The string to my kite: How supervision contributes to the development of a newly qualified social worker's professional identity

A thesis presented in partial fulfilment of the

requirements for the degree of

Master

In

Social Work

Massey University, Palmerston North,

Aotearoa New Zealand.

Lynn Margaret Bruning

2021

Abstract

This thesis examines how social work supervision contributes to the development of newly qualified social workers' (NQSW) professional identity. The research explored how NQSWs conceptualise their professional identity, what NQSWs require to successfully transition and adjust to their professional identities moving from student to a professional and the influence supervision has on professional identity development. Themes in the international and Aotearoa New Zealand literature informed the analysis and discussion of the research findings.

A qualitative methodology informed by a social constructivist framework was utilised together with an interpretive approach to explore the research questions. The data was collected via semi-structured interviews with eight NQSWs. Thematic analysis was utilised to identify important patterns and themes in the data that enabled the research question to be addressed.

There were six key findings from the study. (1) Professional identity is conceptualised on an individual level or collectively, based on shared values and fields of practice. Observing experienced social workers and experiential learning influences NQSWs to begin to perceive, develop and realise their professional identity; (2) Transitioning and adjusting to one's professional identity requires a support system in order for NQSWs to manage professional status; (3) Supervision was identified as an important source of support to build confidence and autonomy that enhanced NQSWs' professional identity; (4) Learning through reflective supervision, constructive feedback and professional development ensures NQSWs remained engaged in the construction, maintenance and ongoing shaping of professional identity; (5) NQSWs' professional identities will only develop if they are active participants in the supervision process; and (6) Organisations that provide challenges and barriers for NQSWs to access effective supervision have a negative impact on developing professional identities.

The implications and recommendations from this study recognise that NQSWs' social work qualification represents the beginning of a new learning process. This involves the continuous development of knowledge, practice skills and experience over time before professional identity as a social process can fully engage the social worker. A commitment by employers and regulatory bodies is essential to provide the support required for NQSWs to develop as professionals and build confidence with practice competence and their social work identity.

Ode to a Social Worker

Being a social worker means…

You will never be bored

You will always be frustrated

You will be surrounded by challenges

So much to do and in so little time

You will carry immense responsibility

And very little authority

You will step into people's lives

And you will make a difference

Some will bless you

Some will curse you

You will see people at their worst

And at their best

You will never cease to be amazed

At people's capacity for

Love, Courage and Endurance

You will see life begin…and end

You will experience resounding triumphs

And devastating failures

You will cry a lot

You will laugh a lot

You will know what it is to be human

And to be humane

Author Unknown

Acknowledgements

Completing this thesis has been achieved with the support of many people. You have been the "String to my kite" along the way and your contributions have been immensely appreciated.

I would like to acknowledge and thank the eight participants who took part in this study. I am grateful for your interest and willingness to give me your time and wisdom. I admired your ability to be open and honest about your experiences, your commitment to the social work profession and ongoing learning and development that gave me a clear sense of your professional identities. I have no doubt you will inspire others.

To my supervisors Associate Professor Kathryn Hay and Associate Professor Kieran O'Donoghue, who provided the support, guidance, feedback and learning that helped me to construct and shape this thesis. Kath, I ran out of the gate in the beginning of this journey and was determined to get there, but when I sat down to rest sometimes, it was hard to get up. However, your encouragement kept me heading towards the horizon. Kieran, my dressmaking skills needed a lot of refining at times, playing around with the material and there were a lot of wonky seams I had to unpick and re-sew. I am proud of my dress – thank you both.

I am thankful to my social work colleagues and friends, some of whom have been role models and mentors throughout my career. You inspire me with the work you do and make me a better social worker.

To family and friends who may not have understood what I have been doing for the last few years, but that is okay. Special thanks to my mum and dad, Margaret and Bill who taught me to have a strong work ethic, determination, independence and to be brave when times are hard.

I am grateful to my neighbour, friend and patient proof-reader Margaret. I am thankful for your time and encouragement along the way.

Finally, to my closest support crew, my husband Lex and our gorgeous children Dean and Holly. I cannot express how I feel about the love and support you have given me during this time and always.

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Chapter One: Introduction

This thesis explores the experiences and perspectives of NQSWs as they continue to construct and reshape their professional identities post-qualifying. Professional identity is central to social work practice as it drives the decisions and actions of social workers (Webb, 2017). Developing a professional identity is necessary for clarifying professional roles, responsibilities and the purpose of a professional. Social work professional identity has been defined as:

> The internalisation of knowledge and skills, professional norms, behaviours and the mission of social work and the development of a commitment to work at the micro, meso and macro levels of practice with a focus on social justice (Holter, 2018, p.2).

According to Harrison and Healy (2016) the first years of a NQSW's practice is crucial for the development of their professional identities. Developed over time, professional identities require role models, and supportive structures that facilitate the process of social workers' growth and understanding of themselves and the profession (Cox et al., 2019). Supervision is intended as an activity for self-exploration, integrating knowledge, learning to apply theory to practice and it provides the environment for challenge and growth to occur (Davys & Beddoe, 2010). Effective supervision contributes to the maintenance and quality of practice as well as the professional development and well-being of social workers (Kadushin & Harkness, 2014). It is therefore an obvious structure to support NQSWs transitioning from student to professional at a time when they are consolidating their professional identities (Beddoe et al., 2018). The overarching goal of supervision is to develop the knowledge, skills and professionalism of social workers, all of which are fundamental components of professional identity.

This chapter sets out the research objectives; introduces the researcher's interest in the topic; provides a rationale for the research; a definition for key terms; and an outline of the overall structure of the thesis.

Research Aim and Objectives

The research aims were to:

1. Discover NQSWs' understanding of social work identity and how it is demonstrated.
2. Consider what supportive structures are required for NQSWs when they transition and adjust to their professional identities.

3. Explore how NQSWs consider supervision facilitates the development of their professional identities and ascertain what the barriers are within the supervision space to achieve this.

The objective of the study was to describe and explain how supervision contributes to a NQSWs' developing professional identity. Underpinning the primary research objective were three auxiliary research questions:

- How do NQSWs conceptualise a social work identity?
- How do NQSWs transition and adjust to their professional identities?
- What impact does supervision have on NQSWs developing their professional identities?

The Researcher's Interest in the Topic

The research topic was inspired through years of trying to explain my professional role as a social worker to those outside the profession. When I began working at Barnardos as an administrator in the late 1990s, I was attracted to the social work arm of the organisation and over time was given the opportunity to work in social work roles. Although family and friends were surprised by this, I knew that I had found my niche. Even after many years of social work experience, complimented by study, my social network still develop glazed looks on their faces, as I endeavour to engage them in my passion for the work that I do. Consequently, being in the company of a group of social workers who have an innate understanding of what we do, is forever satisfying.

Becoming a social work supervisor was a natural career progression and also a challenging transition as I moved away from client work into a line management role. Providing supervision for a team of social workers with different levels of experience, provided plenty of opportunity for my practice growth as a new supervisor. Of particular interest was supervising NQSWs, as we travelled a parallel process. I sought extra guidance and support from my supervisor during this challenging period, just as the NQSWs required more intensive support from me. Given I was in the process of completing a post-graduate qualification in social work supervision at the time, it was of interest to me identifying the factors involved in making the transition from qualification, through consolidation to a professional.

The Master's thesis has provided me the opportunity to build on previous research identifying the connection between professional identity, NQSWs and supervision, however, previous studies have not explored how they interrelate. Due to my relationship with the three major

concepts within this research, I position myself as an "insider researcher". It is important to declare my positioning in this study due to the information I collected and how I then interpreted it.

Definition of Key Terms

Several key terms are used throughout this thesis and are briefly described to provide clarity for the study:

Construction

The term "construction" is typically defined as the action of building something large. For this thesis a social work identity begins to be constructed during a period of tertiary study. Education is then followed by the ongoing experience of professional work and developing expertise (Todres & Holloway, 2010).

Maintenance

Engaging in professional development, social work supervision and belonging to professional bodies ensures social workers maintain a strong professional identity (Donnellan & Jack, 2015). These activities foster a sense of belonging to the profession.

Consolidation

Consolidating a social work identity is a part of transitioning and adjusting to professional work, translating what is learnt as a student into the realities of being a social worker (Moorhead, 2019).

Shaping

Shaping and re-shaping professional identity changes or adapts behaviour patterns, practice skills, role development, expectations and reorganises self-image (Wheeler, 2017).

Behaviours

Professional standards of behaviour apply to social workers and are commonly covered under codes of conduct (SWRB, 2016) and codes of ethics (ANZASW, 2019). For example, acting with integrity, respecting the significance of Māori as tangata whenua, confidentiality and keeping accurate records.

Skills

When working with clients, social workers employ a variety of skills depending on the work that needs to be carried out (Payne, 2014). Some skills may be instinctive, others learned.

For example:

- Active listening – paying attention to what others are saying for meaning.
- Communication – with others to effectively deliver the information.
- Questioning – using open-ended questioning, summarising and clarifying to ensure correctness, paraphrasing.
- Critical thinking – to develop practical solutions.
- Empathy – the ability to relate to the feelings of another.

Role

Within the context of this study, "role" is used to describe job roles. For example, mental health social worker, child protection social worker and community social worker are different roles.

Rights and Responsibilities

Supervision rights and responsibilities refer to contractual obligations which are the expectations and contributions of both the NQSW and supervisor within the relationship and organisation (Morrison, 2005).

Resilience

The development of personal resilience enables social workers to cope with the everyday stresses of their work (Beddoe et al., 2013).

Structure

Supportive structures identify specific needs of NQSWs and are linked to their ability to cope with transitioning into professional work. Donnellan and Jack's (2015) structural model of supervision encompasses the supervisor, supervisee and service user as the participants. Alongside are the three functions of supervision, that is, administration, education and support. Although the focus on each component will be different, they are integrated and designed to work together.

Thesis Structure

The thesis is structured as follows:

Chapter one has provided the background and the objectives of the research. The researcher has reflected on the research topic before explaining key terms to provide the reader context and clarity, ending with the structure of the thesis.

Chapter two is divided into three sections and explores the literature regarding social work professional identity and how it develops post-qualifying within supervision and the wider organisational context. Section one explores social work professional identity, section two concentrates on the impact supervision has on NQSWs' professional identity and section three focusses on the development of NQSWs within the organisational context.

Chapter three discusses the research methodology, describing the methods used to gather, collate and analyse the information. An exploration of the methodological and theoretical approach is presented before moving on to explain the design; the researcher's position regarding the approach; and the methods used to collect the data. A discussion concerning the ethical considerations in the study concludes the chapter.

Chapter four presents the research findings and gives voice to the participants' views on professional identity, their transition into professional work and the impact supervision has had on their professional identities. From the data collected, the categories and themes are identified. Interpretations from the researcher and quotes from the interviews are used to highlight and illustrate the views and experiences of the participants.

Chapter five examines the findings from the thematic analysis and discusses the contributions they make to answer the research questions. Relevant research is drawn upon to inform the discussion and consider how supervision contributes to the development of NQSWs' professional identities.

Chapter six provides a review of the research questions, the methodology and the key research findings. It discusses the implications of these findings and offers suggestions for NQSWs, supervisors, organisations and the Social Workers Registration Board to consider. The thesis concludes with a discussion of areas for future research and a reflection on the researcher's journey.

Chapter Two: Literature Review

Introduction

This chapter explores the literature regarding social work professional identity and how this identity develops post-qualifying within supervision and via the wider organisational context. Section one explores social work professional identity, section two concentrates on the impact supervision has on NQSWs' professional identities and section three focusses on the development of NQSWs within the organisational context.

In searching for literature related to the research question, the researcher concentrated on databases including EBSCOhost, Discover search engine, Google Scholar. Peer-reviewed journal articles and academic textbooks (predominantly from Europe, Australia, and USA) were compared and contrasted with Aotearoa New Zealand material. Several terms were used to assist the search, such as, "newly-qualified social worker", "new graduates", "social work identity", "professional identity", "supervision models" and "supervisory relationship". A snowballing technique (O'Leary, 2017) uncovered further sources from reference lists, and the researcher's supervisors provided guidance. A matrix method was used to organise the literature, and a journal was used to determine the scope and synthesise ideas.

Social Work and Professional Identity

This section begins with an insight into the driving forces that motivate individuals to join the social work profession. The construction of a professional identity starts with the concept of an individual identity that is then merged with a social work identity actively constructed during a period of tertiary studies. Post qualifying, NQSWs' professional identities are further shaped by the ongoing experiences of professional work. This becomes an ongoing process that is fluid and constantly renegotiated.

Becoming a Social Worker

The reasons for becoming a social worker are as diverse as the profession itself (Cree, 2013; Grobman, 2011; Le Croy, 2002). Internationally, real life stories of social workers' motivations to enter the profession include Grobman's (2011) study which followed 58 social workers' experiences celebrating the joys and rewards of social work and Le Croy's (2002) project which provided an in-depth understanding of why people choose social work as their preferred career option. Cree's (2013) edited collection of stories by 23 social workers from around the world focussed on their inspiration to join the social work profession and their perceived fit for the profession. Some contributors described positive childhoods with supportive families who

expressed the need for a fairer society, others outlined a childhood marred by loss and adversity who strived to challenge injustice. Experiences of education and work contributed to their understanding of social work as a career choice, either straight from school or from a range of working backgrounds. The influence of a key person such as family member or work colleague provided the impetus to study social work and, for some, an awareness of another person's difficulty led them to the social work profession. Others described a value and belief system; this was either in religious terms, or, a desire to influence humankind (Cree, 2013).

In Aotearoa New Zealand, the literature has focussed on individual careers of pioneering social workers such as John Fry, who worked with returned serviceman from the Second World War, as he was drawn to work with people through his "family background and wanting to help people in need" (Nash, 2014, p. 40). Feminism, fairness and human rights were childhood values Connolly (2013) reflected on as a social worker in the 1970s. Smith (2014) wrote a reflective piece on her 30-year social work career, moving from an education background into social work study with limited knowledge of what social work consisted of in the 1980s. Of interest within the existing literature, is that whilst people have differing reasons for coming into the field, a common theme is the desire to bring about change for individuals and society. The work requires personal and professional integrity, determination, self-care and a passion for people, communities, and society as a whole. A shared understanding of what underpins being a social worker and doing social work is referred to by Webb (2017) as a social work professional identity.

Social Work Professional Identity

The term "identity" is considered an individual and collective phenomenon based on the idea of the self and is said to involve a sense of awareness and the ability to understand ourselves (Giddens, 1991). Moulding the personal self (personality, belief systems and life experiences) with the professional self (training and knowledge), is considered the foundation for skilled practice (Connolly & Harms, 2017; Dewane, 2006; Harrison & Rauch, 2007). Therefore, a professional identity is defined as the personal and professional aspect of the self, whereby an individual may embrace and adopt the values, knowledge, skills, and norms self-identified by a professional group (Wiles, 2017). In addition, Beddoe (2013) suggests professional identity is a form of social identity concerning group exchanges in the workplace relating to how individuals compare themselves with other professional groups. Harrison and Healy (2016) argued the conventional definition of a professional identity encompasses the acquisition of specific knowledge, skills and values within a professional group. Drawing these ideas

together suggests that a professional identity is socially constructed as an individual and social activity that is constantly navigating the shared dimensions of the self (beliefs and values), knowing and thinking (knowledge and theory) and doing (methods and skills). Therefore, professional identity is an ongoing fluid process.

Whilst the title of social worker may be familiar to the general public, the perception of what a social worker does may be somewhat indefinable (Staniforth et al., 2014). Social work is a broad field that encompasses micro, meso and macro practice which may contribute to its lack of a unifying professional identity. In a review of international literature, Staniforth et al. (2014) identified several themes relating to the perceptions of social workers' roles and areas of practice, educational qualifications, gender, registration and the key role of the media. Confusion over role clarity has also been considered by other professions working alongside social workers, such as medical professionals (Beddoe, 2011). The multidisciplinary domain can create a context where each discipline's professional identity is scrutinised because their unique contribution is interpreted within a collaborative model whose team members have differing allegiances, not only to the team but also to their professional groups (Moon, 2017).

European studies have indicated that the primary role of a social worker is in child protection, which is indicative of the misperception regarding what social workers do (Davidson & King, 2005; Hackett et al., 2003). Primarily influenced by the media, the public view that social workers only work in the capacity of child protection, specifically removing children from their families, has damaged the reputation of social work contributing to a crisis of public trust (Leigh, 2014). Navratil and Bajer (2018, p. 1) have argued this "social work crisis" has led to: professional identity loss; professional boundary erosion; negative economic, political and societal recognition. The authors warn the concept of "social work institutionalisation" has influenced professional identity construction of social workers due to the conflict between the organisational task expectations, government agendas and legislation, and like-minded groups who influence public opinion.

It is interesting to note that the study by Hobbs and Evans (2017) regarding how Aotearoa New Zealand social workers perceived themselves, found similar themes emerging: statutory child protection work had negatively impacted on their identities; professional marginalisation from colleagues; negative self-stigma as a result of media portrayals of the social work profession and a belief social works' public image was negative. Hobbs and Evans (2017) also observed that child protection social workers located themselves within their institutions and therefore

were influenced by distinctive systems impacting on the way they behaved and practiced. In contrast, Staniforth et al.'s (2014) study found public views were generally positive because the title of social worker was strongly linked with the concept of helping and that social work was closely linked to meeting personal and community needs. Nevertheless, regardless of the perceived identity of social work and the role of social worker, it is a global profession and an academic discipline (IFSW, 2021). To understand how a social work professional identity develops it is pertinent to explore how the journey progresses from student to new graduate.

Professional Identity of Social Work Students

Although studies exploring the motivation for students to study social work identify philanthropic ideals as a strong determinant (Stevens et al., 2012), Paat's (2016) study discovered that career transition, life events, and a rational choice provide the context for students' decision making. A North American study by Osteen (2011) found a strong connection with personal values was a motivating factor to enter social work education, and that the relationship between personal and professional identities was a channel for students' personal and professional development. Researchers Ranz et al., (2016) explored Jewish students' indigenous and professional identity. These authors found the process of expanding their personal identity through learning, enabled students to understand and accept that identity comes with its own complexities. These findings are similar to the conclusion of Dewane's (2006) study that professional identity integrates the personal (personality traits, belief system, life experiences) and professional (training, knowledge, intervention skills) selves.

A number of studies have explored how social work students' identities develop during tertiary studies (Karpetis, 2014; Sansfacon & Crete, 2016; Shlomo et al., 2012; Terum & Heggen, 2015; Wiles, 2013). An Australian study by Mackay and Zufferey (2015, p. 644), found social work educators utilised professional social work knowledge, ethics, values and skills to "highlight the typical story of social work" as a construct to separate social work from other professions. Although shared characteristics are a vital component for any profession, scholars such as Oliver (2013) and Wiles (2017) found a social work professional identity can be contestable due to the diverse practice roles, tasks and competing interprofessional domains, therefore, it was important for educators to consider what was needed for an identity to be relevant.

During their studies students integrate their professional identity into a practice framework which is influenced by educators, student peers, field education and structures such as

professional bodies and regulatory frameworks (Roulston et al., 2018). The plethora of theories, models and perspectives discussed within social work literature comprise many conceptual frameworks (Deacon & Macdonald, 2017; Healy, 2009; Payne, 2014). Globally, a collective understanding regarding the overarching principles of social work is set out by the International Federation of Social Workers (IFSW) which decrees: respecting the basic worth and dignity of human beings; doing no harm; respecting diversity; protecting human rights and social justice (IFSW, 2019**).** Within Aotearoa New Zealand, the Aotearoa New Zealand Association of Social Workers (ANZASW) lays a foundation for social work: values; beliefs; ethical considerations; practice standards and competencies expected of a practising social worker (ANZASW, 2015). These frameworks are helpful for students to construct a professional identity, however, it is with the introduction to practical experience in which their professional identity will adapt and change (Dent, 2017).

A student integrating theory into practise and understanding how to use their practice framework is supported through their experience of field education. Research in this area has explored topics such as: student expectations within the context of their professional identity (Mathews et al., 2018); processes of field instruction and assessment of student learning and competence (Bogo, 2015); and the influence of reflection on placement experiences (Lam et al., 2006). Providing students with quality field education has its challenges and students require feedback and mentoring of practice intervention throughout the learning experience (Hay et al., 2019). Agency demands provide barriers to supporting student experiences such as; large caseloads, additional responsibilities, and over-worked and under-resourced agencies with restricted time to effectively help students to practice their frameworks (Zuchowski et al., 2014). The themes reflected in these studies emphasise that the development of a professional identity is influenced by intrinsic and external factors; it is not a linear process; and identity construction continues to evolve after graduation (Oliver, 2013; Sansfacon & Crete, 2016).

