbers of social workers (supervisees) entered in each category)

- IN ORDER: 1) To educate,/to monitor casework load,/to assess work on behalf of agency
 2) To suggest alternative ways of working with clients/to help with relationships within agency
 3) To help with career prospects/to suggest readings and study guides
 4) To help with relationships with colleagues/to help with personal lives

Section E, Q.3

What do you think has been the most significant influence on your style of supervision?

<u>General Education</u>	0	
<u>Social Work training</u>	2	(Because it was formalised/ training made me see supervision is a personal development process. Idealism is tempered by experience)
<u>Social Work experience</u>	6	
<u>Supervision of myself as a student</u>	1	
<u>Supervision of myself in agencies</u>	1	
<u>Values/Philosophy</u>	4	
<u>Other</u>		- Chronic lack of supervision as a social worker made me become more individualistic and really find the needs the supervisee has.

Section E, Q.4

Does the (above) description of your role differ from the expectations of senior colleagues or the expectations of the agency?

<u>Yes</u>	<u>No</u>
9	6

Yes Reasons

1. They think I should do supervision in more depth - their expectations may be too high.
2. I do more than what is expected - I personalise the process.
3. I take risks and the department follows a policy of "safety first".
4. I am more "practically" orientated and the Director more "theoretical".

5. The agency sees supervision as "monitoring work performance".
6. Some in the agency think that our prime responsibility is to the statutory responsibility.
7. I see my role more as training in social work (not necessarily just for case work) rather than training for agency policy to be carried out.

(2 could not elaborate)

Section E, Q.5

Are records of supervision sessions kept in agency files?

<u>Yes</u>	<u>No</u>
0	15

Section E, Q.6

Is the supervisee consulted before any information (given in a supervision session) is passed on to a third person?

<u>Yes</u>	<u>Usually</u>	<u>Sometimes</u>
10	2	3

Examples of situations where supervisee not necessarily consulted:

1. Only if supervisee not present in an emergency.
2. I might make comments about supervisee to another professional person if necessary.
3. May be necessary to make a comment to another senior officer.
4. Some things I may want to discuss with senior staff.
5. May have to pass on information to someone if the supervisee is not available to be consulted.

Section E, Q.7

Having regard to your relationship with each worker,
do you consider yourself to be?

Scale = 0 - 7

	Senior officer	Friend	Colleague	Tutor	Other
0	3	4	0	4	
1	3	1	0	3	
2	4	<u>10</u>	0	3	
3	<u>10</u>	5	4	5	
4	5	10	14	7	
5	<u>9</u>	8	0	12	
6	8	4	<u>16</u>	10	
7	2	1	10	0	

In order: 1. Colleague
 2. Tutor
 3. Friend
 4. S. officer

(N.B. Friend = 5th and 3rd in ranking)

(Note: the figures represent the number of social workers (supervisees) entered in each category)

Section E, Q.8

Do you seek feedback from the workers you supervise?

<u>Yes</u>	<u>No</u>
13	2

How is feedback obtained?

1. Ask for it verbally.
2. Ask supervisees if I am unreasonable or too demanding.
3. By checking back after a session or each discussion on cases.
4. I ask "Did I pick it up right?" or "Did I do what you expected?"
5. I ask for it directly at the end of the session.
6. I ask for it indirectly.
7. I ask for it indirectly.
8. Through the department's assessment procedure and by asking.
9. I ask directly.
10. Ask directly - and I conducted an exercise whereby supervisees met as a group to discuss my supervision of them and then they reported back to me.
11. At intervals I ask directly and encourage honesty.
12. I'm about to use a special evaluation form - usually ask directly.
13. Ask for improvements they can suggest and ask whether the supervisees have gained from the sessions.

Section E, Q.9

On the basis of the feedback you gain from the supervisees do the workers appear to find the sessions:

<u>Very helpful</u>	<u>Helpful</u>	<u>Sometimes helpful</u>	<u>Not very helpful</u>	<u>Not applicable</u>
6	8	0	0	1

Section E, Q.10

Specific, structured supervision sessionsPlace where sessions take placeIn supervisor's office

40

Do you allow incoming phone calls?

<u>Yes</u>	<u>No</u>	<u>In emergencies</u>
7	30	3

Do you allow people to enter the room?

<u>Yes</u>	<u>No</u>
5	35

Do you take notes during the sessions?

<u>Yes</u>	<u>No</u>	<u>Seldom</u>	<u>In special cases</u>
6	28	3	3

Do you keep strictly to the time set aside?

<u>Yes</u>	<u>No</u>	<u>Not always</u>
6	30	4

With each worker (supervisee) I am:

<u>Comfortable</u>	<u>Quite comfortable</u>	<u>A little uneasy</u>	<u>Uneasy</u>	<u>Really uncomfortable</u>
20	18	2	-	-

(Note: the figures represent the number of social workers entered in each category)

Section E, Q.11

Supervisors Self Assessment

	Educating the worker	Suggesting alternative ways of working with clients	Helping with workers relats. within the agency	Helping with their relats. with colleagues	Helping with their personal lives	Suggesting readings and study guides	Helping with career prospects	Assessing their work on behalf of agency	Other
0	0	0	2	2	2	4	0	0	
1	0	0	0	0	0	1	0	0	
2	4	1	1	0	<u>4</u>	7	8	0	
3	5	2	4	2	1	<u>14</u>	2	1	
4	2	8	6	5	<u>4</u>	5	6	10	
5	<u>13</u>	13	<u>14</u>	6	3	3	8	5	
6	11	<u>14</u>	<u>14</u>	<u>11</u>	<u>4</u>	5	<u>14</u>	<u>24</u>	
7	3	5	0	2	3	0	0	5	
Not Applicable	6	1	5	17	22	4	6	0	

IN ORDER: ASSESSING WORK /DONE BY SOMEONE ELSE
 ALT WAYS/REL IN AGENCY/CAREERS/COLLEAGUES (e.g. Asst. Director)
 REL/IN AGENCY/EDUCATING
 READINGS & STUDY GUIDES
 PERS. LIVES

(Note: The figures represent the number of social workers entered in each category)

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THE FUNCTIONAL MATRIX

An Approach to Social Service Delivery in Hopewell

1. The social work staff in Hopewell are charged with the overall implementation of the department's social work policies as set out in the various statutes and regulations. The specific professional expertise of the AD/SW and his administrative team must be combined and integrated with the diversified talents of the total social work staff. In order to maintain a balanced and objective approach, people have to interact with each other.

2. The present system of special service delivery is based on either geographical area or specialised function. A supervisor has, either an area of Hopewell with a number of social workers from 3 to 7 who carry the various statutory duties in that area, or a specialised function, e.g., Benefits and Pensions, Court work etc., where social workers specialise in the particular problem of the client. What is suggested here is a basic change so that all supervisors have the following:-
 - (1) Approximately equal numbers of social workers to supervise on an individual basis.
 - (2) Shared responsibility for one of four geographical areas of Hopewell.
 - (3) Responsibility for co-ordination of a functional/policy area.

3. With our impending shift to new premises the possibility of having full staff meetings on a regular weekly basis is, I understand, going to present some difficulties. It is my belief that with our present numbers this big meeting on a regular basis gives little more than the opportunity for the handing down of recent directives etc. and that little, if any, two way communication is possible. A full meeting once a month would still have merit, particularly if used to consider some special aspect of the work, listen to a visiting speaker or view a film etc.

4. Allied to this is the loss of our cafeteria where by informal means a considerable amount of work was transacted. The cafeteria was often the place where supervisors became acquainted with the basic grade S.W.s. It was where one could tune in on current attitudes and catch the spirit of the Hopewell social work office. It was where the social workers could tap the skills of the senior staff at all levels and utilise them in action. It was one place where one could sense the psychological, sociological and physiological impact of the social work division. We will lose this informal social barometer and the suggested changes are one way of perhaps retaining some of the close and useful contacts that were available in that informal setting.

Why a Matrix organisation?

5. Let me pose two questions?

- (1) What are we here for?
- (2) What functions do we perform in doing what we do?

Answer (1)

We are here to represent the Department of Social Welfare and carry out its statutory obligations in the Hopewell area.

Answer (2)

Our major functions are the care of State wards, foster home placements, legal supervision and community work, work in the Courts, institutional care Boys' Home, Girls Home, Family Homes, Adoptions, Section 11 enquiries, Benefits and Pensions, Social Work volunteers, child care centres, Children's Board, preventive work and other miscellaneous enquiries. By dividing Hopewell into four geographical areas - North-east city, North-west city, South City and Country - and laying these off against the function (or policy) areas we produce a Matrix organisation chart which automatically places each individual into both a geographical area and a specialised policy area. The Matrix concept is a system in which staff can achieve immediate specialised function whilst at the same time playing an active role in a specific geographical area.

6. Each cell in the Matrix (see chart) represents a staff member. The vertical dimension determines the social worker's functional/policy area or area of specialisation. The horizontal dimension designates the geographical area of responsibility.
7. The Matrix concept provides a mixed representation on all panels for a balanced input and output of information and activity. This structure not only achieves balance but provides a mechanism for ongoing involvement and supervision. Because of the small group approach each staff member has the opportunity of becoming a contributing participant rather than a passive validating observer. Direct interaction of supervisors allows for action to be taken much quicker and makes the supervision process an action-oriented one.

The Matrix in action

8. (a) Sector 2 requires a foster/home for two brothers and would prefer one in a rural setting. Panel member 9 notes this, refers the matter to Panel member 25 who, because he belongs to the country sector and is responsible for foster home organisation, can give an immediate answer.

- (b) All Court work is referred to Supervisor 4 who chairs the Court panel. Because he is joint supervisor for Sector IV he allocates work direct to social workers. The rest he allocates to the appropriate supervisor for his action. The social workers on his panel, Nos. 4, 12, 20, 28, are responsible for assistance in Court etc. and can be changed from time to time by their respective supervisors.
- (c) All Benefits enquiries are initially referred to supervisor 5 who allocates work to social workers 5, 13, 21, 29. Members of public requiring interview are seen by the same social workers and allocated on a geographical basis where possible., i.e. a D.P.B. interview with someone from Sector "C" will be conducted where possible by S.W. 21.
9. At both sector and panel meetings, minutes will be kept by one of the social workers. In order to spread the responsibility and involvement, no social worker should be expected to be recorder in both his panel and sector.
10. In the event of a supervisor being on leave or ill for any length of time, social workers should be given the opportunity to take responsibility for certain areas of co-ordination etc. as long as this responsibility did not exceed delegated authority.
11. I believe this system contains the possibility for each staff member to give good service for which he can be rewarded with the recognition that he is constructively utilised. At the very least he should be able to realise that he is working with equally committed persons and that he has a real opportunity to make the Department's social work services to the public a little better through his service.