Professional Identity of Newly-Qualified Social Workers

The literature focussed on NQSWs in the United Kingdom has highlighted the importance of the developing professional identity (Donnellan & Jack, 2015; Houston, 2016; Wiles, 2016). According to Donnellan and Jack (2015), a professional identity grounded in social work knowledge and skills establishes unique expertise and helps to maintain the motivation to remain in the profession. Galpin et al.'s (2011) study considered professional identity in the context of professional relationships. They argued that in order to sustain those relationships a strong sense of the self is important. Other researchers such as Quinney (2013) and Howe et

al. (2013) assert relationships can nurture identity and by staying connected to other social workers maintain purpose and meaning as a result of professional values. These findings indicate there is a relationship between social work identity and the concept of the self that is shaped by multidimensional processes. This includes the workforce, service users and organisations, who all play a role in the social construction of the profession (Navratil & Bajer, 2018).

The first few years of working life for NQSWs are viewed as pivotal in the development of their professional identities (Harrison & Healy, 2016; Wiles, 2013). The concept of "professional socialisation" on entering the workforce provides opportunity to carve out an identity that is influenced by like-minds within the profession (Harrison & Healy, 2016, p. 80). Professional socialisation in a new role involves learning a new behaviour pattern, skills, expectations and adjusting the self-image. Miller (2010) offers a broader definition describing a process that is based on a need to become a part of a professional culture. Similarly, an Australian study of 32 newly-qualified workers from the community social work sector identified professional roles and responsibilities were defined by their organisation, rather than profession (Harrison & Healy, 2016). These findings have important implications for educators' curriculum development regarding professional identity, as this initial post-qualification period involves consolidation and clarification. In essence, NQSWs are making sense of what they have learned during tertiary education, alongside, how they are experiencing the challenges of social work in reality.

In a longitudinal study of Scottish NQSWs, over half of the respondents reported that a lack of respect and value from other professions affected how they viewed their professional identity (Grant et al., 2017). For NQSWs to overcome this challenge, the authors suggested identifying with social work values, professional standards and ethics. However, when working in an environment that is hampered by a lack of resources, high case and administrative loads and a lack of opportunity to engage in reflective practice, this presents difficulties (Dent, 2017; Grant et al., 2017). Within an Aotearoa New Zealand context, NQSWs entering the profession face similar challenges increasingly characterised by managerialism, lack of job security and professional status, all of which provide obstacles to navigating new tensions relating to their professional identities (Hunt et al., 2017). This highlights the need for supportive structures to be in place to assist NQSWs maintain their professional identities and provides the setting for further development.

Section Summary

The literature has identified that a professional identity is actively constructed during social work education and training, followed by ongoing workplace experience. The construction, maintenance and re-shaping of a professional identity is a social process engaged in by the social worker. Contemporary research concerning professional identity development for NQSWs highlights the significance for the provision of regular, quality, reflective supervision offering both practical and emotional support. The next section explores the impact supervision has on professional identity.

The Contribution of Supervision to Professional Identity

It has been recognised that accountable social work has been achieved through the structures and processes of good supervision (Jones et al., 2009; Kettle, 2015; O'Donoghue et al., 2018). The purpose of supervision is to improve the worker's ability to do their job more competently; help them grow and develop; maximise knowledge and skills; and to work independently using a supportive approach that instils confidence and self-belief (Cleak et al., 2016; Nordstrand, 2017; Zuchowski, 2014). This section explores the literature focusing on effective supervision that utilises reflective learning and the art of reflection, combined with a conducive supervisory relationship. Attention will then turn to the supervision experiences of NQSWs and what may be barriers for effective supervision delivery.

Effective Supervision

Supervision is widely recognised as a key learning and support tool, not only in the early stages but also throughout a social worker's career (Kadushin, & Harkness, 2014; Morrison, 2005; O'Donoghue, 2012; Tsui, 2005). Effective supervision was declared by Mor Barak et al. (2017, p. 3) to be "a vital aspect of service delivery in social service organisations", alongside having favourable outcomes for social workers. Supervision can also protect workers against stressful work environments, provide support during difficult times and guidance for navigating job challenges and workplace cultures (Mor Barak et al., 2017).

In order to meet organisational, professional and personal objectives, the literature describes supervision as having three distinct functions: administration; education; and support (Kadushin & Harkness, 2014; Tsui, 2005; Wonnacott, 2012), whilst Morrison (2005) adds mediation as a fourth function. O'Donoghue (2001, p. 167) defines social work supervision as:

> Professional social work supervision is a process which facilitates critical reflection upon actions, processes, persons and the context of social work practice. This process takes place within a professional relationship between a social work supervisor and supervisee (social worker) which models best social work practice. The purpose of professional supervision is best practice with clients.

With this definition in mind, supervision has the opportunity to influence an emerging social work identity. The supervisor and supervisee share the norms, values, knowledge and skills as well as ethical and behavioural standards as prescribed by the social work profession. However, the effectiveness of supervision must be considered (Kadushin & Harkness, 2014).

Morrison (2005, p.33) describes effective supervision as "a complex relationship between different stake holders who have both shared and different needs". Stakeholders include the supervisee, supervisor, service user and organisation, whom the author recognises can work in unison, but may also compete for attention. There has been debate on whether one person can deliver all functions effectively, dependent on the ideology of the organisation. For example, when administrative supervision is overemphasised, the underlying philosophy may be management driven. Alternatively, if the style is more supportive there is more likely to be a person-centred, professional agenda (Bradley et al., 2010; Gibbs, 2001; White, 2015).

The three functions of supervision have been discussed in the literature dating back to 1901 and have formed a fundamental part of supervision throughout the development of social work (Kadushin, 2014). In the 1970s and 1980s the administrative function received particular attention in supervision with the promotion of more effective services whereby practitioners could be monitored and caseloads managed (Kadushin & Harkness, 2014). The educative function is described by Tsui (2005) as activities such as: teaching; training; professional development; coaching and mentoring. These activities develop knowledge and skills in order to equip the worker to meet the needs of the service user. Bradley et al., (2010) state that the mandate and need for support as a key function of supervision has been researched and emphasised since the 1920s. They argue that psychological and interpersonal support provides workers with emotional energy and builds the resilience required to work effectively. Supervision that encompasses the core functions provides the necessary components within a structure that ensures organisational expectations are met, alongside the mechanisms for personal and professional identity growth.

The Art of Reflection

The importance of teaching and learning in supervision is strongly emphasised in the literature (Carroll, 2011; Hawkins & Shohet, 2012; Kadushin & Harkness, 2014; Tsui, 2005; Weld, 2012; Wonnacott, 2012). Learning in supervision is described by Carroll (2011) as increasing knowledge, new or more finely-tuned skills, competency development, transformational change of behaviours and mental maps. Through reflection, clinical dilemmas and ethical issues can be discussed in an open and safe manner, allowing for ongoing learning and for feelings and emotions to be explored (Wonnacott, 2012). According to Poncy (2020) because NQSWs are at an early developmental stage where they are developing skills and reducing anxiety, it is particularly important within supervision that NQSWs can discuss their practice without fear of criticism. A key role of supervision in social work is the strengthening of NQSWs' ability to respond to uncertainty and complexity (Adamson, 2012).

Complex practice situations that are responded to by attention to reflective practice, analysis, critical thinking and ethical behaviour, are guided by a supervisor who assists the practitioner to explore and reflect on their experience (Franklin, 2011). Reflective supervision educates practitioners to develop the capacity to think, analyse and emotionally regulate when interacting with service users. This process is what Ferguson (2018, p. 418) refers to as "internal supervision". Hence, reflective supervision moves beyond a task-focussed or instructional model of supervision and promotes a more collaborative and emotionally supportive atmosphere. (Franklin, 2011).

Pack's (2011) study found discussing complex and difficult cases in supervision allowed NQSWs to perceive their practice as more positive. Considering the impact and importance reflective practice has within the wider context of social work, it appears little attention has been paid to exploring this skill within the developmental phase of a NQSW. Combining the educative tool of reflection within the framework of supervision for NQSWs' emerging professional identities is an area for further exploration.

The Supervisory Relationship

Regardless of the practice maturity and experience of the social worker, the literature affirms that effective supervision relies heavily on the strength of the supervisory relationship (Beddoe. 2012; Chenot et al., 2009; Egan et al., 2017; Kadushin & Harkness, 2014; O'Donoghue et al., 2018). In a study by Carroll and Gilbert (2005, p. 11) social workers used metaphors to illustrate what a supervisory relationship meant to them, such as: "a play pen – where we play

with ideas, feelings, intuitions, theories"; and "a dance – where we learn how to work together in harmony"; and "a classroom – which contains two learners". Supervisory relationships built on trust provide the platform for practice issues to be explored in a safe space, encourages practice effectiveness and supports a commitment to the organisation and emotional wellness. Trust is identified in the literature as vital for success in the supervisory relationship (Beddoe et al., 2014; Egan et al., 2017; Pack, 2012). The initial contact between supervisee and supervisor that includes a negotiated contract with decisions made together, provides the platform for trust to grow (Egan et al., 2017). Contracts clarify supervisor and supervisee expectations and roles in the beginning phase of a relationship (Morrison, 2005). Studies have identified the characteristics that contribute to a trusting supervisory relationship include: a supervisor who demonstrates empathy, respect and enthusiasm (Hawkins & Shohet, 2000); the social worker feeling safe and comfortable within the relationship (Bernard & Goodyear, 2009); and the fostering of reflective practice (Davys & Beddoe, 2010; Pack, 2012). Research focussing on the negative effects of the supervisory relationship reported levels of anxiety, frustration and anger resulting in mistrust and disrespect (Beddoe, 2017).

Pack's (2015) study of an effective supervisory relationship for new graduates discussed the importance of establishing safety. The context of safety in the supervision space refers to the ability of the NQSW to explore any difficulties within their practice without fear of being shamed. Bogo and McKnight (2005) concluded in their study that the ability to create a safe environment for workers to explore their practice aligned with the ideal qualities of a supervisor. The authors produced a list of qualities such as: being available; imparting knowledge about tasks and skills related back to theory; and a communication style that was supportive and validating. Wonnacott (2012) added that a successful relationship was achieved when the supervisor understood the capability of the worker, challenged the worker's practice and was aware of their own impact on the supervision process. The impact of a successful supervisory relationship on a NQSW suggests the notion of an emerging professional identity taking on a "mirroring" effect (Wonnacott, 2012, p.70).

Levy et al.'s (2014) found supervisors who were viewed as role models provided an important element to a successful relationship. Similar findings are described by Scholar et al.'s (2014) and in Kearns and McArdle's (2011) study of NQSWs. Webb (2017, p.7) discusses role models that impact on the emerging professional identity as people "that one can try on to see if they fit". These findings suggest the relationship is influential on professional identity due to

the NQSW observing the actions displayed by an experienced social worker and the practice wisdom they impart.

From these existing studies the previously discussed variables play an active role for developing a strong supervisory relationship. It is clear within the literature that in order for NQSWs to develop and strengthen their professional identities, a mutually respectful relationship facilitated by the supervisor and responded to by the worker is crucial.

Newly qualified social workers experiences of supervision

Due to the complex nature of both the personal and professional demands placed on NQSWs, the need for supervisory support is critical (Wilkins & Antonopoulou, 2019). Research specifically dedicated to NQSWs' experiences of supervision has been limited (O'Donoghue & Tsui, 2015). A British research report and toolkit produced for new social work practitioners highlighted a number of themes that supervision provided including building NQSWs' practice confidence, caseload management and the provision for emotional support (Jones et al., 2009). Building confidence was achieved when supervision provided an avenue for knowledge and skill development. Caseload management was viewed positively when reflective supervision was evident. Of importance amongst the findings was NQSWs' ability to express the emotional impact of the work (Jones et al., 2009). Other international studies focussing on NQSWs' experiences of supervision have explored the content and purpose of supervision (Manthorpe et al., 2015) and Wilkins and Antonopoulos's (2019) study of 315 British social workers, 49 of which were NQSWs, rated supervision as more helpful when compared to more experienced workers. Supervision was also reported as more frequent and sessions were longer in comparison.

The supervision experiences of Aotearoa New Zealand NQSWs have had some attention (Beddoe et al., 2020; Hunt et al., 2017; O'Donoghue, 2012; Pack, 2014). In the context of professional support, Hunt et al.'s (2017) longitudinal study following the first three years of practice for NQSWs reported differing experiences and quality of supervision. The study focussed on the frequency and effectiveness of supervision although effectiveness was not defined. Exploring the needs of early-career health social workers was the focus of Pack's (2014) study concentrating on the narratives of NQSWs discussing their most challenging practice experiences in supervision. O'Donoghue's (2012) study, although not specifically targeting NQSWs, explored initial experiences of supervision in the workplace and found participants developed their understanding, participation and use of supervision over time. Of

note, foundational experiences of supervision influenced their behaviour as a supervisee and how to use supervision, with supervisors socialising them into the role and process. Beddoe et al., (2020) study captured the experiences of NQSWs in the new era of mandatory registration and the requirement for 2000 hours of supervised practice post-qualifying for provisionally registered social workers to move to full registration. They found the frequency and quality of supervision was variable, more attention was needed on educational and developmental aspects and that supportive structures were of value during this important phase of a NQSWs' professional development. Collectively, these studies have provided insight into the perceptions, feelings, needs and arrangements of NQSWs experiencing supervision during their formative years of social work practice. The experiences of NQSWs continuing to construct and consolidate their emerging professional identities utilising supervision has yet to be explored within the existing literature.

Barriers to an Effective Supervision Experience

Within the literature, there have been several identified barriers to effective supervision (Manthorpe et al., 2014; O'Donoghue et al., 2018; Patterson, 2017; Wilkins & Antonopoulou, 2019). Managerialism has gathered momentum since the 1980s which has emphasised accountability and performance management, overlooking education and emotional support (Wonnacott, 2012). Referred to as the administrative or the management function of supervision, tasks associated include: case management; formal appraisal; policy and procedural monitoring (Morrison, 2005). Although the management function is important in the context of clinical supervision, for social work graduates moving into the workforce, Tsui (2005) argues the educative function provides the ongoing learning and development for building practice expertise. Davys and Beddoe (2010) point out that the support function within supervision explores workers' emotional responses in relation to social work and enhances wellbeing. Therefore, supervision that does not embrace the three functions, hinders the effectiveness and diminishes the integrity of the activity (Davys & Beddoe, 2010; Tsui, 2005)

In the UK, assessment and performance management still dominates supervision within the wider context (Grant, 2017; Manthorpe et al., 2014; Wilkinson & Antonopoulou, 2019). Within child and family social work, Wilkens et al.'s (2017) study, generally found case discussions dominated supervision sessions with limited opportunities for reflection, critical thinking and emotional support. Although management oversight and accountability were common in Wilkinson and Antonopoulos's (2019) study, it was found that when supervision was more

frequent and included group supervision sessions, a broader range of assistance was accommodated. Manthorpe and colleagues (2014) raised the point in their study that a lack of resources and staff provided a significant barrier to providing sufficient supervision, an acknowledgement that the issue had wider implications. Collectively, these studies provide important insight into current UK trends and provides impetus to explore outcomes for NQSWs when supervision goes beyond regulatory processes.

In the Aotearoa New Zealand context, the challenges and barriers to effective supervision have also been explored (Adamson, 2012; Beddoe, 2016; Beddoe et al., 2020). Beddoe (2016) challenges the construct of supervision and Adamson (2012) argues the competing tensions within the supervision context. More recently, Beddoe et al., (2020) study found case-management dominated sessions, access to cultural supervision was limited and irregular sessions affect the quality of NQSWs' supervision.

Section Summary

The studies presented in this section provide the argument for effective supervision as a requirement for NQSWs in order to be able to consolidate and build on their emerging social work professional identities. There is a level of congruence amongst the themes emphasising the importance of effective supervision that caters for the developmental needs of NQSWs; integrating the educative function through the art of reflection and the ingredients of a quality supervisory relationship. The next section focusses on supportive mechanisms within the organisational context.

The Developing NQSW in the Organisational Context

There are a range of contemporary challenges in developing and sustaining professional identities as social work students move from the security of their tertiary institution into the professional domain. Supervision provides a safe space for NQSWs to make sense of this move, however, the review process uncovered a number of themes within the literature that are collectively considered necessary to navigate the first few years for NQSWs in the workforce. These themes include: preparedness for practice; transition to practice; induction; job satisfaction and resilience.

Preparedness for Practice

Preparing social work students to enter the workforce requires multi-level training extending from tertiary studies to the workplace (Baginsky & Manthorpe, 2016; Beddoe, et al., 2018; Grant et al., 2017; Hunt et al., 2016). Research has largely been focussed on social work

qualifications, curriculum development and ensuring students graduated from their training programmes with sufficient knowledge, skill and competence to lay the foundation for an emerging professional identity (Beddoe, et al., 2018, Hunt, et al., 2016; Wilson, 2013).

Several recent studies have found that, overall, new practitioners have felt prepared for practice, however, a plethora of recommendations and dissatisfactions were established (Baginsky & Manthorpe, 2016; Bates et al., 2010; Grant et al., 2017; Hunt et al., 2016). In the UK, Baginsky and Manthorpe (2016) cited practical skills such as report writing and assessment work had been lacking. This was in contrast to a Scottish study by Grant et al. (2017) that found 71 percent were prepared for task-orientated skills, integrated through field education. Confidence levels have also been a consideration amongst researchers such as Tham and Lynch (2018), who found NQSWs in Sweden expressed feelings of anxiety regarding preparedness and that they had achieved more learning on the job.

In Aotearoa New Zealand, research on new graduate preparedness has also focussed on the debate regarding "genericism versus specialism" of social work education (Hunt et al., 2016, p. 58). Similarly, Beddoe et al.'s (2018) research found that both students and educators expressed concern that employers' expect NQSWs to be competent in all fields of practice, whilst students expressed hope their foundation knowledge and experiences would be built upon. Educators suggest this will only be achieved through supportive structures such as work place inductions, supervision and workload protection (Beddoe et al., 2020; Hunt, 2016). As Moriarty et al. (2011, p.1351) explained, when considering readiness for practice there is a "fundamental distinction between those who view qualifying education as a developmental process and those who view it as an end product".

Research exploring preparedness for practice supports the idea that the foundation for a professional identity is laid in tertiary training. However, it is an ongoing fluid process that requires support, guidance and understanding to ensure growth and development is achieved. Successful transitions develop when a NQSW can attain competence in role performance and confidence in their ability while having job satisfaction and a passion for the profession.

Transition to Practice

Attention has been paid within international social work literature regarding NQSWs' transition to practice (Moriarty et al., 2011; Wilson, 2013; Yan et al., 2013). A common theme in studies following NQSWs into the workplace describes a collision with reality (Bates et al., 2010; Newberry-Koroluk, 2014; Tham & Lynch, 2014). The metaphor "hitting the ground

running" was used by Donnellan and Jack (2015, p.3) when considering the transition phase for NQSWs. Likewise, Fook et al. (2000, p.79) described this challenge as "…thrown into the 'deep end' of practice, frantically swimming as they were confronted with new situations for which they must take responsibility".

Consistent themes within the literature highlighted fear and uncertainty for NQSWs managing workplace demands (Donnellan & Jack, 2015; Hussein et al., 2014; Tham & Lynch, 2017), stress and heavy workloads (Gray, 2016; Keen & Parker, 2013; Manthorpe et al., 2014) and preparedness for practice (Beddoe et al., 2018; Galpin et al., 2012; Hunt et al., 2017). According to Harrison and Healy (2016) the first years of practice for NQSWs are considered crucial for professional identity development, a structured induction process and support is required. Workplace induction and new graduate programmes have emerged in some countries to support the needs of NQSWs and address wider workplace concerns (Bates, et al., 2010; Bradley, 2008; Grant et al., 2017; Hussein et al., 2014; Moriarty et al., 2011). In the UK, the Assessed Year in Employment (AYE) initiative was introduced to provide protected caseloads and additional training and support to assist NQSWs to make the transition to employment (Keen et al., 2016). England have also introduced a professional capabilities framework that has provided clarity and documents the expectations for social workers and their employers, for ongoing professional development at all levels of their career (Higgins, 2015).

Starting a new job can be an overwhelming experience for NQSWs requiring a period of transition and adjustment to the demands of working life. Research indicates that organisations who offer NQSWs an induction course are less likely to experience staff turnover and have higher job satisfaction, along with increased productivity (Baginsky & Manthorpe, 2016; Bradley, 2008; Moriarty et al., 2011). An induction process requires a supervised framework that includes a checklist and timetable, learning objectives and the establishment of supervision (Donnellan & Jack, 2015). Bradley's (2008) small study of ten English NQSWs, found induction experiences varied, with only one participant describing a comprehensive content, relevance and timeliness. Six participants gave a mixed response in terms of content and timeframes; three described a less formal but supportive process; with two disclosing an overall negative response. Similar in size, Hunt et al.'s (2017, p.146) research explored the induction experiences of six participants. The results ranged from: "poor (n=1), fair (n=2), good (n=1) and very good (n=2)". Tham and Lynch (2014) discussed the same realities for graduates, reporting that only one out of thirteen participants had been offered a formal induction to their workplace, with others reporting the recurring theme of being expected to manage on their

own. Of note within this body of literature, is that the learning acquired during the induction process had been reinforced in supervision.