DEPARTMENT OF SOCIAL WELFARE, PALMERSTON NORTH

Organisation of Social Work Section

- (1) The following proposals arose out of a planning day held on 18 July last and attended by all Social Workers and Senior Social Workers and I wish to express my thanks to all who participated on that day. Any change is bound to affect each of us in different ways and whilst our re-organisation may not appear to meet some present social worker needs it could also be said that our previous organisation along specialist lines also failed to meet social worker needs in significant ways.
- (2) The importance of these proposed changes to me is that I believe they represent a constructive and creative change and are not just change for its own sake. No system of organisation remains static and I am reminded of the words of Mary Parker Follett, an expert in social administration, who said "It is never merely peace but progress that is our aim". The following then in no way represents perfection but is I trust a sound basis on which to proceed.
- (3) Geographical Areas

The Palmerston/Feilding area is now divided into three geographical areas (see attached map). Final boundaries are still flexible but an earnest endeavour has been made to give some balance to workload. Each area will comprise a city area plus a rural portion.
- (4) Area Social Work Teams

There are now three area teams each consisting of a Senior Social Worker and three Social Workers who will have first responsibility for Departmental service delivery in their area. It seems unlikely that the work in each area will divide simply in to three equal functions, i.e., Intake, Court, foster care. However, I expect that at least two of the three social workers in each area will be able to specialise in either court work or foster care with the third social worker being for want of a better term a "swinger".
- (5) Special Services Team

This team comprises one senior social worker plus two social workers, one of whom will be responsible for adoptions, the other has a minimal caseload of State Wards and responsibility for our Foster Parent programme. In addition this team will have an organisational responsibility for volunteer recruitment and training, and Foster Parent recruitment and training, Adoptive applicant group orientation programme. (See organisation matrix 14).

(6) Senior Social Worker ResponsibilitiesArea Teams (see organisation matrix at 14)

- (A) To provide department social work services for given geographical or specialised area.
- (B) To provide individual and/or group supervision for social workers on their team in respect of their (the social worker's) individual caseloads.
- (C) Accept administration responsibility for a range of social work services related in the main to more specialised functions.
- (D) On a regular or semi-regular basis each senior social worker to convene co-ordination meetings in their broad specialised functions.
e.g. S S W Area I convenes meeting to deal specifically with those aspects of the work for which he is administratively responsible, i.e., Court Work and related functions. There should also be in attendance one social worker from his own team plus one social worker from each of the other area teams whose specialised interest also lies within this function. To the extent that the meeting would require input from Special Services Team one person from this team would also be in attendance. Similar provisions would apply to each of the other three S S Ws along the lines of their administrative functions.
- (E) To ensure social work staff are available for and aware of their responsibilities in relation to duty days.
- (F) Responsible for co-ordination and supervision of the Social Work Volunteers attached to their geographical area.

(7) Administrative responsibilities for Senior Social WorkersAREA I

1. All court and related functions.
2. Y.A.S.
3. C. & Y.P. Court reports.
4. Legal supervision.
5. Community work.
6. Liaison with dependent residential care services.
7. Custody Reports.

AREA II

1. Intake reception work.
2. Miscellaneous enquiries.
3. Supportive service programme.

Area II (cont.)

4. Benefits-related social work and allocation.
5. Child care centres.
6. Childrens Board.

AREA III

1. Care of State Wards.
2. Foster Parent Recruitment and Training.
3. Liaison with long term residential care services both statutory and voluntary.

AREA IVSpecial Services

1. Adoptions.
2. Section 10 enquiries.
3. Family homes. Co-ordination of admissions and discharges. Liaison with administration where required.
4. Organisational support for volunteer and foster parent training programmes.

AREA VStudent Unit

1. Liaison with universities.
2. Placement and supervision of student in relevant practical situations.
3. Coordination of staff training and programming for social work section.

(8) Intake daily duty procedures

All social workers are generally available to take their turn at being either duty officer of the day or back up lunchtime cover. Depending on the nature of the intake enquiry they either follow the matter through if it comes from within their geographical area or at the earliest opportunity hand it on to the senior social worker for the area concerned.

Whilst it is the responsibility of the S S W for Area II to co-ordinate and produce duty rosters it is the responsibility of each S S W to ensure that his/her social work staff are appraised and aware of their duty responsibilities. Weekend duty arrangements will remain much as they are at present.

(9) Adoptions

Adoptions officer will be responsible for interviews and initial follow up of adoptive applicants. At the point of home visit for assessment and all post placement visits the case will be referred to the S S W concerned for

Adoptions (cont.)

allocation to a social worker in his/her team. This social worker will also be responsible for writing of final report. Adoptions officer will be readily available for consultation with area team personnel.

(10) Social Work Volunteers

As a result of our recent intake orientation programme each area team should have available to itself a small group of volunteers comprising a Senior Volunteer coordinator and six to eight volunteers. Whilst the initial training etc has been organised on a combined basis. Continuing training, allocation of work, and supervision, would be the responsibility of the area supervisor combined with support from special services team.

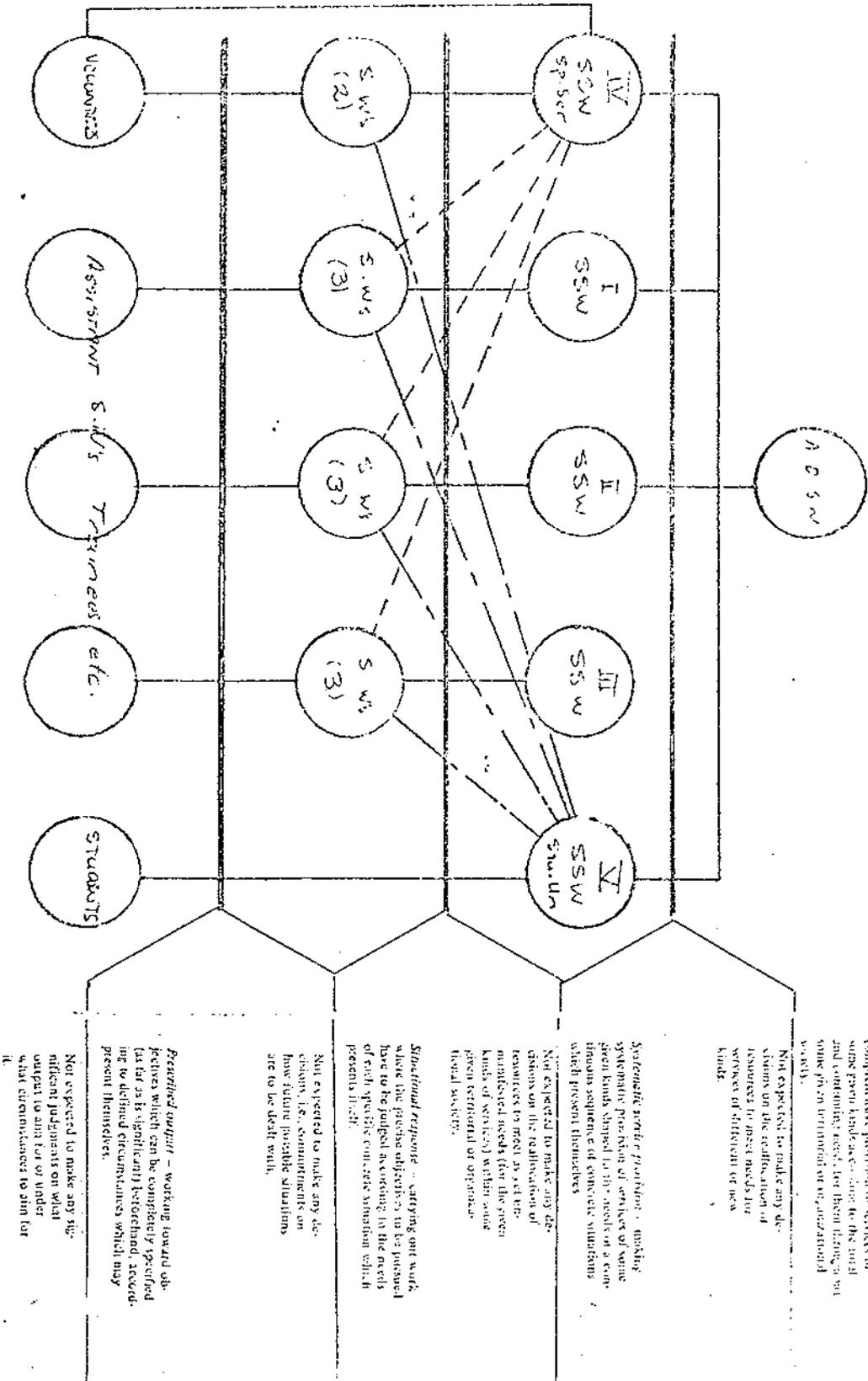
(11) Cars

Each S S W to be responsible for one car and arrange its allocation amongst his team. This would leave one car "floating". First call on this car would be for the team with a carless day during the week. After that by priority and workload. Floating car to be under the control of Senior Social Worker for Area III.

(12) Staff meetings

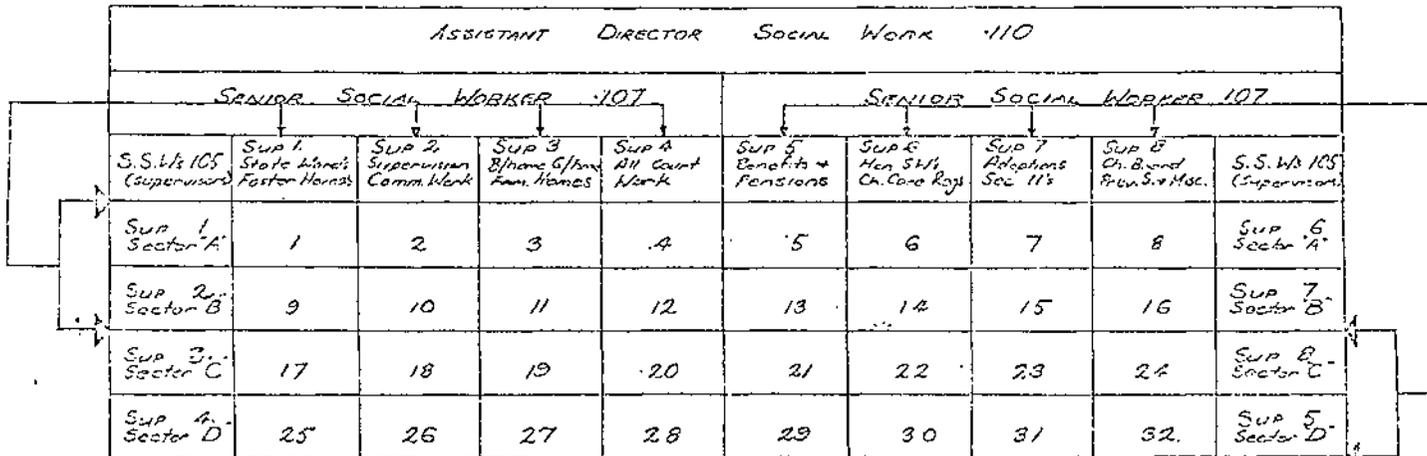
- (A) Full staff meetings every two weeks on Friday mornings commencing at 8.45 a.m.
- (B) Alternate weeks to be separate functional group meetings on Friday at 8.45 a.m.
- (C) Special Services personnel and Student Unit Supervisor to alternate between functional meetings of their choice or on request from group, or meet together to look at overall training needs.
- (D) Senior Social Workers to meet once a fortnight with A.D.S.W. - day and time to be decided.
- (E) Team and individual supervision times to be decided by S S W, with his/her Social Workers.

MANAGERIAL LEVELS - A MODEL



PROPOSED MATRIX ORGANISATION FOR SOCIAL WORK SECTION

DEPARTMENT OF SOCIAL WELFARE



A.D.S.W	SSW 107
	SSW 107

Policy Group

A.D.S.W	SSW's 107 (2)
	SSW's 105 (3)

Executive

A.D.S.W Overall responsibility for Social Work services as co-ordinator of Sen Policy Group and Executive.

SSW's 107 Supervision of 4 SSW's in 2 sectors plus oversight of 2 functional/policy areas

SSW's 105 Joint responsibility for one sector. Direct supervision of 4 SSW's from sector. Co-ordinator of one functional/policy panel

SW's 103-04 S.W. duties in one sector plus membership of one functional/policy panel. Expected to be recorder or asst co-ordinator in either sector or policy group from time to time.

R.E.H.

APPENDIX.NO.2.

SENIOR SOCIAL WORKERCRITICAL REQUIREMENTS

1. Has an empathy for colleagues and clients which allows social workers to develop their own approach.
2. An acceptance of the change in role from practice to supervision.
3. The ability to integrate social work methods, agency administration and casework practice into the working experience of each social worker.
4. An aptitude for working creatively and harmoniously with a group of Social Workers in a way that develops their optimum job competence.
5. The ability to regulate emotional pressures which may be aroused in Social Workers.
6. To be clear about attitudes and responses to authority.

APPENDIX.NO.3.

DEPARTMENT OF SOCIAL WELFARE

HEAD OFFICE, PRIVATE BAG 21, POSTAL CENTRE, WELLINGTON 1,
NEW ZEALAND

RECEIVED
S.W. 32A
DEPT. OF SOCIAL WELFARE
Telegrams
Headwcl, Wellington
Telephone 727 666
Extension
Reference T 1/2

STAFF TRAINING CIRCULAR 1979/6DIRECTORSPRINCIPALS

(and to be seen by all staff)

SOCIAL WORK STAFF TRAINING PROGRAMME 1980

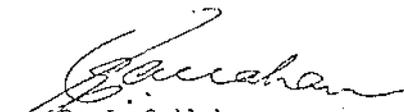
1. The main programme for field and residential social work staff for 1980 is attached. The clerical and management programme will be forwarded separately.
2. In addition to the narrative schedule of all courses we have provided a summary list of all courses showing the type of course, course dates and closing date for nominations. This could be displayed on a notice board so that staff can see readily what is available.
3. Directors and Principals should study the programme in conjunction with senior staff and endeavour to ensure that available courses are used to best advantage by their staff. In addition, it is important for a member of staff to carry responsibility for a regular review of training needs of staff with reference to courses available and actively to encourage appropriate staff participation in training courses. Extra copies of this programme are available on request.
4. Nominations for all Departmental courses should be forwarded on form SW 325 (see sample attached) and should in all instances be sent to Head Office, Staff Training Unit, to arrive by the closing date. The forms must be completed fully so that appropriate selection can be made if there are more applicants than places available on any course. If more than one staff member is nominated from an office or institution then the recommending officer must indicate not only order of preference but also how many staff can be released for that one course.
5. Staff attending courses should make travel arrangements so that they arrive in time for the course opening and do not leave until after the final session. If for some unusual circumstance this is not possible then the course director should be advised in advance. Likewise if a staff member is unable to attend a course for which she/he has been selected then the course director must be advised, as must the Head Office, Staff Training Unit.

2.

6. A special form SW 326 (see sample attached) is to be used for members of voluntary agencies, or local authorities making application to attend any of our courses.
7. In 1980 we are reducing the number of weeks allocated in the Training Centres (i.e. at Taranaki House and Tiromoana) for field social work Induction Training. The extra time now available is being used for courses for staff already in-post and for senior supervisory staff. Rather than generalised refresher courses, courses in specific topics e.g. Group methods, working with families, are offered as is a course entitled Issues in Helping. This latter is to allow individual participants to nominate the areas of knowledge on which they want to work. In addition, a sequential programme of short course for supervisors and managers is being developed to take effect from 1980. This programme is a recognition of the importance of supervision and managements skills to effective social work services, both field and residential, and of the need for senior staff to have regular opportunities to assess aspects of their jobs.
8. Training staff at the local level is an important provision and this is why we are continuing to offer the Training for Trainers' course but in addition are trying two other means of developing local training. The first is the regional workshops which the tutors of Taranaki House will organise in conjunction with local agencies at Hamilton and South Auckland while the second is the opportunity for district staff to become 'participant trainers' at courses being offered at Tiromoana. This latter situation is for the staff member who wants to develop a particular skill and is willing to teach this to other social workers back in districts.
9. On occasions Directors and Principals set up brief seminars, or conferences to meet special needs. When such a special seminar, course, or conference is proposed which will cover a whole day or more or which will involve attendance and travel of staff from other districts, Head Office approval must be obtained before any firm arrangements are made. This will contribute to a better level of awareness of total training activity, and facilitate best use of our total training resources. It will be possible to ensure that our Regional Training Officer is aware of the activity and a decision can be taken as to whether he should be present even if he is not directly involved in the programme.
10. It is hoped that Regional Training Supervisors (Social Work) will be able to visit all district offices and institutions within their region at least twice during the course of the year. They will be concerned on these visits to discuss the staff training programme within the office, to advise on possible changes and developments, and to give assistance, where resources make this possible, with training activities developed within local offices or between various services in the same city or region.

3.

11. Work pressures occasioned by work volumes, changes of policy and procedure, and by staff changes are a continuing reality. We cannot afford to adopt the short term view of being too busy to train. Our training must be made as relevant as possible to the work which staff members are required to undertake and our training resources must be used to the fullest extent. With a period of economic restraint upon us and with its implications for expansion of staffing, effectiveness of staff in their jobs in terms of competence based on adequate training becomes more important than ever. Particularly for new staff and staff who take on new responsibilities our training in district office and institution must be planned and thorough in application. Each district office and institution must also ensure that an ongoing programme of staff training is established and sustained so that the concept of staff development becomes a reality. As a Department our objective is to develop a unified and comprehensive programme of training activity incorporating course experience of optimum timing, duration, and content, thorough going on-the-job tuition, and a good level of work documentation.
12. If staff have suggestions to make regarding organisation or content of courses and training activity, or about unmet needs or future directions for our total programme these will be welcomed. Suggestions should be forwarded through the Director or Principal.



S. J. Callahan
Director-General

DEPARTMENT OF SOCIAL WELFARESOCIAL WORK COURSES - 1980

Unless specifically stated otherwise courses listed in this programme are open to application from social workers from any social work service, Government, local authority or voluntary.

INDUCTION COURSES IN SOCIAL WORK (Total 6 weeks)

These residential courses are intended for persons newly or recently appointed to social work positions. The courses offer two periods of teaching of three weeks each spread over a period of approximately 11-12 months. The pattern is intended to be:

- (i) An initial period of not less than three months familiarisation in the office or agency.
- (ii) Three weeks at the Training Centre (Taranaki House, Social Work Training Centre, Avondale, Auckland, or Tiromoana, Social Work Training Centre, Porirua).
- (iii) Six months back in the office of agency working with a limited but developing caseload.
- (iv) A final three weeks training at the Training Centre.

The teaching at the Training Centres is intended to give course members an introduction to the skills, methods and processes of generic social work; to relevant knowledge of human growth, behaviour and development; to the study of community settings in which social work is practised; and to the organisation and administration of social work services in the community.

As these courses are offered to a whole range of statutory and voluntary agencies they can provide a generic introduction to social work only. They are not intended to train for specific agency function.

Material will be sent out from the Training Centres about the course programmes and content to the agencies which have staff at the course so that there can be some integration between the two facets of the learning process - the theoretical and practical.

Course 1979/1	Part III	18 - 29 February 1980	} Final stages of courses begun 1979
Course 1979/2	Part III	24 March - 3 April 1980	
Course 1980/1	Part I	28 April - 16 May 1980	Closing date - 29 February 1980
	Part II	15 September - 3 October 1980	
Course 1980/2	Part I	14 July - 1 August 1980	Closing date - 16 May 1980
	Part II	February 1981 - exact dates to be advised later	

2.

Course 1980/3 Part I 17 November - 5 December Closing date -
 1980 19 September 1980
 Part II May 1981 - exact dates to be advised later.