As part of a five-year longitudinal study of Aotearoa New Zealand's new graduate social workers, Hunt and colleagues (2016) explored support needs for students transitioning to be professional practitioners. The majority of respondents stated that they found most of their first year of work challenging with disclosures such as: "nearly every day presents difficulties for me"; that they "struggled to practice social work in a multi-disciplinary team"; and finally, there had been a "lack of acknowledgment of life experiences they had prior to earning their BSW qualification" (Hunt et al., 2016, p.65). A recent three-year multi-phase project in Aotearoa New Zealand recommended the development of programmes to enhance transition to employment that includes reflective supervision and protected caseloads (Beddoe et al., 2018). Collectively, these studies outline how critical the transition process is when inducting NQSWs into the working environment. Furthermore, a realistic understanding of their work is essential. Whilst it is evident amongst existing literature that induction processes have been integrated into organisational practice, there is no evidence to suggest that the process is integral in supporting a professional identity.

Learning and Development

Learning and development is a significant feature for growth in professional competence (Donnellan & Jack, 2015)). Transition models can be applied to conceptualise and explain NQSWs experiences in their first few years of practice. (Donnellan & Jack, 2015; Galpin et al., 2012). These authors discuss an apprenticeship approach to practice, beginning as a novice and working towards an advanced practitioner building on knowledge and skill levels over time. According to Franklin (2011) supervision that caters for stages of professional development towards competence and expertise and the emerging professional identity, recognises unique needs. Described as various "shades of green", new graduates may have extensive training through classroom work and field education, however, within a new environment may struggle to integrate theory into practice (Franklin, 2011, p. 205). Some new graduates may have previous social work experience, having been employed whilst studying, yet are "green" when faced with a new set of client problems (Franklin, 2011, p. 205). Regardless of their backgrounds NQSWs require close and clear guidance within supervision, as an acknowledgement of this developmental phase.

Kaufman and Schwartz (2008, p. 155) discuss a model that emphasises trust in the supervisory relationship that is likened to Erik Erickson's "psychosocial stages". Trust is established as an initial task in the supervisory relationship, which then allows for the stages of it to unfold. As the worker experiences challenges, which is then resolved within the supervision context, professional autonomy and professional identity development emerges. However, when workers are thrust into difficult practice situations and are required to perform at an advanced stage, this may evoke fear and anxiety (Kaufman & Schwartz, 2008).

The integrated developmental model of supervision is characterised by three major stages. At level one the worker experiences high levels of anxiety and focus is on their own effectiveness. In level two the focus then shifts to efficient case management and finally at level three, the worker becomes more aware of their own emotions, perspectives and actions and how they relate to the client. An effective supervisor will be aware of these developmental stages and how to provide support during the growth process that enables NQSWs' professional identities to develop and consolidate (Kaufman & Schwartz, 2008).

Job Satisfaction and Staff Retention

Job satisfaction and staff retention in the social work profession has been highlighted as a concern in many countries (Carpenter, et al., 2015; Chiller & Crisp, 2012). In a UK study by Jack and Donnellan (2010), twenty-two NQSWs described starting their jobs optimistically, however, the day-to-day reality of their work, combined with organisational demands led to increasing levels of stress and despondency. The authors concluded organisations were failing to "properly recognise the person within the developing professional" (Jack & Donnellan, 2010, p. 317). Within this context, stress and mental wellbeing have contributed towards the need to focus on organisational support for NQSWs (Coffey et al., 2004). Various international studies have explored job satisfaction and retention of NQSWs focussed on workplace conditions that have had a significant impact, such as: time management; challenging client work and coping with emotional exhaustion (Chenot et al., 2009; Hussein, et al., 2014; Jack, & Donnellan, 2010). With this in mind, the elements of induction, support and supervision, balanced workloads and professional development have been pivotal requirements in order to protect the well-being of NQSWs (Antonopoulou et al., 2017; Baginsky & Manthorpe, 2016; Healy et al., 2015).

In relation to professional identity Healy et al. (2015) explored NQSWs' sense of belonging and collective identity within the social work profession (in order to help adapt to workplace

conditions). Results indicated that when participants had emotional connections and aligned values with their colleagues, they possessed higher levels of job satisfaction. Similarly, Chiller and Crisp (2012) found that, alongside formal supervision, collegial relationships were critical in lessening stress for workers. Consequently, these findings add to the broader perspective of advocating for organisational support for NQSWs.

Resilience

Resilience research has direct implications for NQSWs developing their professional identities (Beddoe et al., 2013; Gair & Baglow, 2018; Kearns & McArdle, 2012). There is growing support for resiliency to be included as a professional competency for social workers to manage the complexity of the job, enhance decision making, adapt to the challenges of work environments, as well as, protecting health and well-being (Kinman & Grant, 2017). Common themes within the literature to develop resilience include: self-care strategies; continual learning and development opportunities; and ongoing personal and professional goals (Hunter & Warren, 2014; Kinman & Grant, 2017). In Aotearoa New Zealand, a study by Beddoe et al., (2014) provided evidence that good supervision is frequently linked to social worker resiliency in the workplace. Participants advocated for supervision that included the facilitation of reflection, exploration of emotions and constructive feedback. When supervision is provided effectively, NQSWs have the opportunity to recognise and respond to the emotional demands of the profession (Beddoe et al., 2014).

Kearns and McArdle (2011) argue the notion of self-efficacy is central to resilience research. In the context of social work, practitioners who display high levels of self-efficacy develop the capacity for learning and growth when confronted with complex and challenging situations. Conversely, NQSWs with low level self-efficacy had been disadvantaged by unsupportive workplaces who had failed to provide effective and supportive structures. Clearly, NQSWs will further enhance and strengthen their professional identities as they transition into the workforce when supportive processes are in place and they have the resilience to survive the complex nature of the social work profession (Hobbs & Evans, 2017).

Section Summary

The range of challenges and needs of NQSWs within the organisational context has been well documented in the literature. In this section attention has been paid to NQSWs' preparedness for practice and how organisational structures either complement this developmental phase, or provide a barrier for NQSWs to advance their knowledge and skills. A number of countries

have explored NQSWs' experiences during the transitional period between completing a tertiary qualification and entering the paid workforce. Further research is required, however, to explore the impact supportive structures have on NQSWs' emerging professional identities.

Chapter Summary

The first few years of social work practice is thought to frame future professional identity and cement professional values (Harrison & Healy, 2016). Contemporary research highlights that students construct their professional identity throughout tertiary study, which is further consolidated during the post-qualifying period (Mackay & Zufferey, 2015; Shlomo et al., 2012). The experiences of NQSWs have been well documented across a number of countries, and emphasis has been placed on the requirement for further learning and development of knowledge, skills and self-confidence to enhance professional identity. Experiences were enriched when NQSWs were appropriately supported and their needs met in a suitably responsive manner. Supervision has been widely explored as a concept on its own, although in combination with professional identity, supervision has been identified in the literature as part of learning and development. However, the focus in previous research has been focussed on supervision experiences and needs rather than how social workers have perceived its usefulness in supporting their emerging professional identity. The review of the literature has highlighted the need for research to link professional identity with social work supervision in order to explore how the two bodies of knowledge are constructed and what they look like in practice.

Chapter Three: Methodology

This chapter outlines the methodology and research design, describing the methods used to gather, collate and analyse information. An exploration of the methodological and theoretical approach is presented before moving on to explain the design; the researcher's position regarding the approach; the methods used to collect the data; how the data was analysed; and the ethical considerations surrounding the process. The chapter concludes with reflections concerning the recruitment and interview phases and the limitations to the research process.

Methodology and Research Design

For this research, either quantitative or qualitative methods or a combination of both could be applied. Methodologies explain phenomenon from different perspectives and the choice of one over the other is dependent on the research question and the significant factors of each design (O'Leary, 2017). Quantitative research studies a sample of an entire group to reach a statistical conclusion. It aims to validate a hypothesis by conducting an experiment and analysing the findings numerically and is therefore deductive (Rubin & Babbie, 2014). Qualitative research seeks to explore and understand social phenomena and their contexts. It does not start with a theory but seeks to inductively arrive at a theory that explains the observed behaviour (Berg & Lune, 2012; Todres & Holloway, 2010).

A qualitative methodology was chosen for this study because it aligned with the exploratory focus which aimed to investigate how supervision helps newly qualified social workers shape their emerging professional identities. Three main areas are explored in the study:

1. An emerging professional identity.
2. The newly qualified social workers' experiences of supervision.
3. How supervision influences the development of NQSW's professional identity.

A qualitative methodology enables researchers to examine social practices and processes, identify the barriers and facilitators for change and discover reasons for the outcomes of interventions (Starks & Trinidad, 2007). According to Stewart-Withers et al. (2014), qualitative enquiry encompasses both strengths and weaknesses. Its strength lies in human insight and experience to produce new understandings. However, its potential weakness is that the quality of the inquiry relies heavily on the researcher's ability to suspend their positionality, values and bias. O'Leary (2017) adds that the qualitative tradition welcomes subjectivity and accepts

the range of perspectives and realities of research participants. To reach an appropriate standard of credibility, qualitative studies are assessed through sufficient methodological detail for them to be judged auditable.

A social constructivism perspective was chosen with an interpretive approach guiding this study because at its core individuals try to understand their worlds and develop meanings that correspond to their lived experiences (Creswell, 2013). This approach explores naturally emerging dialogues and is relevant to this study's focus on examining the understandings NQSWs assign to their experiences of supervision as they continue to construct and re-shape their professional identity (Berg & Lune, 2012). Qualitative methodology links with the interpretivist perspective of philosophy, that knowledge of reality, including human action, is a social construction. According to O'Leary (2017), social constructivism in research provides an interpretive framework that emphasises the existence of multiple realities in the sense that everyone perceives the world through different lenses. Meanings are viewed as contextualised, holistic and attuned with social processes which seek to interpret social phenomena as it naturally occurs. This involves exploring how the experience unfolds through their thoughts, feelings and behaviours and the connotations attached to specific situations (Todres & Holloway, 2010).

A constructivist research model proposes that knowledge is created and negotiated, therefore, the researcher plays an active role throughout a dialogue exchange. This is achieved by leading the participants to new insights by bringing in a transformative element to the conversation (Legard et al., 2003). Also, interpretive researchers explore shared meanings within a particular group, recognising that cultural assumptions can influence what is asked and how the answer is construed. Consequently, the researcher needs to suspend their cultural assumptions to connect to the world of another.

For this study, in-depth, semi-structured individual interviews were determined to be the appropriate method for collecting data (see Appendix A) as it provided both structure and flexibility (O'Leary, 2017). Qualitative interviews allow researchers to explore questions by giving participants the ability to explain their perspectives, provide examples and describe experiences and are referred to by Rubin and Rubin (2005, p. 12) as "extensions of ordinary conversations". According to Davidson and Tolich (2011), one to one interviewing is a reciprocal activity and it is essential the researcher builds rapport and makes an emotional connection to engage research participants. Wahler (2019) argues that the way interviews are

conducted reflects the basic skills required to facilitate communication in social work practice. The ability to engage with people, converse and listen attentively, is a core social work competency and sits within the construct of a social work identity. Given that the process of supervision and the practice of social work share parallel processes regarding face-to-face relating, it was applicable for the research interview process to draw on and adapt methods of social work practice.

Positionality

Positionality refers to the researcher acknowledging their position relative to the research which may influence parts of the study, such as the types of information collected and how it is interpreted (Stewart-Withers et al., 2014). For this study, the researcher considered their position to be one of a first-generation New Zealander of British descent, mature in age female, who was motivated to become a social worker from the observations made working part-time in an administrative role for a social service agency. The organisation's mission was "children come first" and as a mother of two small pre-schoolers at that time, she became aware of and concerned for socially and economically disadvantaged people, particularly children. Studying extramurally to gain a social work qualification whilst employed in social work roles, the researcher was afforded opportunities to support the learning and supervision experiences that have influenced the construction of her social work professional identity. An interest in the field of supervision motivated further postgraduate study and entry into the role of professional social work supervisor. Saidin and Yaacob (2016, p.849) refer to this type of positionality as an "insider researcher". These authors assert that having an insider role is important to the success of the topic being researched, as the researcher has an understanding about the phenomena being studied. However, this could also lead to a loss of objectivity. Likewise, Stewart-Withers et al. (2014) emphasise the importance of reflexivity in the process to acknowledge this reality.

Reflexivity in research is the process of reflecting on the self, process and consciously acknowledging the assumptions and preconceptions brought into the research that can shape the outcome (Stewart-Withers et al., 2014). To maintain a reflexive stance, Roulston (2010, p.119) asserts that it is important to examine "one's subjectivity". To assist with this reflexive exercise the researcher debriefed using a journal after each interview to record thoughts and feelings associated with the interviews and relationships formed in the short time spent with research participants. Dodgson (2019, p.221) describes this reflexive action as "turning of the

researcher lens back onto oneself to recognize and take responsibility for one's own situatedness". Within this study, the NQSW assumes the role of the expert when relaying the reality of how they experience supervision and perceive their professional identity and the researcher is charged with telling the story from the participant's view. In essence, researchers must understand and acknowledge their position in the co-construction of knowledge (Stewart-Withers et al., 2014).

Data Collection

The research sample comprised eight NQSWs in their first or second year of post-qualification, who were receiving social work supervision. The selection criterion was not based on gender, ethnicity, age, or any other significant distinguishing characteristic. Due to the qualitative approach and uniqueness of the participants, restricting the sample size to a small number provided sufficient in-depth material for analysis. Todres and Holloway (2010, p. 183) caution against larger samples citing "…depth and thoughtfulness in the analysis is sacrificed".

The recruitment of research participants involved asking for volunteers by sending a letter (see Appendix B) to the Aotearoa New Zealand Association Social of Workers (ANZASW) requesting an advertisement to participate (see Appendix C) be posted on the eNotice Board. A second letter (see Appendix D) and advertisement (See Appendix E) was sent to an Institute of Technology to be emailed through their graduate network. Both organisations agreed to the request and duly posted the invitation along with the information sheet (see Appendix F). The information sheet ensured prospective participants had the appropriate knowledge to make informed decisions regarding criteria, expectations, their rights within the process and contact details should they choose to participate, or the need for further clarification. Following an initial low response from this sampling method, a snowballing technique was applied. This is where research participants offered to recruit other participants and the researcher used their social work networks to advertise. To avoid the potential for coercion or pressure placed on participants, the researcher had emphasised the importance of informed consent and the autonomy of choice.

Initial verbal contact with participants was through a telephone conversation to confirm that the participants met the criteria for participation and that they agreed to sign a consent form (see Appendix G) to take part in the study. Stewart-Withers et al. (2014) assert that because qualitative research requires direct human interaction, it is important to pay attention to building a relationship with participants. Consequently, this first point of contact set the tone to ensure the needs of the participants were paramount. Arrangements were mutually agreed

upon and emphasis was placed upon expressing the value they would add, through their interest and support for the study. Due to the geographical distribution of the participants, four interviews took place via Skype video conferencing, one via telephone, two face-to-face at participants' workplaces and one at the researcher's place of work. Interviews were audio recorded either through the Skype process, or a digital recording device with the ability to download the file onto a computer, with a second recording device utilised in case of equipment failure. Due to time constraints, the researcher contracted a professional transcriber, who signed a confidentiality form before receiving the recordings (see Appendix H).

The researcher is viewed as the primary instrument for data collection to facilitate the participants' ability to engage and answer questions (Punch, 2016). Fundamental to the process was the planning involved prior to the semi-structured interviews used to collect data. Attention was paid to formulating a series of open-ended interview questions, constructed from the themes within the existing literature, as a framework that could shift in order to follow the natural flow of the conversation. This allowed the researcher to deviate from the planned questions to pursue interesting tangents to find broader meanings. O'Leary (2017, p. 239) warns the "art of asking" and the "art of listening" are both crucial to the interview process, however, the ability to listen and to respond is often overlooked. To ensure the data was rich and descriptive, probing and clarifying questions were utilised, which created a conversation rather than a question/answer scenario (Stewart-Withers et al., 2014). The validity of the research was ensured by adopting interview techniques that encompassed building rapport, trust and openness and invited participants to express their views (Ryan et al., 2007). This was adopted by utilising an interview schedule script (see Appendix I). The researcher set the scene for the interview by introducing herself, providing background to the study, explaining the structure of the interview, ensuring the information sheet was understood and acknowledging receipt of the consent form. The participants also introduced themselves and provided details of their social work experiences. Specific examples of NQSW's experiences were pursued, covering key issues such as the value of supervision, the participant's perception as to the right ingredients needed to shape a professional identity, resilience and transition from student to professional social worker.

Data Analysis

The process of interpreting the data collected from the interviews required an analytical approach (Grbich, 2013; Bazeley, 2013; Rubin & Babbie, 2014). Interview transcripts were forwarded to participants for them to authenticate and if necessary, edit the dialogue to remove

details that may lead to the participant being identified. An Authority for the Release of Transcript form (see Appendix J) was supplied to participants for signing indicating that they were agreeable to release the transcript to the researcher to begin the data analysis phase (Roulston, 2010). A thematic analysis approach was utilised to identify, analyse and report on patterns and themes within the transcribed raw data to interpret the research topic. Braun and Clarke (2006, p. 78) maintain the thematic analysis provides a "rich and detailed" interpretation of the data.

A theme is relevant to the data concerning the research question and represents a level of patterned meaning within the information (Braun & Clarke, 2006). Discovering themes and patterns was achieved by identifying the commonalities within the participants' responses (Rubin & Babbie, 2014). Time was spent repeatedly listening to interview recordings and engaging with the written data to make notes on initial ideas. Then a chart was created to organise converted responses to numbers, to assist the process of collating data to a specific code. Coding supported the researcher to discover potential themes and provided a system to connect data to each theme, generating a thematic map of the analysis. To define and name the themes required ongoing analysis to filter the specifics of each theme. Finally, categories were created with sub-themes attached (see Appendix K). To ensure validity within the analysis the researcher linked themes to how supervision supported NQSWs' developing professional identities, combining an analysis narrative with illustrative participant quotations using an interpretive approach that utilised existing literature (Braun & Clarke, 2006).

Ethical Considerations

This research study was guided by the principles of Massey University's Code of Ethical Conduct for Research, Teaching and Evaluations involving Human Participants and was recorded on the University's low-risk register (see Appendix L). In addition, the researcher is a registered social worker, member of the ANZASW and adheres to the Social Workers Registration Board (SWRB) Code of Conduct and the ANZASW Code of Ethics that provides an ethical framework for research practice. Research practice requires honesty and integrity and these virtues were applied throughout the study. Wiles (2013, p. 15) refers to this as "ethics of care" or meeting the needs of others, identifying emotions and respecting and seeking the views of others. Additionally, the researcher was guided by two research supervisors who are experts in their fields and who provided the opportunity for reflection and learning along the thesis journey. The ethics' application process ensured informed consent, risk of harm, anonymity and confidentiality were considered to fulfil the mandated requirements.

Informed consent from participants involved in a research project can only be given if they have a full understanding of their requested involvement (Wiles, 2013). Hence, voluntary participation was sought from autonomous participants who had not been pressured or coerced and were aware they had the right to discontinue their participation at any time or withdraw any information given on completion of the data collection. To honour the participants' rights, minimise risk, protect the privacy and inform participants of the potential benefits of the research, all participants were provided with an information sheet (O'Leary, 2017). This form comprehensively explained the purpose of the study, participant criteria, time commitment, confidentiality, data management, participant rights, as well as contacts for the researcher and supervisor to answer any questions. All the participants maintained there was ample clarification within the information sheet to make an informed decision to participate in the study. When participants agreed to take part in the research, permission was requested and obtained by written consent, ensuring transparency within the research process (O'Leary, 2017, Ryan et al., 2007).

In the research context, confidentiality issues include protection of identities, geographical areas or any other identifying features (Banks, 2012; Davidson & Tolich, 2003; Wiles, 2013). Within this study, confidentiality involved the management of private information shared by participants including how it was stored and eventually published that ensured their privacy was respected at all times (Wiles, 2013). All materials associated with the study were stored in a locked filing cabinet and a password protected computer, only accessible to the researcher. As a professional transcriber was utilised, a confidentiality form was signed and participants were informed. Participants were given the opportunity to read and edit transcripts to ensure the integrity of the collected data was maintained. Confidentiality was explained in the information sheet and pseudonyms were used to protect their identities. A procedure was outlined for the formulation and publication of the results and how it would be shared with the participants, as well as the eventual destruction of the data upon completion of the research (Wiles, 2013). The researcher ensured participants were treated with respect and dignity and their confidentiality was upheld throughout the process.

According to Hammersley and Traianou (2017), an important principle regarding research ethics concerns the harmful effect that could result from the actions of researchers. The potential risk of harm arising from this research is psychological damage through emotional distress during the data collection phase or reputational risk through unwarranted disclosure of information. Hence particular attention was paid to completing a comprehensive ethics

application (see Appendix M) that was discussed and scrutinised by the researcher and academic supervisors. Ensuring participants were fully informed of their rights reduced the risk of harm as it was emphasised in the information sheet that participants had the right to refuse to answer any question and could cease participation at any stage of the data collection process. The researcher was mindful of the comfort level exhibited by participants during the interview phase and would have ended the interview if the participant displayed any psychological stress, however, this did not occur. The researcher acknowledges that due to the majority of interviews taking place through technology, the ability to gauge comfort levels was hindered.