Departmental Induction Courses for Recently Appointed Social
 Workers (1 week)

		<u>Applications close</u>
3 - 7 March	Tiromoana	18 January 1980
7 - 11 July	Tiromoana	9 May 1980
10 - 14 November	Tiromoana	12 September 1980

These one week courses are designed to focus on the role of the Social Worker in the Department of Social Welfare. The programme covers aspects of departmental policy and procedure and includes sessions on all of the main areas of work in which a Social Worker of the department can expect to become involved. The courses are intended as a supplement to the induction training provided within the local office. Some time is devoted to consideration of new developments within the department in the broad field of social welfare. The course also gives opportunity for social workers to learn of the administrative role of Head Office and factors involved in policy formation.

Applications are sought from Assistant Social Workers and Social Workers newly or recently (within the last twelve months) appointed irrespective of whether or not they have been to a generic social work induction course.

Basic Social Work Skills (2 weeks)

		<u>Applications close</u>
3 - 13 June	Taranaki House	3 April 1980
6 - 17 October	Tiromoana	8 August 1980

These courses are a brief introduction to some social work skills and are intended for recently appointed social workers who have had no formal training in social work. The focus of the course will be on considering and practising interviewing and inter-personal relating skills as these relate to individuals, groups and families and there will also be some overview of human growth and development in order to provide some framework for understanding the person in his situation.

Group Methods in Social Work (2 weeks)

		<u>Applications close</u>
28 January - 8 February*	Tiromoana	7 December 1979

Developed from an earlier course, held in 1977, this course is open to all social work staff who -

- (1) have previously undertaken some form of social work training that has included an introduction to social work interviewing skills; and

*New Zealand Day occurs during this week. The course will remain in session and those able to do so should take a day off on return.

3.

- (2) are currently undertaking social group work in field or residential settings, or have a specific client group at time of application with whom they intend to work, or have adopted a team/group approach to supervision of social work staff.

The course will -

- (1) review the participant's present methods of working with groups;
- (2) introduce concepts and techniques of group leadership;
- (3) consider the variety of types of groups appropriate to social work;
- (4) examine group processes and their significance for social group work method, through both cognitive and experiential learning; and
- (5) provide opportunity for participants to experience leading and participating in groups.

Some pre-course reading will be required and will be sent to members following selection for this course.

Effective Counselling for Social Workers (2 weeks)

Applications close

27 October - 7 November

Tiromoana

29 August 1980

This course aims to assist social workers who wish to improve their service to clients by developing their role as counsellors in one-to-one situations. Applications are invited from any person involved in direct casework with clients, regardless of whether in a social worker or supervisory position, who has previously undergone a social work training programme that has included an introduction to interviewing and counselling skills.

This course will -

- (1) Review the Social Workers' initial training;
- (2) Introduce various models of effective counselling;
- (3) Assist members to evaluate their own styles, counselling blocks and present levels of effectiveness;
- (4) Suggest some of the useful concepts and techniques brought to social work practice from recent therapeutic approaches; and
- (5) Encourage participants' development of new counselling skills.

The teaching approach will be active and cognitive. Participants will be involved in simulation exercises, role-play, video and skills practice groups.

4.

Successful applicants will be requested to bring for use in the teaching sessions, a prepared audio or video tape-recording of a counselling interview.

Issues in Social Work Practice (2 weeks)

		<u>Applications close</u>
11 - 22 August	Tiromoana	6 June 1980

This course has been included in the programme to provide experienced social workers with an opportunity to examine difficulties and issues challenging them in their social work tasks. The programme will be developed from the suggestions and requests of intending participants. There are no obvious, initial limits and social workers wishing to increase their knowledge and skills in specific areas or who see blocks to their present effectiveness and wish to use this group learning opportunity are invited to apply.

To provide opportunity to develop a course structure, the closing date for applications for this course is earlier than for any other course in this programme - 9 weeks before course commencement - on 6 June. Once course membership has been finalised, participants will be asked individually to indicate what inclusions they wish in the programme.

Training for Trainers

		<u>Applications close</u>
21 - 24 April	Tiromoana	22 February 1980
11 - 15 August	Taranaki House	13 June 1980

These courses will not only be similar to but also follow on from those run in 1978 and 1979. They are intended for senior staff, field and residential, who have a major responsibility for organising the on-going on-the-job training in the office or institution. The courses will cover the methods and process of teaching as well as use of resource material. Because of staff changes it is possible that no training programmes have been established in some offices and institutions and where this is so it is important that a senior officer attend one of these courses. The courses will be organised for both staff who have previously attended a course and for those new to the role of trainer. For those with established programmes it will be an opportunity to re-evaluate their programmes and to obtain new input.

Working with Families (2 weeks)

		<u>Applications close</u>
27 October - 7 November	Taranaki House	29 August 1980

This course will be of a workshop nature and will be open to any social workers whose work mainly involves dealing with families and who want to improve their understanding of family dynamics and practise methods of intervention.

Regional Workshops (1 week each)

An experimental venture in taking training to a region and to a variety of agencies the tutoring staff of Taranaki House in conjunction with the Regional Staff Training Supervisor (Northern

5.

Region) plan to move out into two areas for a week each to offer a variety of workshops. The first will be in Hamilton for the week 10 - 14 March while the second will be in South Auckland for the week 14 - 18 April. It is envisaged that field and institutional staff, basic and senior, from our service will be involved, as will staff from Probation, Hospital Boards and Voluntary Agencies, and that there will be prior consultation between Taranaki House staff and the various agencies on what workshops will be offered and how these will be organised. It is probable that some selection process will have to operate for the workshops but there is an expectation that course members will participate actively and if needed complete pre-course tasks.

The Taranaki House staff have had preliminary consultation with agencies during their agency visits in November 1979.

REGIONAL SEMINARS

Seminars are organised on a regional basis so that hopefully more than one officer from each office can attend and once back in the office offer support to each other to implement what has been learned. When a topic is offered on a regional basis officers are expected to attend the course for their region.

Child Abuse (4 days) Departmental

		<u>Applications close</u>
12 - 15 February	Tiromoana (Central Region)	14 December 1979
6 - 9 May	Venue to be advised (Southern Region)	7 March 1980
9 - 12 September	Taranaki House (Northern Region)	11 July 1980

These workshop type courses are intended for both senior and basic field social workers. Aspects which will be covered will include indicators of abuse, how to consult and whom to consult, personal reactions in making decisions and working with the parties involved, legal matters.

Planning for Children and Young Persons in Care (4 days) Departmental

		<u>Applications close</u>
27 - 30 May	Taranaki House (Northern Region)	28 March 1980
26 - 29 August	Tiromoana (Central Region)	27 June 1980
28 - 31 October	Venue to be advised (Southern Region)	29 August 1980

These courses are open to field and residential social workers who were unable to attend the seminars on this subject offered during 1979. A workshop approach is intended to consider the need to plan, who is involved and how to work with these people, and a special study will be made of review procedures.

Adoption and Fostering

Regional and local workshops will be developed as the need indicates during the training year.

6.

Introduction to Supervision and Management in Social Work

<u>Course 1</u> (2 weeks + 1 week)		<u>Applications close</u>
17 March - 28 March and return	R.S.T.S.	25 January 1980
30 June - 4 July		

Course 2

25 August - 5 September and return approximately March 1981	Taranaki House	27 June 1980
---	----------------	--------------

These courses are presented for both field and residential staff and are primarily intended for those staff recently appointed to positions of senior supervisory responsibility. However, places will also be available to senior staff who have been longer in their positions but who have not yet received comparable training.

Applications are also welcome from staff regarded as likely to be appointed to supervisory positions within the reasonably near future.

Course content will cover principles of management in areas such as staff supervision and organisation, work control, delegation, staff assessment and general administration. The process of social work supervision will be a major element in the courses.

The one week return part of the course will enable course participants to evaluate what they have been able to put into practice in the agency in the months between the first and second part of the course.

Refresher Course in Social Work Supervision and Management

(2 weeks)		<u>Applications close</u>
29 January - 8 February*	Taranaki House	7 December 1979

This course is presented for senior field and residential social workers who attended a basic course in supervision or supervision and management prior to January 1977 and now wish to evaluate their skills and develop these further. A workshop problem solving approach will be taken to the course members' own work and dilemmas. There will be pre-course reading and task to complete.

Please note the course begins on Tuesday, 29 January as Monday, 28th, is the Auckland Anniversary day.

Training and Staff Development (1 week + 1 week)

		<u>Applications close</u>
10 - 14 March and 30 June - 4 July	Tiromoana	18 January 1980

This two-part course is open to senior staff in social work agencies

*New Zealand Day occurs in this week. The course will remain in session and those able to do so should take a day in lieu on return.

7.

who have responsibility for training and staff development and who have previously attended an introductory course in social work supervision and/or management.

The course aims to: develop content for ongoing, agency-based training programmes; introduce a variety of teaching methods; provide opportunity for participants to assess their own, and other, leadership styles; examine learning processes; consider specific practices in the development of staff which enhance skills, encourage responsibility, improve effectiveness and build staff relationships.

Participants will be expected to develop a programme during the first week of the course for practice during the period 14 March - 30 June and will have opportunity for assessment during the second residential week.

Inter-Personal Skills in Supervision (2 weeks)

Applications close

3 - 13 June

Tiromoana

3 April 1980

For social work supervisors who have previously attended a general course in social work supervision and who have had an introduction within that course, or in another programme, to interviewing and helping skills. The general aims of this course are to further develop the relating skills relevant to personnel supervision in social work, and to help participants to use the supervisory relationship to build the skills of social workers and enhance effectiveness. Participants will have opportunity to explore their own practices, examine new techniques and models developed from recent theories and practice their skills during the period of the course. The teaching approach will be cognitive, active and experiential. Some pre-course reading will be required.

Advanced Course for Social Work Supervisors (1 week)

Applications close

1 - 5 September

Tiromoana

4 July 1980

This five-day course offers an opportunity for senior staff in social work agencies to develop their own learning programmes within a group of their peers. A pre-requisite is that applicants have already attended a general course in social work supervision and/or management. Course members will themselves determine the direction of the week's programme and, once membership has been finalised, will be asked to indicate how they wish it to be structured.

Participant Training for Social Work Trainers

Opportunities will be available for senior social work staff who wish to develop their role of training other staff to attend courses programmed for Tiromoana Social Work Training Centre during 1980. Applications are invited from staff who -

- (1) have a significant training component in their job, or intend that such a component will be developed; and
- (2) have previously undertaken social work training themselves at a Training Centre or tertiary institute;

8.

and who wish to undertake a form of training that would include -

- (1) a course of relevant reading;
- (2) discussion/orientation with Training Centre staff;
- (3) participation as member, observer and leader in one of the courses offered at Tiromoana; and
- (4) evaluation of perceptions, methods and self-developed training programme.

Application forms should be headed "Participant Training for Social Work Trainers" and clearly indicate which particular course in the Tiromoana programme the applicant wishes to build this learning experience around. The application forms should be sent to Head Office in the usual way and should arrive by the closing date for applications for that particular course.

Further clarification about this type of training can be obtained direct from the Director, Tiromoana.

COURSES IN RESIDENTIAL SOCIAL WORK - RESIDENTIAL STAFF TRAINING SCHOOL, LEVIN

A brief outline of the purpose and content of each course is given below. If further information is necessary to determine the suitability of a course for a proposed nominee, please enquire from the Director, Residential Staff Training School, Private Bag, Levin, (Telephone 83964 - Levin), or from the Staff Training Unit, Head Office, Department of Social Welfare, Private Bag, Wellington (Telephone 727-666). Application/nomination forms are obtainable from any office of the Department of Social Welfare.

Induction Courses - Pre-entry Training (18 week programme)

Two induction training programmes for persons newly recruited to residential social work is planned for mid-1980. The course will be for staff newly recruited to statutory and voluntary agencies and will involve periods of residence in the Training School and also practical work in residential facilities for children and adolescents.

Course 1

Stage 1	14 April	-	23 May	Experience in specified institution (6 weeks)
Stage 2	26 May	-	20 June	Course Programme at Training School (4 weeks)
Stage 3	23 June	-	11 July	Practical placement in Institution other than that for Stage 1 (3 weeks)
Stage 4	14 July	-	15 August	Completion of course at Training School (5 weeks)

Applications close : 15 February 1980

9.

Course 2

Stage 1	11 August - 19 September	Experience in specified institution (6 weeks)
Stage 2	22 September - 17 October	Course Programme at Training School (4 weeks)
Stage 3	20 October - 7 November	Practical placement in institution other than for Stage 1 (3 weeks)
Stage 4	10 November - 12 December	Completion of course at Training School (5 weeks)

Applications close : 13 June 1980

The objective of the Induction Course is to provide initial training for a career in Residential Care by:

1. Increasing knowledge and skills in basic and advanced helping; recreational leadership; childcare practices and issues; selected social and cultural issues; understanding and changing human behaviour; and the department's role and policy.
2. Providing opportunities for self learning in values; intrapersonal development; interpersonal relationships; and group interactions.

Helping Skills for Social Workers (2 weeks + 1 week)Course 1 Applications close

28 January - 8 February and return	RSTS	7 December 1979
28 April - 2 May		

Course 2

18 February - 29 February and return	RSTS	21 December 1979
5 May - 9 May		

This course is open to anyone working in Residential care who has contact with children and young persons. The programme involves learning by doing, and has reading and written prerequisites for attending. The course centres around Helping Skills.

The Objectives Are:

1. To increase interpersonal relationship and helping skills, by building onto those skills already possessed.
2. To teach the basic qualities involved in effective helping.
3. To provide experiences of being better helper and helpee.
4. To teach skills that can be taught to children by you.

10.

The return period of one week is to allow an assessment of what has been effective in practice and to reinforce the skills.

Introduction to Supervision and Management in Social Work (also listed under courses for field social work) - (2 weeks + 1 week)

Course 1 Applications close

17 March - 28 March RSTS 25 January 1980
and return
30 June - 4 July

Course 2 Applications close

25 August - 5 September Taranaki House 27 June 1980
and return
approximately March 1981

These courses are presented for both field and residential staff and are primarily intended for those staff recently appointed to positions of senior supervisory responsibility. However, places will also be available to senior staff who have been longer in their positions but who have not yet received comparable training.

Applications are also welcome from staff regarded as likely to be appointed to supervisory positions within the reasonably near future.

Course content will cover principles of management in areas such as staff supervision and organisation, work control, delegation, staff assessment and general administration. The process of social work supervision will be a major element in the courses.

The one week return part of the course will enable course participants to evaluate what they have been able to put into practice in the agency in the months between the first and second part of the course.

Recreation and Activity Programmes in Residential Care (2 weeks)

Applications close

1 - 12 September RSTS 4 July 1980

This course is open to any member of Residential Staff who has responsibility for developing activity and recreational programmes. The programme will include aspects of Art, Drama, Music, Outdoor Pursuits, Sport and other Recreational Activities. Course members need to come prepared to participate fully, and to contribute to the programme.

Objectives Are:

1. The development of leadership skills in planning and conducting recreational activity in a residential setting.
2. To broaden awareness of available opportunities and resources in recreation.
3. To increase understanding of the concept of recreation and its place in Child Care.

REFRESHER SUPERVISION AND MANAGEMENT COURSEOBJECTIVES

1. To provide "Time Out" from the work front, to critically evaluate one's supervision and management practice.
 2. To provide an opportunity for individuals to work through current dilemmas in supervision and management.
 3. To strengthen one's skills in "management-by-objectives" and "time-management".
 4. To explore attitudes to supervision and alternative forms of supervision.
 5. To formulate a plan for one's ongoing professional development for next six months.
-

DEPARTMENT OF SOCIAL WELFARE

HEAD OFFICE, PRIVATE BAG, POSTAL CENTRE, WELLINGTON 1,
 30 JAN 1980 NEW ZEALAND



S.W. 124

Telegrams:
 Headwel, Wellington
 Telephone: 727 666
 Extension:
 Reference: PDT:HI

STAFF TRAINING CIRCULAR 1980/3

DIRECTORS
 PRINCIPALS
 (and to be seen by all staff)

STAFF TRAINING INTERIM PROGRAMME 1980 - CONFERENCES AND
 SPECIALIST CLERICAL/EXECUTIVE COURSES

The attached listings are those conferences and courses which have been planned to take place during 1980. The programme of staff development courses is being designed and further information on these types of courses will be issued as soon as this is complete.

Nomination Procedure

Directors and Principals are asked to note that for all the conferences and courses listed herein nominations and correspondence relating to them are to be addressed to the Staff Training Unit, Head Office.

A copy of the nomination form is attached.

In all cases where more than one person is nominated, Directors and Principals should ensure that the form indicates the order of preference as well as the total number of staff who can attend that one course.

P. D. Topping
 (P. D. Topping)
 for Director-General

DEPARTMENT OF SOCIAL WELFARE

HEAD OFFICE, PRIVATE BAG 21, POSTAL CENTRE, WELLINGTON 1,
NEW ZEALAND



S.W. 32A

Telegrams:
Headwel, Wellington
Telephone: 727 666
Extension:
Reference:

CLERICAL/EXECUTIVE COURSES1. Supervisors (Part 2), 1 Week Head Office

24-28 March 1980

Closing date for nominations
11 February 1980

For officers graded 007.103-104 who have completed Part 1 of the course in 1979. This course covers the policies and administration of the department.

Since this is the only course of its kind planned for 1980, Directors are asked to submit nominations for all of their staff who are eligible.

2. Skills of Interviewing (1 week)

This course is for clerical staff whose work involves a considerable amount of interviewing of the public at our offices. It covers such aspects as typical presenting problems, counter situations of special difficulty, attitudes and prejudices, ways of assessing situations and obtaining a constructive outcome for the interview. The course is not limited to newly appointed 007.101 staff.

The course is held at a residential centre.

<u>Dates</u>	<u>Venue</u>	<u>Closing date for Nominations</u>
3-7 March 1980	Taranaki House	28 January 1980
19-23 May 1980	Taranaki House	7 April 1980
<u>Central Region</u>		
10-14 March 1980	Residential Staff Training School, Levin	4 February 1980
23-27 June 1980	Tirohanga	12 May 1980
<u>Southern Region</u>		
16-20 June 1980	Templeton	5 May 1980
1-5 September 1980	Templeton	21 July 1980

Domestic Purposes Benefits Seminars

These seminars are to provide opportunities for refresher training for interviewing officers already in the positions and initial training for those newly appointed as interviewers.

2

Aspects of difficulty will be discussed and the seminars will include discussion with Marriage Guidance Service counsellors.

8-11 April 1980	Tirohanga	25 February 1980
21-24 April 1980	Taranaki House	10 March 1980

Social Work Administration Course - 1 week Head Office.

This is designed for discussion of the administrative procedures for support of social work services by graded or basic grade staff involved in this type of work.

Recently appointed staff should be nominated where possible.

4-8 August 1980	Closing date for nominations
	23 June 1980.

APPENDIX NO. 4.

IS 122 REV. 19

PERSONAL ASSESSMENT AS AT

Name: Mr. / Mrs. / Miss (Surname) (First name) Department: Place:

Division/Section: Occupational Class and Grade:

Position:

Qualification: (Include number of subjects passed as portion of any examination)

SECTION A DUTIES, WORK EXPERIENCE, AND ASPIRATIONS

(To be completed by staff member before Reporting Officer's comments are entered)

1. Name and designation of person to whom immediately responsible:

2. Duties:

3. Other work experience since last report or since commencement of service if this is the first report:

4. State here if there is any special line along which you would like to advance:

Staff Member's Signature: Date: / /

5. To be completed by Reporting Officer. Duties and work experience are correctly stated:

Reporting Officer's Signature: Date: / /

Name:

SECTION B WORK KNOWLEDGE, PERFORMANCE OF DUTIES, AND PERSONAL QUALITIES

(To be completed by Reporting Officer)

Describe trait by ticking box of appropriate description. To make the assessment more complete, reporting officers are urged to comment under each trait rating, particularly where the box descriptions are not entirely appropriate. (See Instruction 10)

1. WORK KNOWLEDGE (Consider knowledge of principles and practices relating to present position)

Very thorough Thorough Meets the requirements Not to required standard (Give reasons)

COMMENTS:

2. ORGANISATION OF WORK

Outstanding organising ability Very effective Effective Needs development (Give reasons)

COMMENTS:

3. QUALITY OF WORK (Consider standard of work, presentation, accuracy, and workmanship)

Very high standard High standard Acceptable standard Needs to improve (Give reasons)

COMMENTS:

4. OUTPUT (If job is one in which staff member cannot influence output, please comment further)

Achieves an outstanding amount of work Achieves a high output Achieves required output Needs to improve (Give reasons)

COMMENTS:

5. STAFF MANAGEMENT (Consider whether staff member gets the best out of people and how this is achieved)

Very effective Effective Needs improvement (Give reasons) Not applicable

COMMENTS:

6. COMMUNICATION (Consider staff member's ability to communicate clearly and concisely orally and/or in writing)

Highly effective Effective Needs to improve (Give reasons)

COMMENTS:

7. JUDGEMENT (Consider whether staff member is able to assess situations and develop appropriate solutions. Does he/she enjoy the confidence of senior officers?)