Reflection on the Research Process

An interpretive research approach has strengths and weaknesses due to its subjective nature, therefore the researcher will share some reflective thoughts regarding the recruitment and interview phase, exploring how they were managed.

A challenge with this research study was the restrictive criteria of the participant sample being limited to social workers in their first and second year of work since qualifying. Due to the researcher's decision to only advertise on the ANZASW site, along with one Institute of Technology, this significantly limited the participant pool. The ANZASW network may have been restricted because of the new graduates/beginning social workers' decision to take the registered social worker pathway through the SWRB in line with their employer's policy, or preferring to orientate themselves into the social work profession before exploring the benefits of becoming an association member. The Institute of Technology emailed the invitation to the students who had graduated within the timeframe of the criteria. However, some students were excluded on the basis that the researcher had a previous professional relationship as their placement external supervisor, therefore, limiting the number of potential participants. The decision to utilise the local tertiary organisation was based on convenience for interviewing face to face without considering the management of potential bias of both the researcher and participants belonging to the same social worker community.

From the initial slow uptake of prospective participants, the researcher decided to utilise their professional social work networks to reach a wider pool of social workers. This proved to be a positive decision, as colleagues both locally and nationally were supportive of the study (and willing to advertise through their networks). Recruiting eight participants was a satisfying result and provided the researcher with confidence that the subject matter was topical and of significant interest to others. In theory, the recruitment phase appeared straightforward to the

researcher, but in reality, it required patience and trust in the process; a reminder that processes involving structure, are also, fluid in action. Overall, utilising a volunteer, convenience and snowballing sampling process provided the researcher with the ability to capture a wider representation of prospective participants.

The interview phase was a rewarding introduction to a specific kind of conversational practice, providing the researcher with an array of emotions and challenges. As a social worker, the researcher considers the building and maintaining of relationships is a central element of their professional identity. Connecting on a human level provided the researcher impetus to maintain momentum and provided inspiration and encouragement at that stage of the research study. Hence, conducting the interviews provided a welcome challenge. Initially, face-to-face interviews were the preferred option, although participating in Skype interviews was a learning experience and the challenges technology presented were met by both the researcher and participants as part of the journey. Due to unsatisfactory internet connections, one interview was conducted audibly but not visually and one by telephone because of poor computer sound quality. This situation was met by both the researcher and participants as a glitch in the process, rather than a barrier for continuation. The impact on the interviewing relationship was minimal as participants' willingness and ease of conversation did not appear to be affected.

Of importance to the researcher was creating an interview environment that was safe and comfortable for participants. The use of semi-structured interviews enabled the participants to talk freely about their experiences and opened pathways for the researcher to follow. The decision to send the participants an outline of the questions before the interviews took place proved to be a positive action and was greeted by some participants as helpful because they felt prepared to give their best answers to the questions. Furthermore, as there were three face-to-face interviews, the setting was a negotiated process with the researcher willing to accommodate the venue that would provide the most convenient and comfortable setting in which participants could relax and speak openly. A challenge when probing for more information and description from the set questions was the researcher's ability to actively listen to individual participants to appraise whether it was appropriate to follow up on the accounts being given. Interview timeframes ranged from 1 to 1 ½ hours and after some of the interviews, the researcher and participant expressed how tiring the focussed activity had been.

Another potential challenge for the researcher using the methodology of semi-structured interviews was consciously being aware of their prior knowledge and preconceived biases on

the subject of supervision and professional identity. After each interview, the researcher used a journal to reflect on their behaviour during the interviews, particularly how they had distanced themselves from the topic. This was often influenced by time and how the researcher was feeling on the day. The researcher has an animated face so struggled at times to physically appear neutral when participating in the conversation and often found themselves nodding in agreement or expressing pleasure (for example, when participants answers were positively emotive). Participants' accounts of their supervision experiences needed to be responded to appropriately with warmth and thoughtful communication. Responding in a neutral non-descriptive way, the researcher would have felt emotionally distanced, possibly leaving the participant unable to manage their feelings.

Finally, the method of semi-structured interviews aligned well with the interpretive approach underpinning the study, as Interpretivism has an emphasis on social interaction, providing a basis for knowledge (Evangelinou-Yiannakis, 2017). The researcher was able to glean the perspectives and experiences of the participants by adhering to the ethical research principles that guided their practice in a relaxed environment. The open-ended nature of the questions enabled the conversation to flow and as a result, collected rich and useful data to work with.

Limitations of the Methodology

The qualitative design of the study was subject to limitations and is dependent on the credibility of the findings from the data collected (Leitz & Zayas, 2010). Although the criterion sample represented a range of characteristics (e.g. NQSWs post-qualified for up to two years and receiving supervision), which strengthens the relevance of the findings, only a small number of participant's viewpoints provided the data. This small sample cannot be generalised to other NQSWs, although, it is worth noting that generalisability is not required in qualitative research (Leitz & Zayas, 2010). Also, the participants who offered to be interviewed are likely to have an interest in the subject and whilst their perspectives are valuable and critical to the research, may not be neutral and therefore the subjectivity of the findings is recognised (O'Leary, 2017). Leitz and Zayas (2010) assert that researchers have biased views due to their cultural backgrounds or perspectives on certain phenomena which can affect the study's legitimacy. Also, the researcher will have biases toward the data and results that only support their arguments. As mentioned previously the researcher was conscious of this limitation and therefore used a journal to record their thoughts and reflections after interviews and throughout the research journey.

Time constraints required the researcher to utilise the services of a transcriber. The interviews were transcribed using the "denaturalism" method of removing dialogue noise, such as nonverbal and pauses (Davidson, 2009, p.39). This process can dilute the meaning because not all of the dimensions of communication are captured. The researcher attempted to counteract this by taking notes from tape recordings, however, this was time-consuming and not a consistent exercise with all participants. The outcome of this, where aspects were lost, may have impacted on how the researcher and participants reviewed and understood the transcripts, (although this is considered a minimal limitation on the overall data collection and analysis process).

Chapter Summary

This chapter provided an overview of the theoretical position which informed the research and discussed the choice of methodology that provided the structure for a qualitative approach. The researcher clarified their position as an insider with the steps taken to acknowledge the assumptions and preconceptions that could shape the outcome of the research process. Semi-structured interviews were used to gather the rich data required to carry out the thematic analysis phase. Research tools included an interview schedule that allowed for more in-depth exploration by the researcher in an environment that was created to encourage participants to express themselves in a safe and relaxed manner. The researcher upheld the ethical principles of informed consent, confidentiality and respect for the participants' privacy, describing the process taken to manage them. Finally, in keeping with the trustworthiness of the research journey, the limitations of the methodology were discussed. The next chapter reveals the findings from the research. The voices of the participants are represented through the discovery of common themes and patterns that emerged.

Chapter 4: Results

Introduction

This chapter presents and analyses the findings from interviews with the eight participants that explored how their experiences of supervision have contributed to the development of their professional identities. The chapter begins with an introduction to the participants. The next section outlines how the participants' conceptualised their professional identities. This is followed by an exploration of how the participants transitioned from student to social work professional whilst adjusting to the realities of social work practice. The final section reports on participant experiences of supervision and how this activity contributes to continual construction, maintenance and shaping of a developing professional identity.

The Participants

The eight participants interviewed for this study lived throughout Aotearoa New Zealand. Participants were grouped in 10-year age bands, ranging from 20 through to 60 years of age. Their ethnicities included: six of New Zealand European descent; one Australian; and one Austrian. Seven participants were female and one male. Six participants had graduated with a Bachelor of Social Work (BSW) and two had entered social work through a Master's degree programme. To protect the participants, pseudonyms have been used to ensure confidentiality.

Table 4.1 Study Participants

Pseudonym	**Gender**	**Age**	**Years post qualifying**	**Current Sector**
Sally	Female	50-60	Two	NGO
Joanne	Female	30-40	One	NGO
Sam	Male	20-30	Two	Government
Julie	Female	30-40	One	NGO
Phoebe	Female	20-30	One	NGO
Rebecca	Female	40-50	Two	NGO
Alice	Female	20-30	One	Government
Jessica	Female	40-50	Two	Government

The strength of this participant sample is the age range and demographic because they brought a wealth of knowledge and a variety of experiences to this research. The mix of government and non-government organisation workers within the group covered a variety of fields of practice, organisational contexts and nuances unique to each participant's perspectives. A limitation was that the participants were all non-Māori and as social work is grounded within the articles of Te Tiriti o Waitangi, research is richer when it is inclusive of Tāngata Whenua perspectives.

Conceptualising Social Work Identity

This section will focus on the participants' perceptions of their social work identity and how it transfers into practice. To begin with, it is important to identify the professional, personal and idealistic intentions that attracted participants to the social work profession. The underlying values and concepts of social work helped workers to frame their identities and situate themselves as professionals. Through field education and observing experienced social workers, participants identified how their developing social work identity was transferred into practice as NQSWs.

Attraction to Social Work

An attraction of some kind provided the impetus for each participant's decision to study towards a qualification in social work. The predominant themes identifying the reasons for their interest in the profession included; opportunities, social work as a helping profession and making a difference.

Opportunities

Participants were attracted by the breadth of the degree programme and the scope of practice when considering their career options. Alice and Phoebe noted the qualification gave them the ability and choice to work with people across the life span. Upon entering university, Sam was unsure of a career pathway, however, he was drawn to social work because he found the mixture of subjects resonated with his worldview. Jessica spoke about her interest in sociology and the psychology of human beings, the political world and how "*all of those things seemed to tie into social work quite well*". Initially, counselling had appealed to Sally. However, she was convinced by a friend to consider social work's broader fields of practice with the option of pursuing counselling in the future.

Helping Profession

Several participants revealed that helping people was a key reason for entering the social work profession. One participant reflected on her affinity with the various helping professions (relaying her varied work experiences that were health or care-related). When reassessing her future career pathway, Sally acknowledged that people would ask her to help them with their problems, therefore, she "…*wanted to be able to respond in a better way, in a more informed way*". Joanne had a similar story:

> I think I felt like I needed the tools to be able to figure out my people - probably most likely the experiences that I have grown up in … and being at a loss for what to do and lack of knowledge about services and where to go for help and how [sic] that help looks like.

Rebecca made the point that "*anything's helping people - being a travel agent's helping people".* However, participants described helping in social work as "*empowering people*", "*finding the resources that people need*", "*advocating for people*", and "*finding positive paths to help those who are having challenges*" and "*building bridges"*. Intrinsically, working with people in need of help motivated participants to pursue a career in social work because they were passionate about social justice for those who are disadvantaged in society.

Making a Difference

Half of the participants held the belief that people had the ability to make changes in their lives. Julie reflectively stated, "*People are always doing the best they can with what they know*", hence her desire to role model what she had learnt in life to others. Sally also reflected on her life journey, "*To be able to share some inspiration that things can be different, things can change to give people hope in and belief in themselves*". Joanne believed being a social worker was a "*privilege*", to be part of the process of change, though suggested, "*Sometimes you get disappointed but sometimes it's beautiful*". Like Joanne, Alice acknowledged that working with change can be "*frustrating*", but at the same time very rewarding.
In general, the participants were attracted to the social work profession as a pathway for helping people and contributing to a better society. Social work is a practice promoting social change and the empowerment of people. Participants shared similar values and a genuine care for others that provides a solid foundation from which a professional identity is constructed during a period of tertiary education.

Social Work Identity

The participants' held a range of views on how they conceptualised their social work professional identity. This section introduces themes regarding participants' perceptions of social work identity relating to their practice framework, values, and outcomes, roles and tasks.

Practice Framework

Moulding their personal and professional social work identities was of particular focus for some participants. Julie, for example, reflected on her journey of personal self-discovery throughout tertiary study. Embracing and accepting how she had been shaped to see the world alongside adopting the values, knowledge and skills of a social worker had resonated with Julie who described it as: "*I don't think I am (Julie) and I'm a social worker, I am just me…my social work lens is just part of my face now like it's a perspective, it's a way of life, it's a way of living*". Similarly, Sally maintained her social work identity defined who she was as a person, describing the concept as an "*integrated practitioner*". Sally asserted "*…that's who I am, I've trained for eight years, I work it every day, it's what I believe in and it's who I am*". Sam who had been personally shaped by his Christian faith referred to his social work identity from a strong religious and philosophical stance:

> If I was really trying to pinpoint the identity aspect of it and how much it ties in with who I am and if I was being completely sort of straight forward about it I always think of this verse in the Book of James where it says true religion is this… to advocate for the widows and the orphans and to be unstained from the world and I always think you know a lot of church is focussed on that whole aspect of being unstained and apart from the world, but very little seem to focus on advocating for those who are disadvantaged and I sort of see my social work identity as finding a really beautiful way to fulfil that command.

Values

Several values were highlighted by the participants as important for their professional identities. Self-determination was identified as: "*walking alongside*", "*walking their own paths*" and "*make their own goals*". Some participants referred to social justice in terms of human rights, for example: "*child protection*" (Jessica and Sam); "*supporting people at Work and Income*" (Phoebe); and supporting families to access "*transitional housing*" (Joanne). Cultural competency was touched on by Sally and Joanne who work in Kaupapa Māori and Pasifika organisations whilst identifying as Pākeha. They specifically held a desire to build on

the foundation knowledge of cultural competence gained through training. Finally, Julie and Sally commented that having integrity strongly underpinned their social work practice.

Outcomes, Roles and Tasks

Participants acknowledged social work identity through outcomes, breadth of roles and tasks that they performed. Outcomes were expressed as: "*Finding a positive path to help those who are having challenges*"; "*empowering people to make change*", "*advocating for those who are disadvantaged*", "*investigating harm to children*", "*help people help themselves*" and "*social change maker*". Four participants commented that the breadth of social work fields of practice made it difficult to articulate what the collective role of a social worker entailed and was very much defined by the field they worked in. Alice said:

> It's a hard one…at the moment I am a mental health social worker…my job is to assess suicide risk of people and assess their mental state, so that's my primary sort of task…but if I worked in a different job, I would explain it differently again.

A small number of participants felt that the social work profession was misunderstood by the general public and other professional colleagues. For example, Julie felt undervalued and under-utilised working within a health multi-disciplinary team who did not know the scope of her practice, hence did not "*understand how to get me involved and when to get me involved*". Jessica also thought because the scope of practice was so broad in definition that social workers had to be "*a Jack of all trades*". She asserted that social workers interacted with many other professional disciplines and perceptions may be clouded by the idea that social workers were "*helpers*", therefore, social work was not an academic discipline. Both Julie and Jessica agreed negative media attention had contributed to this misconception. In effect, a social work identity results from a process of understanding one's self in a selected career, underpinned by collective values that are articulated through the various roles and fields of practice social workers work within.

Inspirational Social Workers

Observing experienced social workers during field education as well as on-the-job, helped to shape participants' social work identities as they role modelled inspirational practice. Inspirational social workers possessed certain personal qualities, built meaningful and productive relationships and demonstrated competent practice which influenced the participants' conceptualisation of a social work identity.

Authenticity

During field education and workplace experiences, participants were inspired by social workers who demonstrated an honest representation of themselves. Julie stressed there was a "*fine line*" between how much a social worker balances individuality with the behaviours required for practice:

> She was so assertive and confident without being confrontational, or bossy…it's probably her personality, being really confident in herself…she puts time into relationships and makes you feel, people feel comfortable so that when it comes down to business I guess, I think she is very much true to herself.

Sally talked about a statutory social worker who had been inspirational because "*over and above anything it would be her integrity*". Sally believed some statutory social workers over time lose the "*passion and some of the spark*" for the work which compromised some relationships with clients and potentially their professional identity as a social worker. However, Sally admired "*the respect that she has for people and clients and I've seen their respect for her and I think that stands out*". Observing behaviours of experienced social workers provided inspiration for participants to think about how they wanted to shape, develop and demonstrate their professional identity.

Professional Relationships

The ability to build a relationship with clients provided the foundation for many of the participants' definition of inspirational social workers. They recognised a positive working relationship was essential for effectual work. Participants concluded that the qualities contributing to professional relationships began with a "*passion for people"* and social workers displaying "*empathy*", "*warmth*", "*honesty*" and "*genuineness*". Phoebe reflected on a field education experience which demonstrated that a positive working relationship could withstand balancing the supportive interventions alongside a social worker's ability to challenge behaviours from clients. Phoebe recalled the phone call a social worker made to a client regarding a report she had made for a Family Group Conference:

> I'll be reading my report but you know what's in there, but none of that will be new to you…you know that stuck with me, like that openness and that, yeah, honesty and those working relationships with people and being as open as you can while still supporting people…

Phoebe acknowledged that observing experienced social workers in practice helped to shape her professional identity by integrating what she had learned into her working relationships.

Walking the Talk

A commitment to work was referred to in two ways; passion turned into productivity and creative problem solving. Rebecca and Phoebe associated passion with social workers who had enthusiasm for their work. This passion provided the energy to "*get the job done*". Rebecca spoke about "*focussed passion*", referring to confident workers who were busy, autonomous and who quietly got on with the job, as opposed to social workers who "*just kind of bounce from paperwork to paperwork without any oomph*".

Creative problem solvers inspired two participants to learn how to work within the confines of policy and procedure whilst still taking a client-centred approach. Jessica admired "*social workers who look outside the box and find different ways of getting around hard situations*" when interpreting and implementing agency policies or seeking solutions for clients. Similarly, Sam referred to a probation officer who "*wasn't caught up in the managerialism of probation*", Sam admired this person's "*demeanour and his outlook on viewing everything in a holistic way*", rather than focusing on the person who had committed an offence. Inspirational social workers showed participants who they were as people, how they practiced with clients and how they followed through with actions. This inspiration influenced their professional identity by providing a blueprint on how to shape as well as demonstrate it.

Transitional Adjustment to a Professional Identity

Transitioning from student to social worker was a challenging time of change that the participants were required to navigate. The success of this period depended on their ability to maintain the professional identity constructed during a period of education, followed by ongoing experiences of professional work. The challenge of continuing to construct and reshape their professional identities as they immersed themselves in the culture and traditions of their organisations provided a range of experiences. This section explores the views of participants regarding transition and adjustment to the realities of social work practice and how this impacted on their professional identities.

Transitional Change

The transition and adjustment to professional status required participants to come to terms with the tension between their initial expectations and the realities of social work, as most of the

participants did not have previous social work experience. This section focusses on the participant's experiences of starting their first jobs post-qualifying including the themes of, orientation, hitting the ground running and the challenges faced within the organisational context.

Orientation

The majority of participants were orientated into their organisations. However, they had varying degrees of satisfaction with this process. Rebecca, who was unable to work with clients for nearly three months due to an administrative error concerning her police check, described her orientation as:

> It was an utter nightmare and it was a big deja vu from my placement, it was like… are you kidding me, so I researched a lot… like I just used the job description and then used that as a starting point, looking at resources, going nuts.

Like Rebecca, Julie felt her orientation was unsatisfactory, therefore, when she had "*the lay of the land*" and by her "*own accord*" developed an induction process that suited her individual needs. Jessica experienced two weeks of induction training but would have preferred being assigned a mentor to work alongside. Sam's induction period was spread over six weeks for two days per week and he found this sufficient. Alice was satisfied with one day of physical orientation, online learning and adequate time to observe staff before she was eased into the role. Like Alice, Phoebe did not work with clients straight away and described "*a nice kind of induction"*:

> The rest of the team were really supportive in taking me out you know on visits with them and kind of giving me a taste …of what it could be like and not just within my team.

Sally, who had previous social work experience and a reputation as a competent practitioner, started a new social work position post-qualifying, which gave her a new perspective on the merits of orientation:

> I would like to be more grounded from an orientation perspective 'cos I think that that's much safer, but I understand the reality of contracts…and the nature of the work in a statutory role that you can't put things on a waitlist…if I spoke up more loudly then I probably could have more influence about., hey! You know… stop! I need to actually get a bit more orientation stuff going…

The orientation process introduced participants to their job roles and working environments with varying levels of satisfaction and psychological adjustments. Participants were either left to their own devices or supported in various ways to identify with their organisational context. The time and effort invested in the orientation process by the participants' organisations provided the first impression of professional work and had either a positive or negative impact on their social work identity.

Hitting the Ground Running

For most of the participants beginning a new job was a bewildering experience and for the majority of participants this was their first social work position (see Table 4.2).

Table 4.2 Social Work Experience

Name	**1st social work position**	**Employed in a social service before qualifying**	**Volunteer & Community Work before qualifying**	**Support Work before 1st Social Work position**
Sally		√		
Joanne			√	
Sam	√			
Julie	√			
Phoebe	√			
Rebecca	√			
Alice				√
Jessica	√			

Half of the participants indicated their organisation had expected them to manage the role and responsibilities from the day they began. Julie recalled: "*I remember my first day and the process, there was no process; there was no welcome…I'm supposed to come in here and do this job*". Similarly, Joanne described the fear she felt having had an inadequate orientation:

> It was a trial by fire. I pretty much visited a client on my second day with a… a hint of an assessment thing that had been pulled from somebody else's thing and do your best with that…I was a little bit scared of doing more damage to the client…I did my best.