Very sound Sound Requires improvement (Give reasons)

COMMENTS:

8. VERSATILITY (Consider staff member's ability to cope with a variety of work)

Very successful Copes adequately Has difficulty Not tested

COMMENTS:

SECTION C TO BE COMPLETED BY STAFF MEMBER

As you know the purpose of the Staff Interview was to discuss your performance, help you assess your abilities, and ensure that they are used to the best effect. Having this purpose in mind would you please indicate in the boxes below how you found the Staff Interview and give reasons for your choice.

Helpful Not Helpful Uncertain

Any comments you would like to make on the assessments given in Section B should be included here. If you wish you may also comment on your training, development, and supervision.

Signature: Date:...../...../.....

SECTION D CONTROLLING OFFICER'S COMMENTS

If the staff member has been in a position for only a short time at the reporting date and the assessment reflects this, specific comment should be made. If relevant, duration of reporting officer's supervision should also be commented on.

Sum up overall performance of staff member and comment on Reporting Officer's assessments in Section B and employee's comments in Section C

Comment on the staff member's suitability for any other type of work which may be desired (see section A); which you think the staff member would be particularly suited (state if the capabilities are limited to present type of work):

Further comments:

Controlling Officer's Signature Date:...../...../.....

SECTION E TO BE COMPLETED BY STAFF MEMBER

REPORT SENT: Employee's initials: Date:...../...../.....

If you disagree with this report place a cross in this box and complete PS 121 which is to be returned with the assessment form.

SECTION F FOR HEAD OFFICE RETURN (see instructions 16 & 27)

Assessment Head or Nominee's Initials: Date:...../...../.....

REPORTING OFFICER'S COMMENTS ON EMPLOYEE'S STATEMENT

.....
.....
.....
.....
.....
.....
.....

Reporting Officer's Signature:..... Date:...../...../.....

CONTROLLING OFFICER'S COMMENTS ON BOTH PREVIOUS STATEMENTS

.....
.....
.....
.....
.....
.....
.....

Controlling Officer's Signature:..... Date:...../...../.....

PERMANENT HEAD OR NOMINEE'S COMMENTS ON PREVIOUS STATEMENTS

.....
.....
.....
.....
.....
.....
.....

Permanent Head (or Nominee):..... Date:...../...../.....

SEEM: Employee's Initials:..... Date:...../...../.....

Name:

9. INITIATIVE (Consider whether staff member sees when something needs doing and does it and whether or not he/she demonstrates innovative skills)

- Acts without prompting Generally requires no prompting Often has to be told what to do

COMMENTS:

10. DEPENDABILITY

- Very dependable Can be depended on Needs extra supervision (Comment further)

COMMENTS:

11. STAFF RELATIONS (Consider how the staff member works with staff of all levels and the effect this has on job performance)

- Very good Good Needs improvement (Give reasons)

COMMENTS:

12. PUBLIC RELATIONS (Consider how the staff member deals with the public, other departments, clients etc)

- Very good Good Needs improvement (Give reasons) Not tested

COMMENTS:

13. CASE WORK RELATIONSHIPS (Consider how effectively the staff member relates to and works with people in the casework setting)
(To be used only where applicable)

- Very Effective Effective Needs improvement (Give reasons)

COMMENTS:

14. SPECIAL CATEGORY (To be approved by the Commission for specific occupational classes)

COMMENTS:

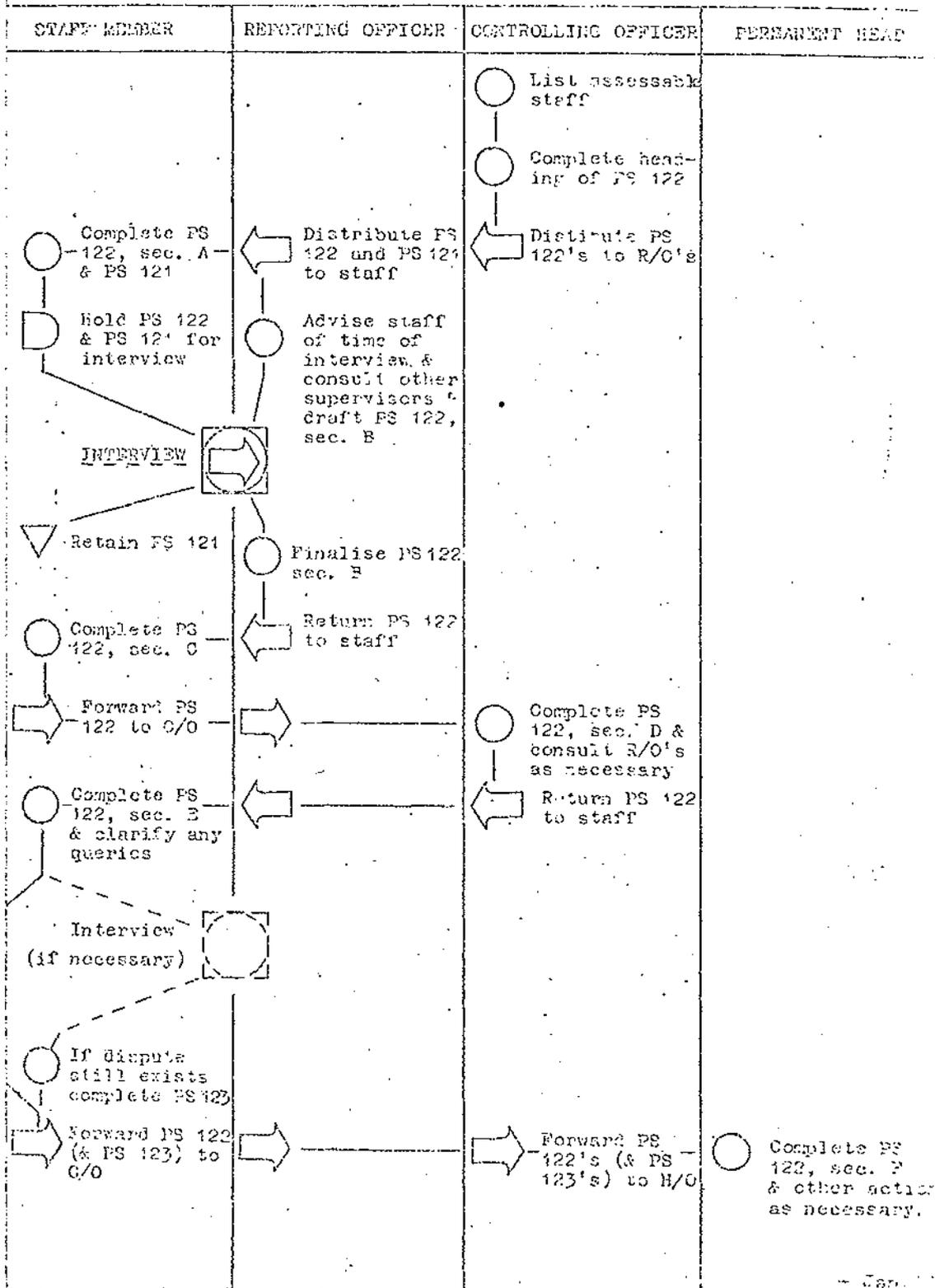
15. STAFF DEVELOPMENT (Suggest ways in which the staff member's performance might be improved and what steps might be taken in the further development of his/her career.)

GENERAL COMMENTS:

Reporting officer:

Date:/...../.....

PERSONAL ASSESSMENT PROCEDURE



2.

Code _____

(d) How many months or years experience have you had since your appointment as a Supervisor? _____ Years _____ Months

Section B: Training

Q1. What are your Social Work Qualifications? None (tick) _____

Q2. What State-Service (in-service) training courses have you attended? (Other Than those related to Supervision) None _____

	Course	Content
(1)	_____	_____
(2)	_____	_____
(3)	_____	_____
(4)	_____	_____

Q3. What courses have you attended run by the Department of Social Welfare? (Other than those related to Supervision) None _____

	Course	Content
(1)	_____	_____
(2)	_____	_____
(3)	_____	_____
(4)	_____	_____
(5)	_____	_____
(6)	_____	_____

Q4. What on-going training have you had within local Social Welfare offices? None _____

	Training Device	Content
(1)	_____	_____
(2)	_____	_____
(3)	_____	_____
(4)	_____	_____
(5)	_____	_____
(6)	_____	_____

3.

Code _____

Q5. What seminars or courses have you attended related to Social Work Supervision?

None _____

	Duration	Seminar/Course Title	Month/Year	Content
(1)				
(2)				
(3)				
(4)				
(5)				
(6)				

Q6. When do you expect to attend a course/ seminar related to Social Work Supervision?

Don't know _____

Seminar/Course Title	Date	Convened by/at

Q7. The agency policy with regard to sending staff to courses/seminars is:

Q8. The present on-going training for Supervisors within the local office:

Doesn't exist _____

Is adequate _____

Is not adequate _____

Could be improved by:

Q9. My present training needs for my role as a Supervisor are:

4.

Code _____

Q10. Do you know of the course in Social Work Supervision being offered by Massey University?

Yes _____

No _____

Are you aware of the content of the course as publicised in the course brochure?

Yes _____

No _____

Some _____

If you attended the course, what content other than that publicised would you want included?

Don't know _____

Content is adequate _____

Q11. Can you name any books you have read on Social Work Supervision?

No _____

	Book Title	Author
(1)	_____	_____
(2)	_____	_____
(a) (3)	_____	_____
(4)	_____	_____
(5)	_____	_____
(6)	_____	_____

Q12. Which book/s did you find most helpful?