Rachel and Sam worked for the same organisation in different sites and reflected on their initial work experiences. Rachel felt her encounter of hitting the ground running was negligent of the organisation considering the serious nature of the work:

> …that environment to go in with, with no guidance and to be dealing with very serious situations, where the decisions you make severely affect children and their families was a lot of responsibility… and I really needed somebody to be working alongside me with that, not just to be on my own.

Sam held a caseload by the second week due to staff shortages, but he felt able to meet the challenge due to the support of his supervisor. However, he acknowledged that on other sites new workers provided more of a "*supporting role to other social workers*" for some time after beginning employment, which was different to his own experience:

> It definitely helped me to hit the ground running and to learn a lot more quickly on the go, but it meant that a lot of the cases were more prone to mistakes because I didn't know the processes… so it really just depends on the site I feel that you end up in… and how that site is doing at the time that you join…

A common experience for many of the participants was that they felt left to their own devices in their new profession, either rising to the challenge, or feeling unsupported in a role which they felt very responsible for. This is the transitional change between the familiar role of student social worker to the new identity of a professional social worker.

Challenges

Participants' revealed some initial challenges upon leaving the safety of the student space and going into their employing organisations. The majority of the participants conveyed that support structures such as, consistent supervision, collegial support and an understanding of their developmental needs assisted them in building their confidence. Four participants reflected on the difficulties of working within a multi-disciplinary team. Joanne was working in a health setting and spoke of her frustration that she was under-utilised because the team members did not have a clear understanding of her knowledge and skills. Sally who had prior community social service experience left a government organisation due to limited client

contact and moved to a community health organisation. Finally, Julie and Jessica were so disillusioned with the unsupported transition and adjustment into their social work roles that they considered finding alternative employment. Jessica conceded that:

> It was terrible at the beginning, I was seriously thinking about leaving, I wondered if it was the right job for me, I was very stressed, I couldn't separate work from home and I, I was lost… I was completely lost in the first six months.

It was a particularly daunting prospect for participants starting their first job in a new profession. The transition from student to professional was dependent on the participant's introduction to the organisation, their roles and responsibilities, whilst adapting to the challenges that confronted them within the profession. During this developmental phase of transitioning and adapting to their professional identity, almost half of the participants were disillusioned with their workplace, or the social work profession altogether. The various emotional impacts reflected in the participants' experiences highlighted the importance of organisations to provide supportive structures to invest in professional identity development. Without these structures in place, job retention, resiliency, stress and burnout negatively impacted on participants' social work identity.

Experiences of Supervision

Participating in supervision is viewed as a professional requirement and a supportive structure for social workers as it incorporates different arrangements. The following section reports on the procedural and practice aspects of supervision outlining the types of supervision experienced; formalising the process; the participants' engagement in supervision; and their expectations within the supervision space. The focus then turns to participants' views on what constitutes successful supervision and the importance of continuing to learn, whilst being provided with an opportunity to professionally develop. The section ends by detailing the challenges participant's encountered within supervision and the organisational context and how this links to professional identity.

Types of Supervision

Supervision may be facilitated in a variety of ways. The types of supervision participants had experienced in their organisations after qualifying are detailed in Table 4.3 (below). The findings are from participants' individual internal, external and consultative experiences. When supervision was carried out on an individual basis within the organisation, participants had a one-to-one relationship with a supervisor who facilitated the session. Consultative supervision

was provided outside of the contracted arrangement and happened as a response to a specific incident that needed attention. External supervision comprised a one-to-one relationship with a contracted supervisor who was external to the organisation. Peer supervision did not rely on the presence of a supervisor as peers worked together to provide feedback and support. In the context of this study, group supervision comprised a supervisor holding supervision with their team of social workers to save time. Cultural supervision involved a Māori supervisor providing an organisation with learning and support concerning their work with Māori whānau. Even though the participants had only been employed for up to two years post-qualifying, their experiences were variable. For example, Sally had worked in the social work profession whilst studying and was experienced at receiving supervision. Post-qualifying, Sally could draw on supervision experiences from three social service organisations, as opposed to Joanne who was six months into her first social work position and had experienced only one supervision session.

Table 4.3 Types of Supervision Experienced

Name	**Individual**	**Group**	**Peer**	**Cultural**	**External**	**Consultative**
Sally	√	√	√	√	√	√
Joanne					√	
Sam	√	√				√
Julie	√				√	
Phoebe	√		√			√
Rebecca	√				√	
Alice	√		√			√
Jessica	√					

Formalising the process

Formalising the process of supervision was an activity that provided the participants with clear expectations and parameters when establishing the supervisory relationship. The process was dependent on having a contract that was negotiated by the participants with their supervisors and this contributed to a successful professional working relationship.

Contracting

The majority of participants had completed a supervision contract during their field education and were aware of the formality and context of the process. All but one of the participants had a written contract for their current supervision arrangements, although five of the eight participants had experienced more than one supervisor and reported that on occasion a contract had not been established. Joanne, who was six months into her first social work role reflected on the first session with an external supervisor and said: "…*I expect that she will be filling out some kind of contract*". Written contracts were defined as templates in line with organisational policy and procedures, or, as Joanne alluded to, produced and provided by an external supervisor. Sally asserted that "*there is a standard sort of a contract*" which reflected many of the participants' understandings of a supervision contract. Key areas within the contract were reported, such as the practicalities: "*time, frequency*" and "*no interruptions*"; the working alliance "*outlines like basic expectations of supervisor and my own expectations*"; "*that it's all kept confidential*"; and session format "*check-in for me, client practice needs and then agency-related matters*". In essence, having a strong infrastructure and especially a contract in place at the beginning of a supervisory relationship was viewed as an expectation of professional practice.

Negotiating the Contract

Participants articulated that the act of sitting down and talking about the contract in the first supervision session was a positive approach to the process. Describing the interactions using such phrases as "*we confirmed*", "*we discussed*", "*meet in the middle*" and "*what our expectations of each other are*", suggests that this open discussion created a common understanding of the shared expectations. However, Julie's first contracted arrangement was challenging because the supervisor did not adhere to the agreed understandings. Reflecting on the second contracting experience with a supervisor she'd had a previous relationship with, Julie conceded that for the first session she "*just needed support*". Discussing the contract was overlooked. Nevertheless, Julie thought a negotiated process would be more effective. Like Julie, Rebecca signed the contract with her third line manager (who was not social work trained) without negotiation, because she felt it met her organisational and administrative needs. Contracting with her external supervisor was undertaken to ensure Rebecca's social work needs were met. Fundamentally, negotiating a supervision contract is dependent on individual circumstance and while it does not guarantee a successful supervisory relationship, it provides a platform from which it can grow.

Engagement

All of the participants were committed to engage in the process of supervision. This section focuses on themes that conveyed the participants' commitment to supervision; the value of supervision; preparedness; and the impact of formal and informal supervision.

The Value of Supervision

Statements on this theme corresponded with participants' assessment of being involved in supervision. Some initial responses evaluated how they felt, for example: "*yeah really good*"; "*I think I've engaged pretty well*"; "*I feel like I'm engaged*"; and "*I love it!*". Attached to these positive statements were animated assertions, such as: "*We're talking about social work…I'll just launch into anything really*" and "*I look forward to it most weeks cos usually I've got a lot to talk about*". These comments provided affirmation that supervision was deemed an activity that incited enthusiasm. For Sally, engaging in supervision was honouring the importance of the discipline, "*It's a really important part of my work; it's my professional integrity, so I am very committed*". Sam reflected on the difference between his first and second-year post-qualifying experiences. At first, he was proactive in initiating supervision as it was important to have direction in his work. However, into his second year working more independently, he perceived that his need for guidance had decreased and that developing his practice had become more of a focus. In essence, participants either expressed the value they placed on supervision as something worthwhile or by holding it in high regard.

Preparedness

Generally, participants agreed they were physically and mentally prepared before entering a supervision session and that they determined the agenda (for at least one of their supervision arrangements). Joanne spoke of a reflection diary that had been encouraged during field education. This was the structured approach she preferred to help organise her agenda. Likewise, Rebecca identified a prescribed set of questions she answered to provide a framework and guide her thinking. Sam found printing out his caseload before supervision to construct a list of questions was useful to meet his needs. Two participants had a combination of internal and external supervision and acknowledged that because their external supervisors had a social work background, preparation for supervision differed. Internal supervision had an administrative focus, whereas external supervision provided a holistic approach. Sally, for whom internal supervision had been irregular, had access to consultative supervision: "*I know*

I can jump in and get the impromptu sort of stuff, so now that I've got the formal external stuff sorted, I know I've got somewhere to put that".

Formal versus Informal Supervision

Several participants spoke about the impact of having consultative supervision with their internal supervisors. Phoebe recalled her supervisor encouraged an "*open door*" policy. Whilst acknowledging there was a set hour in the week for supervision, Phoebe's supervisor was available for consultative activities such as de-briefing, discussing child protection concerns and answering general questions. Phoebe found this approach helpful as it enabled her to comfortably raise issues as they surfaced, providing reassurance and further clarity regarding the supervisory boundary. Likewise, Sam had experienced a similar philosophy from his supervisors and appreciated the ease of access, commenting that he had noticed in his second year of practice there was more informal communication and continuous conversation.

> I really value the informality for how frequently I can get it, but I still also value the session once a fortnight because that gives me a chance to collect my thoughts and sort of be really forthcoming about how I'm feeling, or you know things that are on my mind and just trying to get some clarity on some of my more difficult cases.

Engaging in consultative supervision provided the participants an avenue to promptly address practice issues, seek emotional security and receive extra support.

Expectations

This category reports on the participants' understanding of what they expected to happen within the supervision session, regarding the purpose and content of supervision, guidance, and supervisor expertise.

Purpose and Content

In supervision, participants expected they would participate in conversations that included: critically reflecting on their practice; receiving feedback and identifying areas of learning; monitoring their own ethical and professional boundaries; navigating workplace cultures; personal growth; and self-care. Specifically, participants with experience working in government organisations and receiving internal supervision emphasised case and procedural management was an important focus for them, particularly in their first year of practice. Sally described this as "*very valid and appropriate in statutory work*", however, she also found this monopolised her time when caseloads were high. Rebecca spoke of a similar focus on case management within her NGO. She was supervised by line managers whose agenda was to

ensure organisational needs were met which primarily meant "*going through cases*". In comparison, Rebecca's external social work supervisor tailored supervision to her stage of development, providing opportunity for reflection, case discussions and validating feedback. It enabled her to reflect on her practice, decisions and interventions, analyse her knowledge, values and skills and monitor self-care. The participants who experienced external supervision shared a similar narrative. Casework could be discussed, however, the focus within the session was driven by the holistic needs of the participants, rather than organisational demands. This was received favourably because the agenda for sessions were guided by the balance of needs.

Guidance

Common amongst all of the participants was the expectation they would receive guidance within the supervision space as they grappled with new roles and responsibilities. In order to develop their professional practice, taking advice was the overarching theme. Participants expressed this as: "*In the beginning I needed a lot more direction*"; "*you do 'wanna' know that you're on the right track…or is this normal*"; and "*I am pretty new to this…and I think she's really good at helping me to*". Jessica succinctly articulated this as "*I think I saw supervision as a way to get guidance around my cases, even though theoretically I knew it was different*". Conversely, Julie's interpretation of guidance was from an empowerment perspective "*I would expect my supervisor to share their experiences and their knowledge with me to help…not advising or telling me what to do*". Julie explained that her initial experiences of supervision were frustrating because she was not encouraged to reflect on new experiences.

Expertise

Following on from the theme of guidance was the expectation that supervisors would have the knowledge and skills for the work they carried out. This was difficult for participants in smaller NGOs where they were supervised by a person trained in another discipline. Sally had recently moved from a working environment where she had been supervised by social workers into an NGO whose clinical team leader (supervisor) had a nursing background. She explained:

> For my social work practice as a whole and even if it was around a case, then the social work models and theories my external supervisor's bringing back to the fore which… I wanted to be able to keep my social work practice pure and keep up with that.

Alice, Jessica and Sam had supervisors within their government organisations who demonstrated their social work knowledge and skills because they had an understanding of the work. Alice referred to this as:

> The supervisor sort of is able to also provide some useful resources that I can then use in my work with clients, because they are more experienced and they...have a few tips of where you can get resources…what books would be worth reading.

Some participants expressed expectations regarding specific social work skills and techniques such as; listening, challenging, validating, reframing and reflecting back, when engaging in conversations within supervision. In effect, participants expected that supervisors would role-model wider social work skills they could learn from to consolidate and shape their professional identities.

Effective Supervision

The supervisory relationship, the setting within which supervision was conducted and the importance of emotional safety to build resiliency as a practising social worker were identified as elements that enabled effective supervision. The following themes: trust; space and time; and safety, created a helpful environment for the participants to develop and shape their professional identities.

Trust

Trust within the supervisory relationship was emphasised as an important element for effective supervision. Rebecca, Sally and Joanne selected a supervisor they had previously worked with when given the opportunity to choose an external supervisor. They reported that having an established relationship enabled them to have open discussion from the outset. Joanne described this as: "*I suppose she knows me well enough to be able to be frank and we can just cut through any of that first stuff just to get to work*". Similarly, Sam spoke of his "*connection*" with a supervisor he could be open and honest with by saying "…*I was able to trust her with a lot of the struggles that I was going through…telling her how I am feeling*". Both Phoebe and Sam expressed trust as "*providing support*" in situations where casework had been particularly demanding. Sam stated:

> It's just really supportive in the really practical ways of when I just don't feel like I can do the task… my supervisors have always sort of stepped in and said don't worry, I've got it, let me help you and so I've found that really good when things get stressful.

A supervision relationship built on trust provided the context within which practice issues could be confidently explored without fear or shame and participants could learn and make meaning of those experiences. This positive working relationship required behaviours that participants could transfer into their work with clients, thus effectively shaping their professional identities.

Space and Time

The theme of space and time refers to supervision as an environment where participants could concentrate on themselves rather than the service they were providing or the organisation they were accountable to. Joanne described this as "…a *support system…a support for me and my journey*". Sally had an internal supervisor who would take her offsite to provide supervision "*to get some headspace and get out of that busy world*" suggesting a time to calm down and breathe. Sam appreciated that supervision was a space where he can "*check myself*" through hearing another person's perspective on a situation which helps to separate him from the situation at hand. In the same way, Phoebe referred to this as "*I think about what I am thinking*". Supervision was a reflective time in a quiet and secure setting. The majority of participants felt that supervision provided an opportunity for examining themselves and aspects of their professional identity in a safe and supportive environment.

Safety

Participants' views on the theme of safety covered two areas: safe and accountable practice and resilience. All of the participants stated that supervision was the structure that provided quality assurance, (demonstrating professional social work with clients) and ensured that organisational policies and procedures were followed. Sally referred to this as "*dotting of the Is and crossing of the Ts".* This also provided confidence and reassurance to participants, that they expressed as: "*on the right track*" (Sally, Rebecca), "*slowed me down*" (Julie) and "*I've done my job right*" (Phoebe). Supervision also provided an environment to express feelings regarding workplace demands and stressors. Sam and Sally reflected on similar situations when their emotional well-being had been negatively impacted. Sally explained:

> …sessions that started off more case-specific and when my supervisor saw the difficulties I was having and the struggles I was having, moved very quickly into much more personal support and with some structure around that as well.

In contrast, Jessica, whose early experiences of supervision were not in tune with her emotional needs and who had felt let down by her organisation asserted:

> There's a lot of talk in my site about resilience…I don't think I was resilient in the beginning, but I don't think that's because I didn't have the capacity to be a resilient person myself, because I had a lot of life experience in a lot of areas…I think it's that environment, to go in with no guidance.

Supervision that provided a safe and supportive environment enabled participants to express their feelings in response to work and organisational experiences. By discussing and examining feelings, the participants were developing self-awareness and building resiliency in order to develop successful ways of managing and responding to the experiences and shaping their professional identities.

Learning and Development

Supervision provided the participants with essential learning and development opportunities that ensured the construction and reshaping of their professional identities. The key themes identified were, reflection, feedback and learning opportunities.

Reflection

Reflecting upon practice was considered key to developing growth and competence as NQSWs. Participants felt that practice competence is developed through on the job experiences and whilst knowledge and skill were gained during training, it was re-shaped by cumulative experiences that were discussed in supervision. Rebecca acknowledged the importance of deeper thinking (critical reflection) that usually takes place after an event:

> I try to be reflective throughout but it's a forced reflection and it's reflection with somebody…particularly through my articulating how I practise and what I'm happy with…or what I'm not happy with, or what I'll do differently next time…it actually really helps to have the space to do that.

Taking ownership of their thoughts empowered participants to facilitate their learning, rather than being told what to do. Julie articulated this as: *it's giving me the confidence to and opportunity to reflect on what I do and find my own words for it.* Phoebe appreciated that reflection challenged her thinking and developed self-awareness building capacity to attend objectively to her client's needs:

> It encourages me to think about what I am thinking about…the things I value and what's normal for me and I expect and I value and how that informs my decision making and you know the lens that I view things in and how I view family…

Likewise, Sam believed reflecting upon practice helps him to recognise his own bias and unconscious behaviours that impact on his decision making:

> ...sometimes it really helps me to, to pick out that, that bias that I'm sitting with that I haven't even realised and I think that's what I find most valuable is when responding to a case and my supervisor calls me out on it in supervision

Having the ability to reflect on their practice enabled participants to discover how they were reacting to experiences as realised and re-shaped their professional identities.

Feedback

Receiving feedback was an important aspect of the supervisory relationship for some participants to learn and develop practice. Receiving validating feedback was important for participants to build confidence and reassurance that they were providing effective services for clients. Phoebe described validation gave her "*peace of mind*" when going home at the end of the working day. Julie acknowledged the importance of validating feedback, but also recognised the importance of being challenged in supervision which enabled personal growth and development as a NQSW:

> We all need a bit of validation because you know as soon as we step into ... from the student to… our confidence, we get a bit wobbly, but I actually can't just have validation, I need…challenge me in a, in a good way… get me thinking you know, really question me, why I'm doing what I'm doing…

Sam found receiving challenging feedback in supervision regarding unconscious behaviours provided for valuable learning opportunities:

> I definitely learn a lot from it but it's the most uncomfortable feeling to, to realise that on top of everything else the way I am responding to a case or to a situation is not the wisest or the safest or the healthiest response…I need to be mindful of that…I need to deal with myself…I find that really challenging and really valuable at the same time.

Learning Opportunities

All of the participants were motivated to develop their professional identities by continuing to extend and enhance their social work knowledge and skills in order to increase professional expertise. Opportunities were identified within supervision in various ways. Four participants had negotiated professional development plans that were reviewed periodically, however, Sam spoke of having ongoing conversations that "*rippled*" through supervision sessions throughout the year. Julie had made no formal development plan through supervision; however, she had a "*check-in*" regarding work "*goals*". Joanne's workplace valued ongoing learning; therefore,

she had taken advantage of the many "*training*" opportunities. Rebecca and Jessica recognised specific knowledge gaps whilst discussing cases. Jessica had sourced reading material to support particular topics of interest, whilst Rebecca made use of training organised by her organisation. Of interest, Rebecca had identified joining ANZASW would provide her social work learning opportunities because her organisation was counselling based. Alice had no formal workplace plan, but endeavoured to source training courses to complete her application to the SWRB.

Challenges

Participants identified supervision as a positive activity that provided the support and guidance needed to navigate the first years of practising social work. However, two themes emerged from the findings that presented challenges for the participants to engage in supervision that could support their professional identity development: environment barriers; and supervisor practice.

Environment barriers

Individual supervision for most participants was contracted in their first year of practice to either weekly or fortnightly, however, only two reported this arrangement had been consistent. Sam had to initiate supervision in his first year in practice because he did not "*get it so often*". Likewise, Jessica reflected on one of her earlier experiences which had emotionally impacted on her to the extent that she considered leaving the organisation:

> I would have to arrange the supervision - she never arranged it, I would have to fight to get it and it worked out to be about once every month, once every six weeks.

Jessica described feeling "*lost*" so much that it was affecting her personal life. To resolve the situation Jessica approached management to inform them of her right as a NQSW to have weekly supervision. Similarly, two participants had to "*fight*" to even receive supervision. Joanne indicated that she had to arrange supervision as "*it wasn't a given*" in her organisation. When she first proposed the idea to management, they suggested group supervision for the whole staff including the support and administration staff, but only if it was necessary due to time and financial constraints. Joanne felt the organisation did not understand it was a professional requirement for social work registration:

> I was a little bit worried that if the organisation didn't support me to get supervision that I wouldn't be you know able to tick that box when the practice certificate you know got renewed, that I was getting supervision and I was being a responsible social worker.