Haven't read any _____

None _____

	Book Title	Author
(1)	_____	_____
(2)	_____	_____
(a) (3)	_____	_____
(4)	_____	_____
(5)	_____	_____
(6)	_____	_____

5.

Code _____

Section C: Supervision Structure in the AgencyAppointment as a Supervisor

- Q1. (a) When you were first appointed as a Supervisor, did you have any discussions with Senior Staff regarding your role as a Supervisor? Yes _____
No _____
- (b) If yes: With whom? _____

- (c) Did you find the discussions: very helpful _____
quite helpful _____
helpful _____
not very helpful _____
- Q2. When you were first appointed, were you given a:
- (a) List of duties? Yes _____
No _____
- (b) If yes: List the duties you recall being on that list: _____

Support for the Supervisor in the Agency

- Q3. Do you have someone with whom you consult
- (a) Regarding your role as a Supervisor? Yes _____
No _____
- (b) If yes: Is that person located:
- in your office? Yes _____
No _____
- in your agency? Yes _____
No _____
- in another agency or setting? Yes _____
No _____

7.

Code _____

(e) What is the focus of the group meetings?

educ for the supervisory role _____
 agency or interagency issues _____
 theory of supervision _____
 the way group members function as supervisors _____
 the personal lives of group members _____
 other _____

(f) Do you find the group meetings:

very helpful _____
 quite helpful _____
 helpful _____
 sometimes helpful _____
 not helpful _____

Section D: Supervision in the Agency

Q1. How many workers with the title "Social Worker" are being supervised in this office? _____

Q2. How is the supervision task divided in this office?

designation of supervisor	the supervisor is supervising social workers involved in:
_____	_____
_____	_____
_____	_____
_____	_____

8.

Code _____

Q3. (a) Do you supervise workers from other agencies or settings?

Yes _____

No _____

(b) If yes: give their positions:

(c) How often do you meet with them?

Q4. (a) Do you supervise Social Work students?

Yes _____

No _____

(b) If yes: From which training centres and when are they in your office during the year?

Training Centre	Duration of Placement
_____	_____
_____	_____
_____	_____

Q5. How many Social Workers do you supervise in this agency?

(Number) _____

Q6. We will give each worker a number and fill in the following table:

	Regularity of Meetings*	Focus of Worker	Duration of Meetings	N.A.
Worker 1	_____	_____	_____	_____
Worker 2	_____	_____	_____	_____
Worker 3	_____	_____	_____	_____
Worker 4	_____	_____	_____	_____
Worker 5	_____	_____	_____	_____
Worker 6	_____	_____	_____	_____
Worker 7	_____	_____	_____	_____
Worker 8	_____	_____	_____	_____

*(Regularity: Irregularly (i); Weekly (ii); Fortnightly (iii); On Run (iv); When worker asks (v); When an issue needs attention (vi); Other)

10.

Code _____

	Worker No:							
	1	2	3	4	5	6	7	8
To suggest readings and study guides								
To help with their career prospects								
To assess their work on behalf of the agency								
Other								

Q3. What do you think has been the most significant influence on your style of supervision?

- general education _____
- social work training _____
- social work experience _____
- supervision of myself as a student _____
- supervision of myself in agency/ies _____
- values/philosophy _____
- Other _____

Elaborate on factor chosen: _____

Q4. (a) Does the above description of your role differ from the expectations of senior colleagues or the expectations of the agency?

- Yes _____
- No _____
- There are no expectations that I am aware of _____

(b) If yes: Elaborate: _____

12.

Code _____

Q8. (a) Do you seek feedback from the workers you supervise?

Yes _____

No _____

Sometimes _____

(b) If yes or sometimes: How is this feedback obtained? _____

Q9. On the basis of this feedback, do the workers appear to find the sessions:

very helpful _____

helpful _____

sometimes helpful _____

not very helpful _____

Q10. Supervision Sessions

The following table has to do with specific structured supervision sessions:

Not Applicable _____

		Worker No:							
		1	2	3	4	5	6	7	8
When supervising this worker:	Sessions take place at:								
	I allow incoming phone calls:								
	I allow people to enter the room:								
	I take notes during the sessions:								
	I keep strictly to the time set aside:								
	I am comfortable:								
	I am quite comfortable:								
	I am a little uneasy:								
	I am uneasy:								
	I am really uncomfortable:								

Q11. Supervisors Self-Assessment:

The following table and scale is designed to obtain your own assessment of your role performance.

The scale (0 through 7 - seven being high) is an indicator of how satisfied you are with your performance in each category. For example, if you are not satisfied with your performance at all, you mark "0". If you are completely satisfied, you mark "7".

	Worker No:							
	1	2	3	4	5	6	7	8
Educating the worker:								
Suggesting alternative ways of working with clients								
Helping with their relationships within the agency								
Helping with their relationships with colleagues								
Helping with their personal lives								
Suggesting readings and study guides								
Helping with career prospects								
Assessing their work on behalf of the agency								
Other								

Section F: Notes and Other Comments:

APPENDIX.NO.6.

DEPARTMENT OF UNIVERSITY EXTENSIONMASSEY UNIVERSITY

May 1, 1978

DRAFT PROPOSAL FOR ONE - YEAR CERTIFICATE COURSE
FOR SOCIAL WORK SUPERVISORSA: The Development of Provision for Training Social Work Supervision in N.Z.

In 1965 a two week course in casework supervision was first offered by the State Services sector and has continued to be offered at the Services training centres at Tirimona (Porirua) and Taranaki House (Auckland). Some criticism of early courses had been directed to the fact that they were too short and that they had too much of an emphasis on administrative supervision.

Since then the emphasis on administrative supervision has been tempered and the courses are more eclectic. The courses are open to Voluntary Agency workers but the number of workers attending from these agencies is small.

The Marriage Guidance movement in New Zealand requires its supervisors to attend regular training seminars These are weekend courses. There have been other attempts to provide training supervisors such as the sessions organized by branches of the NZ Association of Social Workers sometimes in conjunction with University facilities.

Training sessions for supervisors supervising Bachelor of Social Work students have been held regularly at Massey University and these workshops have been well attended.

Victoria University has organized some training for supervisors who assist with the Diploma in Social Work programme.

B: The Need for a Certificate Course in Social Work Supervision1. General Comments

The increase in the number of training courses for Social Workers in NZ has highlighted the need for trained supervisors. A social worker who has completed a training course is dependent upon effective supervision in the employing agency because social work is a profession that demands continuous reviews of role-performance.

Supervisors are often senior social workers or administrators with heavy work loads who tend to become isolated from current theory, research findings and new insights into field work practice.

Most social work agencies in New Zealand allocate resources to the continuing education and assessment of the social workers in the field but support for supervisors is largely a neglected area. A report from the NZ Social Work Training Council states:

"In recognising the importance of social work supervision to the achievement of good social work practice and to the development of newly appointed social workers, the Council has from time to time stressed the need for adequate training for persons whose responsibility it is to provide the supervision. The training of social workers is not restricted to the two or more years spent in the educational institution and on field work placements but included the early years of their practice in an agency.

2.

Social work supervision is very much an agency responsibility. However, the responsibility of the agency for the development of the beginning social worker goes beyond providing supervision and includes induction and training in those aspects of practice and administration relating to the particular agency's responsibility.

The Working Party on Standards and Accreditation has examined the need for training for social work supervisors and in this report outlines proposals for suitable forms of training in supervision.

Elements of Social Work Supervision

Social work supervision is required for all forms of social work practice whether involving case work, group work or work with communities. It is concerned not only with assimilation into the agency and the responsibility of the agency for its staff, but also with the development of the individual's standard of professional practice.

Social work supervision may be regarded as the method adopted by the agency to help the individual social worker function more effectively and accept progressive responsibility for his own social work practice. It is seen as having the following principal elements:

- (a) Accountability to the client
- (b) Identification with agency functions and procedures
- (c) Accountability to the agency
- (d) Development as a social worker."

-NZ Social Work Training Council
Report

2. The Need in the Massey University Region

Social Work agencies scattered throughout the Massey University region employ personnel to supervise social workers and most of these supervisors have very limited opportunities for training. Massey University is ideally situated to offer training for supervisors who are isolated in small offices, voluntary agency supervisors who cannot attend national training centres and supervisors who would benefit from contact with educational facilities which are both accessible and have links with a social work degree programme (BSW).

The Extension Department at Massey has had a long association with refresher courses for social workers and volunteers. Mr. M.W. Hancock ran courses for several years in the Hawkes Bay region and in New Plymouth for Social Work personnel. Mr. K.R. Daniele was teaching training courses in the Massey region. Since 1976 the Department has assisted with refresher training through courses on Family Life, Volunteer Training, specialist group seminars and seminars for organizations such as the Society for the Intellectually Handicapped staff.

The establishment of the Bachelor of Social Work degree indicates the role of the University in the continuance of service. It is appropriate that the Extension Department should provide ongoing training for field workers and supervision.

C: Request from the Social Work Training Council

Massey University, along with other Universities in New Zealand has noted the document released by the NZ Social Work Training Council.

3.

The document states:

"Organization of Training:

The establishment of courses in social work supervision is seen as appropriate to any educational institution providing basic training in social work. Each such educational institution could reasonably provide one course a year and, with four or five institutions involved and an intake of 12-15 persons for each course, an annual output of 50-60 trained social work supervisors each year would not be unrealistic. Such an output would go quite some distance towards meeting the needs of welfare agencies."

-(NZ Social Work Training Council 1976)

Response from Educational Institutions as at November 1977:

Canterbury University - has reported that it is sympathetic to the proposal and that such a programme is appropriate for that University. However, the report indicates that extra resources would be required before proceeding further.

Auckland University - has set up a 'supervision working party' to make accommodations on the format and administration of a prototype course to begin in 1978. It is hoped the course will be offered through the Department of Continuing Education.

Victoria University - is seriously considering the proposal and discussions are under way with the Department of University Extension.

MASSEY UNIVERSITY - The University Extension Department staff have had two meetings with the staff of the Sociology Department - viz:
 Mr. P.E. Dinniss (University Extension)
 Mr. A.R. Bowden (University Extension)
 Prof G. Fraser (Sociology)
 Mr. M.W. Hancock (Sociology)
 Mrs. E. Garrett (Sociology)

An interim proposal has emerged from these meetings:

- (a) that the University Extension Department plan for a certificate course for Social Work Supervisors to begin in 1979.
- (b) that a meeting of social work supervisors from the Massey region be held in mid 1978 to preview the course and assist with planning.