Julie whose organisation also used funding as the barrier for staff to access supervision, stated:

> I had to fight to get it fortnightly. I had to pull the ANZASW's recommendations…and then was, told well it doesn't matter because some people don't utilise supervision here.

Both Jessica and Julie were claiming regular supervision as an integral part of their social work professional identity, by using ANZASW's recommendations to advocate for themselves.

Supervisor Practice

Some participants identified challenges navigating their supervisor's supervision practice. Jessica expressed that it had been acceptable during field education to have an untrained supervisor. However, she was disappointed to be assigned a supervisor vastly experienced as a social worker, but new to the supervisory position:

> It was usually around cases where I was just so lost, I really needed her reflection so I could sit down with her and go through some of the problems that I was, that I was having.

This supervisor only concentrated on case management rather than catering for Jessica's support and developmental needs to nurture the growth in her professional identity. Julie was frustrated by a supervisor who excessively recognised her strengths without offsetting the validation with reflective supervision which she felt affected her practice development:

> Just validating me too much and I can't be doing it all right. I'm not doing it all right… so I know why that is happening, but validating it just… I just need more challenge.

Even though there were barriers and challenges within the supervision space, all of the participants identified supervision as an influential structure to shape and continually construct their professional identities.

Chapter Summary

This chapter has presented the results from the research. It has identified themes and patterns relating to participants' views on social work identity, transition and adjustment to professional identity and their supervision experiences that have contributed to how they perceive, develop and realise professional identity. Participants were attracted to social work as a preferred career

option due to the range of subjects covered within the degree programme and the opportunity to work with people across the life span within a range of fields of practice. Helping people and the satisfaction of making a difference by becoming a social change agent appealed to participants' moral codes. Experienced social workers provided participants with observable ingredients that inspired them to be social workers who exhibited; respect for clients; role-modelled successful professional relationships with clients and colleagues; and were committed and passionate about their work. The construction of professional identity was articulated through the participants' understanding of merging the personal and professional self, their understandings of social work's values, outcomes, roles and tasks that social work entails.

The transitional process of moving from student to employee was a bewildering period of change. Participants were subjected to varying degrees of organisational demands and expectations when beginning new jobs that provoked an emotional response. Although most organisations had some kind of induction process, this was met with differing levels of satisfaction. The majority of participants had no social work experience before qualifying and were expected to manage their new roles and responsibilities from day one, leading to varying degrees of apprehension. Navigating the challenges of work environments, lack of supportive structures to build confidence and working within multi-disciplinary teams provided extra challenges for participants to manage. Transitioning and adjusting to a practising social worker was a period of consolidation, hence experiencing professional work enacted the participants' perception, development and realisation of professional identity.

Participants' experiences of supervision revealed that individual supervision was the most utilised option and a formalised process was undertaken to establish the ongoing supervisory relationship. There was an expectation that participants would be provided with guidance; supervisors would have knowledge and expertise of the work participants were engaged in; and that supervision sessions would be purposeful and would meet their needs. Overall, participants placed a high value on supervision and how its structures supported developmental needs and that an "open door" policy adopted by supervisors provided the extra support participants required as NQSWs. Supervision was the supportive arrangement that participants expressed as being a safe and trusted space to continue to develop their professional identity (through ongoing reflection, receiving constructive feedback and greater learning opportunities). Participants identified challenges in receiving consistent supervision, having to fight for the right to have supervision and varying degrees of supervisor competence. When

there were barriers to receiving effective supervision, the participants' ability to feel supported, learn and develop as NQSWs impeded the professional identity process.

The following chapter discusses the results of the research. The key findings will be discussed in conjunction with the existing literature in order to gain an understanding of how supervision contributes to the development of NQSWs' professional identities.

Chapter 5: Discussion

This chapter examines findings from the thematic analysis and discusses the contributions they make to answer the research questions. Relevant research is drawn upon to inform the discussion and consider how supervision contributes to NQSWs continuing to construct, maintain and shape their emerging professional identities. The discussion examines how NQSWs conceptualise professional identity by discussing personal motivators and perceptions of inspirational social work practice. After exploring how NQSWs may actively construct a social work identity during a period of education, the discussion will focus on NQSWs' transition and adjustment to their professional identity when first employed as a social worker. Finally, the impact supervision can have on NQSWs' developing professional identity during this period of socialisation will be explored.

Conceptualising Social Work Identity

This first section discusses how NQSWs conceptualise their social work identity. Elements that attract NQSWs into the social work profession are explored, followed by an examination of how inspirational social workers can also contribute to the initial conceptualisation of social work identity.

Professional identity

The findings established that professional identity is conceptualised by NQSWs through a process of integrating the personal and professional self. The concept of personal self was representative of how social workers locate themselves within a framework as they professionally practised their social work. The framework is guided by ethical principles based on core values and a scope of practice that establishes a shared understanding of social work. The integration of one's personal and professional self, forms the basis for a social work identity (Connolly & Harms, 2019). The "self" concept is expressed as who one is and what one brings from their life journey. This may include, cultural, spiritual, and emotional belief and value systems as well as life experiences and a sense of belonging. A professional self may be developed during a period of education that exposes the learner to a range of knowledge and skills providing the understanding needed to work within a profession. Underpinning the professional identity are ethical standards of behaviour that reflect core values. Osteen's (2011) research regarding the integration of the personal and professional domains is comparable with some participants' views about their professional identity being formed and blended into a unified whole and expressed as "who I am" (because both their personal and professional

values were similar). On the contrary, the participant who identified with their religious foundation, according to Osteen (2011), would be an example of the nuances of this integrated concept.

The role of ethics and values in the development of professional identities is recognised in social work (Osteen, 2011; Shlomo et al., 2012). The common values overarching the social work profession reflect philosophies about the nature of people and how to affect change, social justice, human rights, integrity, and competency. These values are reflected in the Aotearoa New Zealand's profession's code of ethics which are statements of ethical practice protecting clients from unethical practices and reflect the way social workers should behave (ANZASW, 2019). Values guide professional practice within client systems and social workers value quality in their practice so are committed to continually considering its effectiveness (Dubois & Miley, 2019). For example, ANZASW acknowledges a commitment to bi-cultural practice to recognise the status of Māori as Tāngata Whenua (ANZASW, 2019). Two participants (who identify as Pākeha) worked in Māori and Pasifika organisations and were committed to building on their foundational knowledge to honour this principle. Harrison and Healy (2016) argue that although NQSWs are guided by professional values, professional identities are also shaped by the values of their employing agencies. Some participants acknowledged this by concluding that aspects of their professional identity were defined by their field of practice such as child protection or mental health.

Social work's scope describes the activities and contributions to its profession (Sheafor & Horejsi, 2008). Social work concerns itself at the micro-level (individuals and family systems), meso-level (groups, schools) and macro-level (administrative, legislative, policy and resource development) (Cox et al., 2019). Social workers engage in a diverse range of roles such as intervention work, task-centred work and case management. Working within these roles social workers utilise a range of practice skills such as assessing, collaborating, linking, listening, motivating and intervening (Cox et al., 2019). At the time of writing, the Aotearoa New Zealand SWRB have been developing a general scope of practice to define social work (SWRB, 2020). The timing of this development may explain the difficulty participants had describing the collective role of a social worker, or, this may be attributed to the limited time many of the participants had experienced in practice. This challenge supports Hunt et al., (2017) claim that NQSWs are focussed on the technical aspects of practice competency at a time when they are still consolidating their professional identity and navigating new job pathways.

The participants' perceptions of professional identity align with current literature asserting that NQSWs transitioning into the profession are consolidating their professional identities (Beddoe et al., 2018; Harrison & Healy, 2016; Hunt et al., 2017; Moorhead, 2019; Shlomo et al., 2012; Webb, 2017). NQSWs' knowledge, skills and values become influenced by colleagues, other professionals and clients, as to how they perceive themselves and where they fit within their organisations. Personal motivation and responsibility play an important role in developing professional identity due to its "contestable and changing nature" (Webb, 2017, p.5). The construction and re-shaping of a professional identity continuously evolves and the process fully engages and sustains a motivated social worker.

Attraction to the profession

Attraction to the social work profession was a key stage in the participants' conceptualisation of their professional identities. The social work degree programme covers a range of subjects which offers choice when considering work options. Having a desire to help people disadvantaged in society and a belief that people have the ability to make changes in their life appealed to participants' concern about social justice and human rights. Undertaking the social work study provided the knowledge and tools to take part in the change process.

Social work is a broad profession, encompassing different sectors such as health, justice, community, children and family, education and policy (Connolly & Harms, 2019). Social workers work with people across the life span and there are multiple fields of practice that provide a variety of career options (Cox et al., 2019). Given the breadth of the profession, social work attracts a wide-ranging group of people. The participants' pathways into social work were varied, some joining straight from school while others transitioned from previous, unrelated careers, entering university for the second time. A few participants had personal aspirations and a curiosity for the profession and one participant had previous experience working in care-related positions. This resonates with Cree (2013) and Le Croy (2002) whose research found that the reasons for becoming a social worker are as diverse as the profession itself.

Social work focuses on helping people overcome difficult challenges in their lives such as: poverty; addictions; disability; family violence; unemployment and mental illness (Connolly & Harms, 2019). At a fundamental level, social work is a profession dedicated to helping people manage, as well as they can, within their social environment. The participants' desire to help others supports Osteen's (2011, p.429) findings that people are attracted to social work as an outlet for expressing their "sense of self". This concept is developed from "being" (self)

together with “doing” (social work) and expresses the intention to make a difference in the lives of those less fortunate than themselves (Osteen, 2011).

Making a difference in the lives of others is expressed as a belief that people can positively change their circumstances and social workers can influence this. Payne (2006) highlights that, at its core, social work begins and ends with the human interaction between people. He believes, at a basic level, the social worker will support and influence the person in need to resolve their difficulties, by supporting them to feel empowered rather than undermined in the process. Cree and Davis (2007, p. 158) argue social work “is fundamentally about being alongside people in their lives” and that social work practice, can make a positive difference in people’s lives.

Participants’ life-course routes and career pathways significantly influenced their initial attraction to social work. The idealistic view of helping people by making a difference in the lives of others provided the motivation for them to pursue a career in social work. The professional domain of social work as an occupation is, as Staniforth et al., (2014) suggest, more than just helping. It is an academic discipline and comes with its own occupational identity. Participants entered into social work study with intrinsic motivators that resonate with social work values such as the importance of human relationships, preserving the dignity and worth of people, and social justice, providing a strong platform for their social work identity to build on.

Inspirational social workers

Observing social workers through field education and workplace experiences, provided participants with the opportunity to reflect on and emulate social work in practice. Three distinct themes were revealed. Firstly, authentic social workers use their attributes and behaviour to work with clients. Secondly, building positive professional relationships is motivated by a passion for the work. Finally, the expression “walking the talk” is interpreted as social workers who follow words with actions when working with clients, alongside creative problem solvers who work within the constraints of organisational policy and procedures.

In social work, workers rely on themselves as their instrument to work with others (Connolly & Harms, 2019). They maintain that knowledge of oneself is constantly evolving and shaped by different contexts within our lives. Dewane (2006) argues that across the life span, identity is influenced through childhood, adulthood and personal and professional relationships. Experiences of gender, culture and family, influences the development of a worldview that

continually changes, depending on how life unfolds. This self-awareness includes being secure in what we think and feel, as well as knowing our strength and weaknesses (Weld & Appleton, 2008). Woven together, this conveys confidence and certainty which transfers into authentic practice. Participants observed this behaviour from experienced social workers who were demonstrating through ethical practice, informed behaviours that reflected social work's core values such as integrity. Social workers attended to their clients' needs, emotions and rights, drawing on personal attributes of care, compassion, reliability and trustworthiness (Banks, 2012).

Participants identified that the use of a professional relationship to engage with people in the change process is fundamental to social work practice. Dubois and Miley (2019, p. 194) suggest a social worker's professional relationship relates to the purpose of social work "to promote or restore a mutually beneficial interaction between individuals and society in order to improve the quality of life for everyone". Participants recognised that effective workers use interpersonal skills along with ethical practice to demonstrate social works' core values. For example, Phoebe's observation regarding the content of a report shared with a client before it was tabled at a Family Group Conference ensured transparency so the client's dignity would remain intact.

Participants were inspired by social workers who demonstrated passion and enthusiasm for their work that transferred into productive and creative practice. This supports Collin's (2016, p. 160) description of professional commitment, a person's attitude and behaviour towards their profession and the "efforts invested in it". According to Vallerand and Houlfort, (2019) passion is acknowledged as a necessary element of job satisfaction and the ability to persist when faced with difficulties in their work. Passion impacts on worker performance because high value, time and energy is invested regularly, suggesting passion is an intrinsic motivator that fuels social work identity. This corresponds with a participant's account of focussed passion, busy autonomous and productive workers essentially role modelling positive practice. Passion that drives persistence aligns with participants' observations regarding creative social workers who can identify a variety of ways to approach and solve a problem by the way they interpret and implement organisational policies.

As social work students construct their professional identities during tertiary studies, they are influenced through field education. This process of professional socialisation provides students with the opportunity to observe the learning from the classroom modelled in practice (Wheeler,

2017). The influence of role modelling, shadowing and conversations with experienced social workers, makes a significant contribution in shaping professional identities. Experiencing theory transferred into practice provides NQSWs with the opportunity to analyse other people's social work identity as well as understanding their own developing professional identity. Essentially, role modelling influences students to "gradually think, act and feel like a social worker" (Webb, 2017, p. 7)

Transitioning and Adjusting to Professional Identities

The second section focusses on how NQSWs transition and adjust to their professional identities. The process of transitional change, orientation, organisational expectations, the transition gap and the impact of supportive structures on NQSWs will be discussed.

Transitional Change

The findings indicate that transitioning and adjusting to professional social work practice has an impact on NQSWs' developing professional identities. Transitional change is experienced in various ways bringing different levels of satisfaction for NQSWs moving from student to employee. This is dependent on the organisational context and the supportive structures in place for NQSWs to adjust to their new professional status. Organisations generally have the expectation NQSWs will be competent to carry out their role and responsibilities when they enter the workforce and be personally accountable for all decisions and actions. This developmental phase when NQSWs are consolidating their professional identity brings initial challenges that test resilience and job satisfaction and the tension between ideal and real practice becomes more apparent (Bates et al., 2010; Newberry-Koroluk, 2014; Tham & Lynch, 2014).

The participants' experiences concerning their transition and adjustment to professional work are comparable to existing literature (Bradley, 2008; Hunt et al., 2014; Tham & Lynch, 2014). This process of orientation stems from NQSWs moving from the comfort and familiarity of being a student social worker, to entering the new cultural conditions of professional work. This may leave them "in a state of high ambiguity" (Bradley, 2008, p. 352). This initiation often evokes feelings of vulnerability, uncertainty and leads to a lack of confidence. However, depending on the level of organisational support, some will successfully deal with and adapt to this situation. Participants in this research who indicated a level of satisfaction concerning their initial induction into their organisations reported they had also received a package of support. The package included time set aside to complete an orientation plan, role observation, and

collegial support, alongside access to supervision that met their developmental needs. This aligns with Donnellan and Jack's (2015) recommendations regarding having a support package that provides NQSWs with guidance on how to successfully navigate their first few years in social work practice.

Participants who reported feeling dissatisfied with their initial induction also lacked other supportive structures which resonates with existing literature that discusses induction themes such as fear and uncertainty for NQSWs managing workplace demands (Tham & Lynch, 2017). The overall message within this research is that organisations generally implement induction processes, however, the quality and support systems to complement the process are variable. This supports Tham and Lynch's (2017) assertion that there is a recurring theme of NQSWs being expected to manage on their own.

Alongside the varied experiences of the initial induction to professional work is the expectation by organisations that NQSWs will assume full work responsibilities immediately upon starting. This is sometimes referred to as "hitting the ground running" (Donnellan & Jack, 2015, p.3). For most NQSWs entering the workforce, work will be at the micro-level of practice and being prepared for the responsibility of working with clients, is described in the literature as a collision with reality (Bates et al., 2014; Donnellan & Jack, 2015; Newberry-Koroluk, 2014). Participants who related to this collision with reality had negative feelings about the ethical impact this had on themselves and their clients. Banks (2012) referred to this as having different sets of duties and responsibilities. Professional codes of ethics adopted by social workers advocate more for services users and the profession, as opposed to employing agencies requiring employees to put agency policies and procedures first (Banks, 2012). The tensions that arise between personal and organisational expectations when managing the demands of social work for NQSWs, is called a "transition gap" (Donnellan & Jack, 2010, p. 34).

A transition gap represents moving from a student social work identity to a social work professional identity (Keen et al., 2016). Moving to professional status brings new challenges that create pressure on NQSWs to adjust to the new identity. Donnellan and Jack (2015) describe this as two sorts of knowledge interacting, that is, the primary knowledge learnt during a period of education together with new knowledge that is developed through work experience and organisational settings. They argued that as the transition gap continues to be navigated and the two bodies of knowledge are further integrated into practice, the construction and reshaping of professional identity enters a new phase of consolidation.

Participants highlighted the importance of having an adequate support structure, time and experience to adjust to their new job, professional identity and life after leaving the relative safety of student life. However, there was a variation on how this was managed and experienced within their respective organisations. The participants who reported a satisfactory orientation period received an induction process, supervision and the opportunity to learn alongside other workers, before taking on the full responsibilities of their social work role. Harrison and Healy (2016) advocated this format is crucial for transitioning and adjusting to professional identity because the supportive structures allow for confidence building, time to begin developing the professional norms, values and behaviours of the profession and space to adjust to the organisational context.

Several participants reported starting their professional jobs with little or no orientation, with an expectation they would carry out the role and responsibilities from the first day. This caused stress, fear and anxiety regarding their performance and competency. This heightened emotional state exacerbated uncertainty, reducing confidence levels and diminishing job satisfaction which consequently challenged participants' view of themselves as social workers. As the literature suggests, without supportive structures this phase is challenging (Bates et al., 2010; Manthorpe et al., 2015). Therefore, there is a need for ongoing support during this transitional period (Hay et al., 2012; Hunt et al., 2016) so that NQSWs can consolidate their professional identity with a growing sense of belonging, attachment to the social work profession and enthusiasm for their work.

The Impact of Supervision on Professional Identity

The final section concentrates on NQSWs' experiences of social work supervision and the impact of this on their professional identity. The themes discussed are: the supervision process; engagement; expectations; effective supervision; development and learning; and challenges within supervision that have an impact on developing professional identity.

The Supervision Process

Generally, participants understood that written contracts formalise the supervisory process and are a requirement of professional social work supervision (ANZASW, 2015; SWRB, 2009). Participants had been involved in supervision during field education, therefore, theoretically and through experience, had some knowledge of supervision. Participants demonstrated this awareness by describing their contracts as "standard" which implied these were familiar and

understood. Collectively, participants appreciated the contract reflected the significance of the activity and their active participation in the process.

Negotiating the contract was a shared experience between participants and supervisors and a sign that both parties would be active contributors. The findings indicated this had been achieved. The contract at the beginning stages of the formalised process provided confidence, ensuring supervision met their needs going forward. However, although the process of a negotiated contract was found to be a positive activity, frustration occurred when the integrity of the contract was compromised.

A contract underpins and outlines the framework for supervision and provides a construct for the relationship (Davys & Beddoe, 2010). Contracts are consistently identified in supervision literature as establishing organisational guidelines and clear role boundaries within the relationship (Davys & Beddoe, 2010; Donnellan & Jack, 2015; Morrison, 2005). Contracts provide clarity for practical arrangements such as frequency, time and place giving both parties an environment conducive to work within. Professional boundaries provide parameters within the relationship such as the power imbalance, confidentiality and appropriate behaviours providing the participants reassurance of knowing the rules. Effective contracts require commitment and investment by both parties when put into practise (Morrison, 2005). Hence, while the infrastructure can be in place, effective supervision still requires appropriate individual behaviour. Establishing a working agreement begins with sharing mutual expectations which are negotiated to reach a clear understanding (Davys & Beddoe, 2010).

Negotiating a working relationship breaks down power imbalances and encourages reciprocity, which the literature suggests builds trust and respect (Egan et al., 2017). Morrell (2008) argued that standardised contracts adopted by organisations inhibit true negotiation and clarification of differing views. However, this contradicts the findings from this research as although participants referred to their contracts as using standard language, the majority took part in negotiating and discussing the contents of the contract. The contract loses integrity when it fails to transfer into practice and the NQSW may become disillusioned and disengage with the process (Morrison, 2005).

The literature promotes negotiated contracting as it sets the scene for an effective supervisory relationship (Beddoe, 2012; Maidment & Connolly, 2017, Kadushin & Harkness, 2014; O'Donoghue et al. 2018). According to O'Donoghue (2012) a supervisee's understanding of supervision develops through ongoing experiences over time and that supervisors have the task

of socialising NQSWs into supervision. Therefore, having an effective infrastructure provides NQSWs with confidence in the supervision process, negotiating clear expectations, providing impetus for the activity and what it will ideally achieve. Having a formalised process at the beginning of the supervisory relationship sets the scene for the working relationship and may offer an example of Wonnacott's (2012, p. 20) "mirroring" concept, where the NQSWs can transfer the principles for effective working relationships into their work with clients.