The course should be centred in the Department of University Extension for the following reasons:

- the course is designed to cater for a specialist professional group;
- the department has a tradition whereby resource persons from the community can be involved in the teaching programme;
- such a course relates easily to the Human Development and Relationships programme which has increased impetus in the department. It comes within the scope of the lecturer in Psychology and Sociology who is a trained social worker and has experience in social work supervision and counsellor supervision.
- the department already has experience and knowledge of presenting such courses. The experience with the course for Nursing Tutors (1974) is an example.

4.

-the course is designed to cater for the continuing education of a specialist professional group and involves a programme that differs from the year-long degree or diploma design.

CONSULTATION WITH SUPERVISORS 1977

A gathering of BSW supervisors was addressed by Mr. Bowden to ascertain whether supervisors in the region would be motivated towards a course of this nature. Discussion during the meeting indicated that supervisors would wish to attend and they formulated ideas for the programme. (A copy of the findings of this meeting is attached - see appendix to this paper.)

PROPOSAL:

It is therefore proposed that a course be offered by the Department of University Extension in 1979, and that a Certificate of Social Work Supervision be granted by the University to those students who satisfactorily complete the course requirements.

Course Aims:

1. To assist supervisors to examine the role of the social work supervisor in:
 - casework
 - community work
 - counselling
 - casework administration
2. To facilitate training for effective supervision in specialist agencies. For example, medical settings and handicapped children's services.
3. To introduce and teach current social science theory and research.
4. To provide opportunities for supervisors to submit themselves to a critical analysis of their practice using group assessment and academic assessment methods.
5. To provide ongoing assessment and reviews of the supervisors' fieldwork practice by appointing local tutors in sub-areas in the Massey region.
6. To provide a setting where supervisors can learn from each other in an experiential atmosphere.
7. To encourage research into the methodology and practice of supervision.
8. To provide a qualification (certificate) for supervisors, which is recognized as having a suitable academic standard.

COURSE STRUCTURE:

-total of five weeks residential block training comprising two fortnights during the year and one week at the end of the course year.

Content:

- Week One: (a) Background knowledge from other disciplines, e.g. new approaches, research in psychology, sociology, education.
- (b) Knowledge of theory, approaches, research over whole field of social work practice.
- (c) Knowledge in specific areas (this could include a series of electives depending on the interests of members of the group).
- (d) Principles of Social Work Supervision.

5.

- Week Two: (a) Role of the supervisor on the professional development of the social worker.
 (b) The educational component in supervision.
 (c) The therapeutic component in supervision and its relationship to techniques of personal growth and self-awareness.
 (d) Group supervision practice.
 (e) Supervision in the Community work setting.
 (f) Methods of practice: Utilizing - role plays, demonstration, tapes, video-tapes, observation.
 Attitudes of supervisee to supervision.
 Disadvantages - difficulties in the supervision process.

SECOND RESIDENTIAL BLOCK:

- Week Three: Agency organization and the administrative role of the supervisor within it.
 Structure of agencies, goals, priorities.
 Planning and proper organization of standards of work.
 Use of records.
 Staff control and assessment.
 Implications of agency procedures for social work ethics.
 -Further 'Methods of Practice' sessions using assessment methods (as described for week two).

- Week Four: Role of supervisor in the professional development of the Social Worker.
 Role of the supervisor in agency and client accountability.
 Role of the supervisor in the wider training programme.
 The supervisory relationship and its use in worker development and service. - Further 'Methods of Practice' sessions.

THROUGHOUT THE RESIDENTIAL BLOCK TRAINING WEEKS THERE WOULD BE A BUILT-IN EMPHASIS ON "THE SELF-AWARENESS OF THE SUPERVISOR".

- Week Five: (at end of course year)
 The focus of the final week would be on consolidation of the programme involving individual self-assessment and development in the supervisory role.

MONTHLY MEETINGS IN LOCAL SUB-AREAS OF THE MASSEY REGION:

Tutors would be appointed who would convene meetings of supervisors in their areas. These monthly meetings would concentrate on:
 -the current field work practice of supervisors
 -the professional development of the supervisor with regard to:
 academic progress
 research
 self-awareness
 course requirements
 development values with supervisors
 development within the agency
 professional development

The tutors would report each month on the substance of this meeting. The report would be forwarded to the lecturer in charge of the course.

The course lecturer would visit these meetings at least once during each course year.

6.

STUDENT ASSESSMENT:

At the end of the course year, students would present a folio which would include the items marked with an asterisk in the following assessment schedule:

- * (a) each student to present two papers on an aspect of social work supervision (no more than 1500 words). The first paper would be handed in at the beginning of the second residential session and would cover an aspect of the theory introduced in the first residential block.

The second paper would be handed in prior to the fifth residential week (both papers would be a standard similar to a 100 level paper)

- (b) attendance at each residential section would be compulsory and an expectation that all monthly meetings in the local area be attended.
- * (c) two video tapes of an actual supervision session (one in the first residential block and one in the second) to be presented for:
 - i) group assessment ii) lecturer assessment
 The student would summarize the assessment of these tapes.
- * (d) it is envisaged that social workers who are being supervised by the student supervisors would rate the supervisors' performance on a prepared scale at the beginning of the course and just prior to the end of the year course closure. There would be the proviso that these reports would be open for debate with the course lecturer, the student supervisor, and, if deemed appropriate, the social worker concerned.
- * (e) an agreed "GOAL WORK SHEET" may be drawn up for each student. This worksheet would form the basis for group discussion and/or discussion, between a course tutor and the student. An example of a possible Goal Work Sheet is attached (Figure 1). Each student would decide on the goals he or she wishes to work towards during the course and use the sheet to evaluate progress. (This method has been assessed in an article by David St. John. The article discusses the value of a goal work sheet used during the supervision of social work students in a field placement).
'Goal Directed Supervision of Social Work Students in a Field Placement'
D. St. John; Jnl. Educ for Social Work, Vol 11, No 3, 1975
- * (f) a summary of the students progress to be compiled by the course tutors in consultation with the student during the fifth week.

FINAL: The Folios would be assessed by the course lecturer and then assessed by an independent person not directly associated with the course. Provided the student has completed the course requirements, gained a pass in the papers, been adequately assessed in the practical sessions and has a grasp of the aspects of supervision, then the student is deemed to have passed the course.

HOURS INVOLVED: (a) two papers = approximately 80 hours
(b) attendance; residential and monthly = approx 200 hours
(c) two video tapes = approximately 6 hours

GENERAL:

-the course would be available to statutory and voluntary agency workers
-the fees for the course would be met by the students most of whom would be supported by their employing agency

7.

- lecturers and tutors would be drawn from Massey University staff.
- Senior social workers in the community.
- Visiting lecturers from other training institutions.
- a total of 15 students would be accepted for the first year of the course.

A.R. Bowden
Lecturer in Psychology/Sociology
Department of University Extension
Massey University

8.

APPENDIX:

(1) The possibility of a course for social work supervisors was introduced to a gathering of supervisors present at a ESW supervisors' training session at Hassey on 26 October, 1977.

In answer to two questions posed for group discussion, the following points were made by the supervisors:

- (a) Public Relations work must be managed effectively.
That is, those who plan the course need to "sell it" to the Departmental heads (Social Welfare, etc.)
Clear guidelines for (i) release of staff
(ii) financial support
(iii) priority
- (b) A residential block of two weeks was generally thought to be the most that could be managed in one stretch. Raised point that offices with only a small staff allocation may have difficulty releasing the supervisor.
- (c) Agencies need to be encouraged to see training as a priority - some will tend to put the work load first.
- (d) General agreement that there is a definite need for this kind of training and the group indicated they would be interested in attending.

(2) Supervisors need to be trained towards:

- (a) The ability to respond to practical difficulties social workers have (allocation of time, etc.).
- (b) Being resourceful in terms of providing suggestions for alternative ways of working, making effective referrals. Have a sound knowledge of community resources.
- (c) Being able to extend the worker when that worker reaches the limit of his/her present knowledge and skills.
- (d) Becoming aware of new knowledge in case work, community work; skills that can be utilized for new approaches to social work.
- (e) Having an educative function.
- (f) Accepting the role of "model" for the social worker. A model in the supervision-sessions - modelling effective relationships.
- (g) Becoming aware that sometimes agency bureaucracy interferes with agency goals.
- (h) Having a critical awareness of social work as a profession.
- (i) Having a continuing/current knowledge of what it is like to be "in the field".
- (j) Being able to learn from the social worker.
- (k) Skill in teaching administrative skills.
- (l) Being able to confront, challenge and encourage.
- (m) An ability to support a social worker through the "flak" of agency turmoil, hierarchies, etc.
- (n) Being aware of the worker as a person.

9.

FIGURE ONE: (An adaptation of the example given by D. St. John)

GOAL WORK SHEET

Goals set by Students	Assists supervisee to utilize Agency	Understands the Dilemmas faced by Field Workers	Using Personal Anxiety Effectively
LOW LEVEL OF ACHIEVEMENT	Makes few comments such as "are you keeping your files up to date?"	Is inclined to rely on the notion that by structuring time adequately the worker will cope effectively	Becomes aware of anxious state. Sees anxiety as interfering with relationships.
LESS THAN EXPECTED LEVEL OF ACHIEVEMENT	Encourages supervisee to acknowledge his role in the agency and work within that role.	Is beginning to question the intensity of the supervisee's involvement in specific cases.	Verbalizes situation generating anxious state. Starts to acknowledge that the supervisor is projecting anxiety on to the supervisee
EXPECTED LEVEL OF ACHIEVEMENT	Makes sure supervisee has an adequate knowledge of agency function	Allows adequate time in supervision session for supervisee to assess the effects that clients are having on his/her own role and personality.	Examines alternatives in dealing with anxiety. Becomes comfortable in supervision decisions.
MORE THAN EXPECTED LEVEL OF ACHIEVEMENT	Encourages supervisee to experiment with new possibilities within agency policy.	Challenges the worker to look objectively at his/her total role performance and can empathize with the risks that are involved.	Encourages supervisee to use anxiety effectively by modelling useful behaviour.