Engagement

Participants' engagement with the process of supervision evoked emotional responses. This suggests that being involved in supervision has a psychological effect on NQSWs. Participants prepared for supervision in a variety of ways to get their needs met through the process. Participants also expressed their appreciation for receiving a mix of consultative and formal supervision, especially in the first year, post-qualifying. Having access to supervision outside of the contracted arrangements provided participants with extra assistance and reassurance regarding difficult cases which alleviated stress and anxiety.

The positive response from participants regarding their engagement in supervision suggests there was a commitment to the process and that they would benefit from its outcomes. Delivered effectively, supervision provided the participants the support needed and was a worthwhile investment. Being prepared for supervision to maximise its potential and have their needs met also suggests participants were capitalising to obtain maximum benefit, which is a psychological gain, as well as fulfilling a professional requirement. Receiving both consultative and formal supervision (getting their needs met more frequently) allayed anxiety and the fear the participants were feeling as they coped with the demands of practising social work. This is supported by Bradley et al. (2010) who advocated for extra support during this period as it provides NQSWs with emotional energy and builds the resilience needed to work effectively on the job. Collins (2017) maintained that commitment involves persistence and consistency over a period of time. Therefore, having a commitment to engage in supervision emphasises the desire to belong to the social work profession and engage in an activity that the profession views as important for developing and strengthening social work identity.

NQSWs are required to engage with structures that are designed to support professional development and supervision is a structure that meets both organisational and individual needs (ANZASW, 2019). Professional commitment is also an indicator of behaviour towards a profession and the efforts invested in it. Participants either referred to supervision as a

worthwhile activity or as a component of their professional integrity. This suggests supervision was an important element of assisting them with shaping and constructing their professional identity. Therefore, if a worker is not engaged with the process of supervision, their commitment to the profession may be contested. It is clear in this research that how supervision contributes to an emerging professional identity appears to be dependent on the participants' engagement. Consequently, NQSWs need to be committed to the ongoing process of supervision due to its significant impact on the development of their social work identity.

Expectations

Participants expected supervision would provide them with the traditional functional approach (Kadushin & Harkness, 2014). It was reported that internal supervision had a strong focus on case management and participants maintained that for first-year post-qualifying social workers, this was accepted as necessary for them to carry out their social work roles and to develop their professional identities through socialisation to the profession. Participants who received both internal and external supervision reported a better balance between the administrative, educative and supportive functions of supervision. Overwhelmingly the expectation was that supervision would provide direction and guidance for participants who recognised they were new to their professional roles and conscious of their responsibility to practice effectively and safely.

Essentially, these findings suggest the participants had a theoretical understanding about a working model of supervision, which corresponds to the descriptions by academics in the supervision field (for example, Kadushin & Harkness (2014), Morrison (2005), O'Donoghue (2003) and Tsui (2005)). These authors promote supervision as a field of practice, incorporating its own body of knowledge that is made up of many models, approaches and interpretations. Supervision provides a supportive process where NQSWs can examine their practice in relation to their professional identities as they develop a sense of who they are as social workers (O'Donoghue, 2012).

The study revealed that within the organisational context, the management function had a strong focus. However, participants collectively asserted that tasks, as listed by Morrison (2005), coincided with the direction and guidance participants expected as NQSWs because they were more client outcome focussed. This finding corresponds with Grant et al.'s (2017, p. 497) consensus that supervision is viewed as a "caseload management instrument". When there are competing tensions between the functions as described by Bradley et al. (2010), Beddoe et

al. (2020) and White (2015) this recognises the usefulness of receiving both internal and external supervision which was evidenced within this study. Participants expected to receive professional supervision from a supervisor who had sound knowledge of their field of practice as well as role-modelling wider social work skills that they could learn from. Thus, participants were expecting supervisors to deliver a standard of supervision demonstrating professionalism in social work that participants could emulate when shaping their own professional identities.

Generally, this research found that participants had a theoretical understanding of what to expect from supervision. However, in the first year, post-qualifying what they needed was to have guidance and direction regarding their performance, case management, policy and procedure and being effective in their work with clients. Supervision provides the environment for NQSWs to discuss difficult casework, explore their hopes and fears as they develop their style and approach to social work practice, whilst developing professional expertise and confidence. Consequently, if NQSWs' needs are not met within supervision there is a risk that developmentally they will carry out roles unprotected. Exposed to the challenges of client work within organisational contexts, stress levels, anxiety and a fear of failure may increase significantly. These emotional impacts may affect NQSWs' professional identity, sense of belonging, attachment and commitment to their organisations and to the social work profession.

Effective Supervision

Participants believed supervision that enhanced their professional identities required a combination of relational and environmental factors that responded to their needs. Undeniably the basis for an effective supervisory relationship was trust established over time because it enabled the participants to be open about their practice and how the work was affecting them. Supervisors provided reassurance and built confidence that participants were practising safely with clients, able to express their emotional selves and be respectfully responded to. Individual supervision, internally, externally or a mix, worked best as it provided a quiet environment to concentrate on themselves (as opposed to the busyness of the work they were carrying out).

The literature supports the theme of trust in the supervisory relationship as a key contributor to effective supervision as it is one of the most crucial building blocks for becoming emotionally in tune with another person (Beddoe et al., 2014; Egan et al., 2017; Pack, 2012). Bowman (2019) discussed this in the context of supervision and attachment theory (primary carers who are available and responsive to an infant's needs, create a secure base for them to explore the world) and the supervisor/supervisee relationship (adult attachment characterised by trust and

safety creates an environment for the social worker to explore their practice). In this research, participants were comfortable to explore difficulties within their work with supervisors who consistently demonstrated empathy and humility and who provided support. This aligns with Hawkins and Shohet's (2012, p. 52) essential qualities needed in a competent supervisor, adding "genuineness and patience" to the list. When participants reported the negative effects of the supervisory relationship, this was aligned with inconsistent sessions, lack of respect for the role of supervision and a lack of guidance, (disrespecting participants needs) resulting in frustration, anger and mistrust (Beddoe, 2017). Hence, trust in the supervisory relationship is critical for professional identity development as it enables NQSWs to explore and question their identity, value base and learn from their experiences.

As discussed previously, the foundation for a successful supervisory relationship begins with the negotiated contract which lays the foundation for the relationship. Davys and Beddoe (2010, p. 65) described a "cyclical process" within the development of the working relationship. When the supervisor is responsive and respectful and there is shared investment within the relationship, it encourages the supervisee to be open and willing to share their work. This positive behaviour strengthens regard and respect from the supervisor because the process of sharing fosters trust and mutual respect within the relationship. Subsequently, Wheeler (2017) suggests supervisors will be encouraged to share their experiences and sense of self that provides the role-modelling necessary for NQSWs to explore their identity through social work experiences.

Supervision reassured participants that they were practising social work with clients safely and were carrying out their roles and responsibilities professionally. Beginning a social work career prepared to practice provided participants with challenges. As foundational knowledge and skills continue to develop through experience, having a support structure to discuss, explore and make sense of their practice with clients provided impetus for confidence and belief in themselves to grow (Hunt, 2017). Participants valued the monitoring aspect of managerial supervision as it provided reassurance they were performing to the expectations of organisational policy and procedures (Morrison, 2005). Participants employed within the statutory organisation acknowledged that effective supervision impacted on their decision-making when assessing children's safety (McPherson et al., 2016). Growing confidence and self-belief enables NQSWs to positively engage in the continual construction and shaping of professional identity whilst building resilience to cope with the challenges of social work.

The supportive function within supervision was highlighted by participants regarding building resilience and confidence; both adjusting to the demand of the work and the workplace enhanced their developing professional identities. Resilience refers to how well participants dealt with and bounced back from the difficulties they were experiencing. The supportive function of supervision acknowledges the importance of NQSWs being able to explore their emotions such as fear, anger and sadness, as well as, joy and happiness in their work without fear of criticism. Assisting NQSWs to explore difficulties in collegial relationships and resolving conflicts also helps to build resilience to navigate stressed or chaotic organisational contexts (Beddoe et al., 2014).

Participants found individual formal supervision provided the best environment for them to effectively explore their practice. Social work organisations are described by Davys and Beddoe (2010) as crowded, noisy and stressful environments, whereas supervision allows for doors to be closed and a quiet space that invites focussed conversation. Tsui (2005) maintains the physical setting for sessions affects workers' behaviour. Therefore, the space that a session takes place in matters, for example, the venue and physical properties like lighting and furniture arrangements. When sessions are private and uninterrupted, this encourages concentrated time that is conducive to open and honest discussion. Participants found leaving the office for supervision helped to clear their busy headspace and removed the visual distractions of the agency around them.

Effective supervision is the activity that provides NQSWs with the protected space and time where they can safely discuss how they are demonstrating and developing their professional identity (Kadushin & Harkness, 2014; O'Donoghue, 2014). The trusting relationship they build with a more experienced and knowledgeable social worker provides a supportive structure to build belief in, what they have learned during tertiary studies is being transferred into safe and ethical practice with clients (Beddoe et al., 2014; Egan et al., 2017; Pack, 2012). A mutually respectful supervisory relationship empowers NQSWs to build confidence in developing their style and approach to practice with guidance from their supervisors that they can then role-model in their interactions with clients and other professionals (Wonnacott, 2012). Supervision that enhances the developing professional identity builds confidence and encourages autonomy which NQSWs can transfer into practice within their social work roles.

Learning and development

Learning and development was achieved through supervision: when participants were able to reflect on their practice; supervisors provided supportive and challenging feedback; and when they engaged in professional development. Reflection was identified as a tool to develop competence by turning experiences into learning that could be used to improve practice. Participants identified that the availability and way in which feedback was given by supervisors was considered important for building confidence, validating feelings and learning about themselves as well as how to work with clients. All of the participants were committed to developing knowledge and skills, experience and understanding to improve practice competence.

The educational function of supervision addressed general learning and development, particularly for participants who received external supervision. According to Morrison (2005), learning and development in supervision comprises growth in professional competence, knowledge, skills and self-awareness and the ability to reflect on work experiences. Through reflection, participants discussed dilemmas, behaviours and ethical issues, allowing for ongoing learning, as well as exploring feelings and emotions safely to gain a greater sense of themselves (which aligns with the findings from Beddoe et al., (2020) study). According to Franklin (2011), this enables workers to discover a sense of how they are reacting to experiences, which in turn provides building blocks towards understanding and re-shaping their professional identity.

A fundamental skill of supervision is feedback which Davys and Beddoe (2010, p. 139) assert is "the process of telling another individual how they are experienced". Feedback provides information on behaviour and the effects behaviour has on others. Supportive feedback from supervisors provided the recognition participants needed to grow confidence in their ability to provide the appropriate service for clients. Forging a professional identity, building confidence and self-belief was a key objective for the participants and positive validating feedback from supervisors provided the impetus to achieve this (Bradley et al., 2010). This emotional energy provides NQSWs with the motivation and resilience needed as they continue to construct their professional identities.

Participants acknowledged that receiving challenging feedback within supervision provided valuable learning opportunities. Heron (2001, p. 59) refers to challenging feedback as "uncomfortable truths" that are aimed at promoting change through consciousness-raising.

When participants were confronted with facets of themselves which they had not previously been aware of, this provided a state of discomfort. Davys and Beddoe (2010) maintain that through the process of resolving the unsettledness, learning takes place and behavioural change occurs which in turn re-shapes professional identity. Of importance is how challenging feedback is constructed and delivered. The balance for supervisors is to provide appropriate challenge to stimulate development with sufficient support so the recipient does not withdraw from the opportunity to learn. Constructive feedback is linked to worker resiliency by accepting the discomfort of challenge, learning from it and integrating the learning into practice (Beddoe et al., 2014).

Professional development opportunities build professional expertise that is ongoing and pertinent to NQSWs' professional needs to develop the foundation knowledge and skills they bring from tertiary studies into the workforce (Donnellan & Jack, 2015; Galpin et al., 2012). According to Kadushin and Harkness (2014), professional development activities include training, workshops, and facilitated groups. The participants related their opportunities to a specific plan made in supervision that identified knowledge gaps or were self-initiated by participants in organisations that valued ongoing learning. Nickson, Carter and Francis (2020) suggest professional development assists workers to acquire professional judgement and competence. Professional judgement refers to "knowing what to do, when to do it and how to do it" (Nickson et al., 2020, p. 103). This recognises that although supervision's educative function provides NQSWs with an avenue to learn, a professional development plan that specifically assesses training and developmental needs as well as a worker's capacity to set professional goals is required to support ongoing learning and development (Morrison, 2005). An important consideration for being a professional is understanding that a professional identity continues to adapt and change through ongoing learning and experiences.

Supervision that includes learning and development enables NQSWs' professional identities to consolidate and continue to develop. Reflective supervision engages NQSWs in the social process of acquiring further knowledge, skills, professional norms and behaviours. Discussion that questions thinking enables links between theory and practice to re-shape behaviour, which helps to maintain a social worker's professional identity. Receiving supportive feedback builds confidence and nurtures resilience and wellbeing providing the motivation needed to sustain the pressures of social work. A commitment to ongoing learning through professional development complements ongoing experiences of social work ensuring that the construction process of professional identities is continued.

Challenges

There were two key themes in the research which focussed on the challenges faced by participants regarding their experiences of supervision and how this impacts on their developing professional identity. The first theme covered environmental factors. For participants working in government departments this included infrequent formal supervision sessions. Within the NGO sector, access to supervision due to the lack of organisational value, was noted as the primary challenge. The second theme highlighted individual challenges navigating supervisor practice. The common thread running through these challenging factors was the stress and emotional impact experienced by the participants.

There is no doubt within the literature that regular supervision is an essential part of professional practice that is fundamentally linked to NQSWs' wellbeing and practice safety (Kearns & McArdle, 2012; Kinman & Grant, 2016; Moriarty et al. 2011). Participants employed in government departments reported that inconsistent formal supervision sessions had impacted negatively on their developing professional identities. Although consultative and ad hoc supervision was available, participants viewed formal, focussed supervision sessions provided the learning opportunities for safer practices, (therefore, increased anxiety and uncertainty ensued). This example mirrors Manthorpe et al.'s (2015) study that analysed two groups of NQSWs, those receiving supervision either weekly or fortnightly and those monthly or longer. They found the NQSWs who received infrequent supervision felt their caseload was less manageable, experienced poorer working conditions and were less engaged with their jobs.

Some participants working in the NGO sector reported having to "fight" for the entitlement of supervision due to financial and resourcing constraints. The SWRB and ANZASW supervision policies specify that supervision supports professional social work practice and as such is fundamental to maintaining professional identity (ANZASW, 2015; SWRB, 2015). Fundamentally, supervision is a resource that social workers claim as part of their professional identity. Having to advocate for the right to have supervision de-values this assertion and puts NQSWs' practice and wellbeing in a dangerous position. This situation is similar to Robinson's (2013) research noting that the priorities of management were associated with financial decision making and so supervision was viewed as expendable. Also, Manthorpe et al. (2014), who interviewed line managers of NQSWs, highlighted that when staff turnover was high, adequate support levels naturally decreased suggesting resourcing was a significant barrier.

Supervisor practice was identified as a challenge for participants. Mahon (2014) maintains that some senior workers advance to supervisory roles with little or no supervision training. However, a recent Aotearoa New Zealand social work supervisor survey revealed 88% had completed supervisor training, although this ranged from short courses to completing tertiary level papers, or a higher level of qualification such as a post graduate diploma (O'Donoghue, 2019). Experience on the job is an important factor within the organisational context as the supervisor will have knowledge of what the new practitioner may be experiencing and how to manage the work. However, supervisors without the knowledge, skillset and supervisory competency may not be able to shift their practice of overseeing cases, to include education and support. According to this research, the support and educative functions are pivotal for NQSWs engaging in the process of professional identity development. As social work is a relationship-based, value laden profession, NQSWs need time to socialise into the norms and values of the profession. Consequently, the defining activities to enable this are gaining experience and being able to reflect on those experiences in the supervision context.

Social work is a challenging profession carried out in an increasingly complex environment. The challenge for NQSWs continuing to develop their professional identities is to engage in the structures provided to nurture this. When the environment provides barriers or denies access to supervision that NQSWs believe they are entitled to and identify with, it inhibits their ability to progress. Likewise, when supervisors lack the specialist knowledge and skills to deliver supervision beyond providing case management oversight, NQSWs will not benefit from the many facets that supervision can influence during the transformational process of NQSWs becoming professional social workers.

Chapter Summary

This chapter discussed the findings of the research. The first section concentrated on the conceptualisation of social work identity. Whilst there are differing reasons for choosing to become a social worker, the common theme of helping people and making a difference in the lives of individuals and society are intrinsic motivators. Moulding the personal self with the professional self reflects an understanding of the integrated practitioner concept. The key characteristics of a social work identity articulates collective social work values, behaviours and outcomes for clients that correspond to social work roles and places of work. A social work identity transferred into practice encompasses the demonstration of internalised knowledge, values and skills with people by building productive working relationships. This, together with a sense of self-awareness, displays conscious confidence that transfers into authentic practice.

The foundation for professional identity begins to be constructed during a period of education. When combined with the experience of observing and practising social work, NQSWs perceptions, development and realisation of professional identity consolidates when they transition from student to professional social worker.

Transitioning and adjusting to professional identity is reliant on how effectively organisations socialise NQSWs during their first-year post-qualifying. Transferring theory into practice is an overwhelming experience at a time when NQSWs often lack confidence in themselves. When organisations have robust induction processes, effective supervision and collegial support in place, NQSWs are better equipped to navigate this period of "hitting the ground running". Without supportive structures in place, NQSWs may experience fear and uncertainty, a low level of satisfaction and ultimately a sense of despondency. Therefore, the success of this transition and adjustment period relies heavily on structural processes put in place within the individual organisations. Supervision is deemed as an appropriate structure for consolidating professional identity, growing a sense of belonging, having an attachment to the social work profession and enabling enthusiasm for the work.

The third section examines the impact supervision has on developing professional identities. A negotiated contract provides the infrastructure and basis for a positive supervisory relationship. Supervision requires content and purpose that guides NQSWs in their endeavours to learn what is required of them as beginning social workers. Effective supervision hinges on a trusting supervisory relationship that provides support and understanding regarding the emotional impact of the work. Participating in individual supervision provides the quiet uninterrupted time and space for the NQSWs to develop their professional competence, knowledge and skills, self-awareness through reflection and constructive feedback. Receiving consultative supervision provides NQSWs with extra support and reassurance in between formal sessions. However, some NQSWs will face challenges such as: a lack of access to supervision; the frequency of sessions; the quality and content of supervision that may negatively impact on their emotional wellbeing; and job satisfaction. Overall, the impact supervision has on NQSWs' developing professional identities depends on the structure, engagement, support, guidance, reflection, constructive feedback and continuing professional development.

The following chapter summarises the key findings of the research and considers their implications for a range of stakeholders. Several recommendations are outlined and opportunities for future research are highlighted.

Chapter Six: Conclusion

Introduction

This chapter reviews the research questions and methodological approach employed in the study. A summary of the key findings will be presented and the implications and recommendations arising from the study outlined. Recommendations for further research prompted by the findings are considered, concluding with a personal reflection on the thesis journey.

Research Aims and Objectives

The research aims were to:

1. Discover NQSWs' understanding of social work identity and how it is demonstrated.
2. Consider what supportive structures are required for NQSWs as they transition and adjust to their professional identities.
3. Explore how NQSWs consider supervision facilitates the development of a professional identity and ascertain what barriers exist within the supervision space.

The objective of the study was to describe and explain how supervision contributes to NQSWs' developing professional identity. Three auxiliary research questions underpinned the primary research objective:

- How do NQSWs conceptualise a social work identity?
- How do NQSWs transition and adjust to their professional identities?
- What impact does supervision have on NQSWs developing their professional identities?

Methodology

The research process involved a qualitative approach using semi-structured interviews. A social constructivist perspective, with an interpretive approach was chosen to guide the study as a suitable framework to explore multiple viewpoints. Eight participants were recruited, selected and interviewed, gathering information rich data required to complete the research. The semi-structured interviews gave the researcher the flexibility to probe for deeper meaning so that narratives could be clearly understood. A thematic analysis approach was utilised to identify, analyse and report on patterns and themes within the transcribed data and comparisons were made with relevant literature and research material.

Summary of the Key Findings

The key findings are presented according to which auxiliary research questions they relate to. These illustrate the common themes found in the participants' perspectives on professional identity, transitioning and adjusting to professional identity and understanding what impact supervision has on NQSWs developing professional identities.

NQSWs conceptualisations of their social work professional identity

The participants conceptualised their professional identities on an individual level or collectively, based on shared values and fields of practice. The findings of this study indicate on an individual level some participants viewed themselves as integrated practitioners, merging their personal sense of self, with their professional self. For others, professional identity was based on social work's core values that determined how they practise. A third category found participants identified with their fields of practice, describing the tasks and responsibilities of their roles. Combining the three categories with the intrinsic motivators of helping people and making a difference in the lives of others supports Osteen's (2011) model that suggests motivators lay the foundation to form a social work identity.

Observing varying styles of working, role models and experiential learning, influenced the participants to begin to perceive, develop and realise professional identity. During the course of their study and early work experiences, participants' conceptual social work identities were influenced by observing experienced social workers transferring theory into practice. This highlights the importance of field education (Roulston et al., 2018) and the influence experienced social workers (Webb, 2017) have on shaping NQSWs' professional identities. Participants asserted authentic practitioners demonstrated passion and a commitment to the profession by establishing respectful and productive working relationships required to help the change process. These valuable experiences provided opportunities for the participants to reflect on and work towards emulating within their practice when consolidating professional identity and moving into professional work (Lam et al., 2006).

NQSWs transition and adjustment to professional identity

Participants transitioning and adjusting to professional identities requires a support system to manage their qualified social worker status (Beddoe, et al., 2020; Harrison & Healy, 2006; Hunt et al., 2016). The support system (induction, supervision, and collegial support) provided participants reassurance that they would receive help during this settling in phase, particularly regarding working with clients. However, like Jack and Donnellan's (2010) study, the

increasing stress and emotional toll of feeling unsupported affected confidence levels and ultimately some participants became disillusioned with their organisations. Moving to professional status required the participants to carry out the duties and responsibilities defined by their organisations, taking on case responsibilities whilst being accountable for their decisions and actions. Moving to professional status, characterised by the term "reality shock", participants had to cope with their own expectations, organisational expectations and the requirements from regulatory and professional bodies (Bates et al., 2010; Newberry-Koroluk, 2014; Tham & Lynch, 2014). Adjusting to a professional identity required the participants to navigate this settling-in phase by facing the reality (transition) and coming to terms with the change as they become socialised and established in the workplace.

Supervision's impact on NQSWs developing their professional identities

Participants identified supervision was an important source of support to build confidence and autonomy that enhanced their professional identities (Jones et al., 2009). Having the technical and emotional support from a social work supervisor ensured participants could carry out their roles and responsibilities. Professional know-how was developed when participants could discuss and explore their practice by questioning, analysing and examining themselves in order to make sense of their experiences (Pack, 2011). Built on trust, the supervisory relationship provided the participants with confidence and belief in themselves, nurturing a sense of belonging and attachment to the social work profession (Beddoe et al., 2018; Egan et al., 2017; Pack, 2012). Although consultative and ad hoc supervision was appreciated, it was the formalised individual sessions of a dedicated, uninterrupted, quiet space and time that participants could focus solely on themselves that best accommodated identity development (Tsui, 2005). This time of consolidation enabled the participants to forge their social work identity within the boundaries of supervision.

Supervision provided the opportunity for the participants to reflect on and discuss their work experiences and developmental needs, ensuring growth in professional competence, knowledge, practice skills and self-awareness (Carroll & Gilbert, 2011; Kadushin & Harkness, 2014; Morrison, 2005). Through reflection, participants gained insight into what they had experienced and how they contributed to their development, consequently increasing self-awareness and practice wisdom. Receiving validating feedback from supervisors provided participants with the acknowledgement they needed to build confidence and self-belief. Also, constructive feedback provided valuable learning opportunities that challenged their thinking and consciousness-raising (Franklin, 2011). This helped to build resiliency, by accepting the

discomfort of the challenge, learning from it and integrating the learning into ongoing practice. Learning and development ensured the participants understood and would continue to construct and re-shape their professional identities.

Supervision developed the participants' professional identities when they were active participants in the process. All the participants responded positively about their engagement in supervision, which lays claim to the significance of the activity and that it was important to their identity as a social worker. In this research, participants engaged in supervision when there was a shared perception of and commitment to supervision. The negotiated contract signified the importance of supervision as a professional activity and the participants identified with the functional model, administration, education and support (Morrison, 2005).

There are, however, challenges and barriers for participants in regards to supervision that may have a negative impact on their developing professional identities (Beddoe & Davys, 2016). The participants entered professional work with the expectation that their employing organisations would provide supervision. Within government organisations supervision was evident in policy and procedure, however, some participants experienced inconsistency in the regularity of sessions. In the NGO sector, some participants reported having to fight for access to supervision. Cumulatively, this caused fear and anxiety for participants, which affected confidence and the resilience to cope with the work. Supervisor practice was also identified as a challenge for participants. Although it was acknowledged that participants depended on case management oversight, without the educative and supportive functions, the participants' ability to develop their professional identities was hindered (Beddoe & Davys, 2016).

Implications and Recommendations

As a result of the key findings there were implications and recommendations concerning the impact of supervision on NQSWs' development of their professional identities. These will be discussed in relation to the following stakeholders: field education coordinators; NQSWs; supervisors; employing organisations; and the SWRB.

Field Education Coordinators

Social work role-models provide students the opportunity to perceive, develop and realise their professional identity. The role of the field education coordinator, therefore, remains a vital link for ensuring students are provided with adequate experiential learning experiences in the field, supervised by registered social workers. It is recommended that coordinators work collaboratively with service providers to keep abreast of the complexities and uncertainty of

social work in practice and knowledge of organisational contexts. Taking part in local networking activities such as, community meetings, ANZASW forums, workshops and local or nationally run trainings, provides the opportunity for coordinators to interact with local social worker communities to keep up with local trends and challenges. Also, coordinators can organise orientation courses for prospective fieldwork educators to provide guidance and training that highlights the importance of the role and builds stronger relationships between training institutes and organisations.

This study has revealed that a social work identity is conceptualised in different ways and that effective supervision is important for NQSWs to consolidate their professional identity, as they transition from student to professional social worker (Webb, 2017). When preparing students for field education it is recommended that attention is given to modelling the process of supervision to ensure NQSWs understand the significance of the activity for social work registration. Having a clear understanding of the functions (administration, education and support) of supervision is important. This can be achieved by role play and using audio visual methods in the classroom or online to ensure students know what can be achieved in the supervision space with support, learning and development.

NQSWs

It was clear from the findings that the participants' valued and expected to participate in supervision as an activity that would support them to consolidate their professional identity.

Like Beddoe and colleagues (2020) findings, most of the participants in this study, did not have supervision arrangements reflecting the ANZASW (2015) policy which requires a minimum of one hour of social work supervision per week (recognising the significance of the activity in order for NQSWs to move from student to professional). With the advent of mandatory social work registration from February 2021, the SWRB expects a minimum of monthly supervision for their requirement of 2000 hours of supervised practice. It is recommended that NQSWs be prepared to assertively voice their supervision needs with prospective employers. When taking part in job interviews, NQSWs can advocate for their own supervision needs by enquiring about the organisational policies and if required, discuss the provision needed to meet professional regulatory requirements.

The study has shown the importance for NQSWs to be active participants in the supervision process. Consolidating a professional identity transitioning and adjusting to a professional status is at the heart of supervision and as such negotiating what NQSWs need from supervision

is paramount (Donnellan & Jack, 2015). It is recommended that NQSWs actively take advantage of the opportunities that exist within supervision. Knowing the basic elements of a supervision contract and how to negotiate their specific needs is essential. This ensures NQSWs will expect supervision to go beyond the bureaucracy of discussing cases and encompass the active learning and development, as well as, the support to cope with the stress and pressure of the work.

Supervisors

NQSWs need well trained, experienced supervisors to support the development of their professional identities (Beddoe & Davys, 2016). As role models of practice, supervisors have a responsibility to demonstrate the behaviours expected from social workers. This modelling provides an avenue for NQSWs to learn from during the period of consolidating their professional identity. The significance of supervisors as role models should not be underestimated and as such, the recommendation for becoming a social work supervisor should be viewed as a significant professional development step, requiring careful consideration.

A strong infrastructure that is underpinned by theoretical frameworks is required for effective supervision (Morrison, 2005). Supervisor training ranges from workshops through to academic study which dictates the quality of supervisory knowledge (O'Donoghue, 2019). Supervisors need to understand the foundations for effective supervision; the purpose and process, the importance of trust in the relationship and to appreciate the importance of intertwining all three functions of supervision in order to have an impact on NQSWs' professional identities. To address the knowledge gaps of supervisors identified in this and previous studies, some personal responsibility is required. There are transferable skills and social workers' own experiences of supervision that supervisors will draw on. However, line management supervisors also need to access good reflective supervision of the supervision they provide. This will ensure critical examination of their practice and discussion of vulnerabilities, and complex issues will take place, in order to develop and manage any challenges.

Organisations

Employers of NQSWs should be aware of the importance of supervision for the development of NQSWs' professional identities as well as their daily practice (Beddoe et al., 2020). Value must be placed on the structures needed for NQSWs' transitioning from student to professional for the consolidation of their professional identity. Supportive structures will reduce early career burnout, increase job satisfaction and staff retention, as well as, continue to build

resiliency for NQSWs (Hussein, et al., 2014). The wide variation of orientation processes adopted by employers in this study (with varying degrees of satisfaction) suggests there is a need to invest in the management of both orientation and transition processes.

Induction processes that move beyond an administrative task and include a range of activities including supervision, support NQSWs' transition and adjustment to their professional identities (Donnellan & Jack, 2015). It is recommended that the orientation period is protected time when NQSWs start on a reduced case load (Beddoe et al, 2020). This provides the opportunity for a robust induction package that moves past a tick-box exercise to information-gathering tasks, time to observe and familiarisation of the organisation's culture. Likewise, shadowing experienced workers with time to debrief and absorb the learning gives NQSWs valuable insight into professional identity. Assigning an experienced social worker as a "buddy", also provides extra support during this orientation process and fosters stronger workplace relationships. Focused time to spend on learning relevant legislation, workplace policy and procedures and an understanding of what is required of the NQSW new role is vital. All of these experiences and learnings can be discussed within supervision to ensure that they are understood and able to be integrated into practice, giving the NQSW greater confidence and awareness during the development and realisation of professional identity.

Given the positive impact supervision has on professional identity, the access and frequency of this activity needs further organisational consideration (Beddoe et al., 2020). Although the focus for this study was on individual supervision, it is recommended that organisations consider the importance of formalised peer supervision groups. This is particularly pertinent in larger health organisations where social workers can become isolated and professional identity can be eroded. Peer supervision brings further opportunity for NQSWs to become socialised into the profession, building connectedness with experienced colleagues and providing a more even power dynamic. This would encourage independent learning, as well as, vicarious learning through other social worker's experiences.

When senior social workers are given the line management responsibility for supervising NQSWs they are committing to a balance of managerial and supervisory obligations (Beddoe & Davys, 2016). If their own developmental needs are consumed by the organisation's needs, the ability to move from providing the functional model of supervision to case oversight impedes their ability to support NQSWs development and realisation of professional identity. It is recommended that managers invest in utilising Manthorpe et al.'s (2015) innovative

approach of enabling all staff to develop their skills by introducing peer, group and cultural supervision. This ensures that supervision is viewed by the whole organisation as a valuable asset that fosters organisational culture as well as professional identity. Furthermore, it is recommended that organisations support and fund supervisors to access adequate supervision training and ongoing professional development.

The Social Workers Registration Board

Meeting the SWRB's supervision expectation policy of 2000 hours of supervised supervision for NQSWs post-qualifying to move from provisional to full registration can be challenging (SWRB, 2015). The access to, and frequency of supervision for some participants, contravenes the significance of the activity that is proposed within this study. It is recommended that as a regulatory body, the SWRB work with government funders who provide audited, contracted funding for non-government social services. There needs to be an awareness of, provision for and a commitment from organisations to provide supervision for NQSWs, by a registered social worker.

It is recommended that the SWRB review their supervision expectation policy in order to reinforce the significance of supervision in support of NQSWs' safe practice and consolidation of professional identity (SWRB, 2015). Currently the policy fails to specify what 2000 hours of supervised practice entails. The current requirement for registered social workers is to access supervision monthly, which according to this study and Beddoe et al. (2020), does not meet the supervisory support NQSWs need. Therefore, clarification is required to establish a supervision framework that will ensure NQSWs meet the 2000 hours deemed necessary to be fully registered, competent social workers.

Research Recommendations

The findings have identified that employers, supervisors and the wider social work profession need to recognise that the post-qualifying period is an important time of transition and consolidation for NQSWs and their professional identity development. Reviews of the relevant literature have demonstrated a lack of Aotearoa New Zealand NQSWs' perspectives about professional identity and how this transitional phase of moving into professional work impacts on identity development.

Due to the limitations of this small-scale study, exploring professional identity using a larger representative sample would be worthwhile. This would capture a more diverse cross-section of NQSWs including cultural backgrounds, multiple training institutes, urban and rural settings

and fields of practice. It would be interesting to consider within a larger project the following questions: Is there a difference between how male and female NQSWs conceptualise their professional identities? How do Māori and Pasifika NQSWs conceptualise their professional identities? How do social workers who are registering through the experience pathway (SWRB section 13) conceptualise their professional identity?

Effective supervision plays a vital role in professional identity development and the socialisation of NQSWs as they adjust to professional work. Further research is required regarding the needs of supervisors who contribute to the socialisation of NQSWs. The research could focus on how supervisors perceive professional identity and professionalism; how they identify as role models; their skill level; organisational support systems; professional development and training opportunities.

Induction and orientation periods for NQSWs need a greater awareness and investment in by employers of social workers. Research focussing on the expectations of NQSWs from employers may further clarify the debate in the literature regarding genericism versus specialism social work education. This knowledge would provide employers valuable insight and understanding of the systemic needs that may impact staff retention and create a more resilient workforce whilst encouraging stronger professional identities.

Reflections on the Research Journey

I have come to the realisation that becoming a social worker has given me a passion for learning, especially in regard to my career progression and what I need to achieve to keep me stimulated in this work. The knowledge I have acquired through experience and education continues to provide the "string to my kite" as it intrinsically holds me and my professional identity. Although my supervision experience, both as a supervisee and supervisor positioned me as an insider when undertaking this project, spending the past two years researching and writing about professional identity has reinforced my attachment and belonging to the social work profession. I can apply this knowledge in my career going forward and have used the research topic as a conversation point within my supervision practice and with other social work colleagues.

Reflection was an important element in this research process and I had to be aware of my insider positioning when working with the topic. I have seldom used journaling as a reflective tool in the past, however, through this experience the advantages and usefulness of writing my thoughts down during the interview phase has been helpful. I experienced immense enjoyment

from gathering the data needed for this study, without doubt the easiest and most pleasurable part of the process. Coordinating the interviews, meeting and spending time with the participants felt natural and instinctive. The participants were articulate and passionate about the topic and I was confident that the data they provided would be rich. I felt a huge responsibility when interpreting the data, that it would ultimately express the participants' voices in a way that honoured their commitment to the process. Determining and analysing the themes using a visual aid to map the process, developed my thinking and provided the inspiration and belief that I would have the structure needed to write the thesis. The experience of receiving academic supervision throughout this research process can be compared to the findings of this study. As a student researcher embarking on a long project, anxious about the unknown, uncertain about the process and my ability to achieve the result, effective supervision provided the support, guidance and encouragement I needed to believe in the process and myself.

This research journey reinforces my belief in the value of education and the importance of research to inform future social work practice. It is my hope the results presented in this study provides insight into the dynamic nature of a social work professional identity and the significant impact supervision has on NQSWs forging their identity within the social work profession.

Conclusion

This study has highlighted the importance of regular and effective supervision that is necessary for NQSWs to construct, shape and realise their social work professional identity. The implications and recommendations recognise the need for supportive structures to be in place for NQSWs transitioning into professional work at the beginning of a new learning process. Supervision is recognised as an important structure to nourish this learning and development as it provides the environment for supportive self-exploration, challenge and growth to take place. Considering the debatable nature of professional identity and its significance to the integrity and preservation of the social work profession, this study has identified steps that can be taken to ensure NQSWs are provided with effective supervision as a fundamental element of their social work identity.

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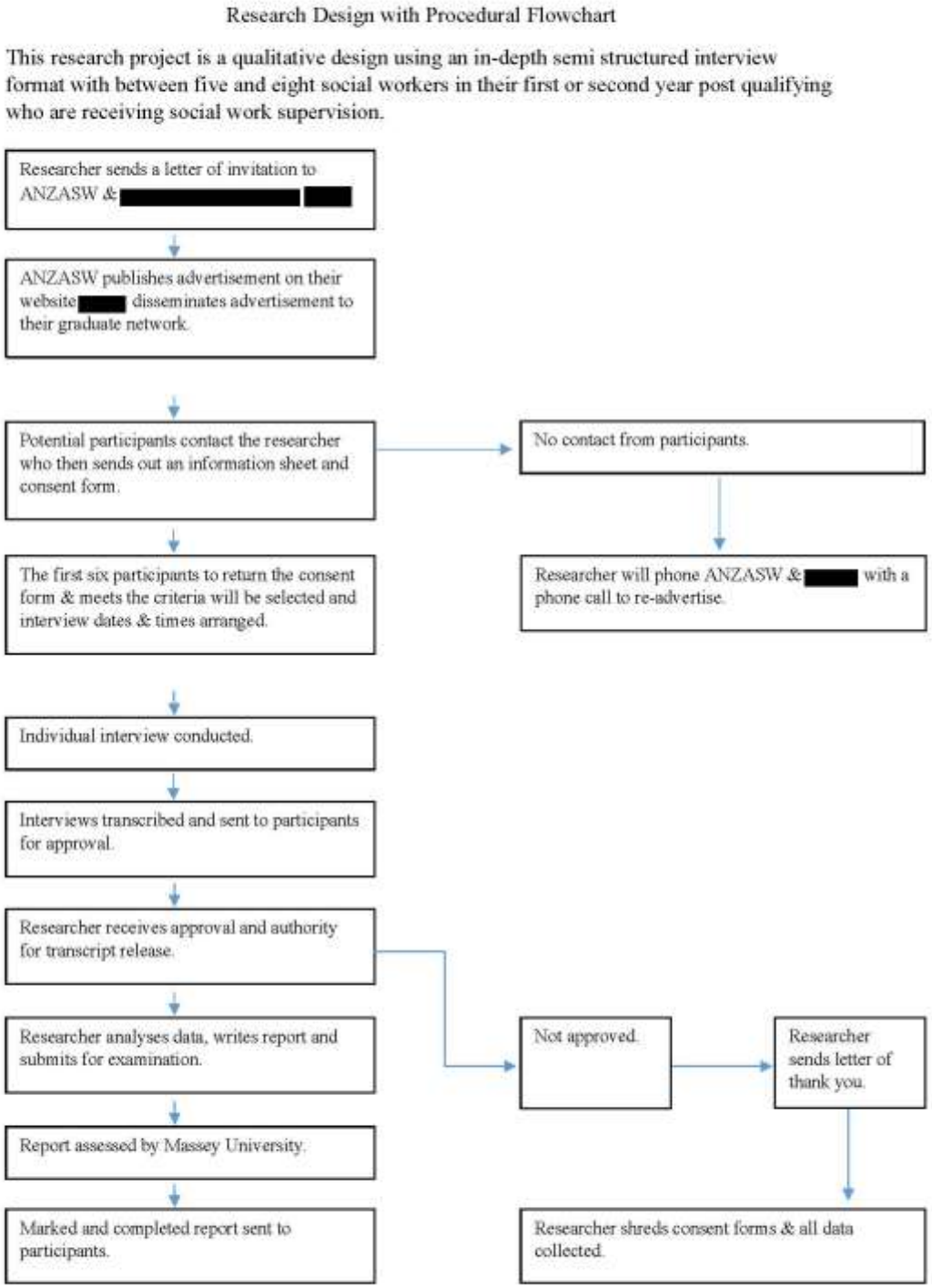
Appendix A


Research Design with Procedural Flowchart
This research project is a qualitative design using an in-depth semi structured interview format with between five and eight social workers in their first or second year post qualifying who are receiving social work supervision.
Researcher sends a letter of invitation to ANZASW &
ANZASW publishes advertisement on their website disseminates advertisement to their graduate network.
Potential participants contact the researcher who then sends out an information sheet and consent form.
No contact from participants.
The first six participants to return the consent form & meets the criteria will be selected and interview dates & times arranged.
Researcher will phone ANZASW & with a phone call to re-advertise.
Individual interview conducted.
Interviews transcribed and sent to participants for approval.
Researcher receives approval and authority for transcript release.
Researcher analyses data, writes report and submits for examination.
Not approved.
Researcher sends letter of thank you.
Report assessed by Massey University.
Marked and completed report sent to participants.
Researcher shreds consent forms & all data collected.

Appendix B

MASSEY UNIVERSITY
COLLEGE OF HEALTH
TE KURA HAUORA TANGATA

Lucy Sanford-Reed
Chief Executive
Aotearoa New Zealand Association of Social Workers
PO Box
Wellington

16 May 2019

Dear Ms Sanford-Reed

Re: Research Participant Request

My name is Lynn Bruning and I am a student at Massey University undertaking a thesis as a requirement for a Master of Social Work, and I am an ANZASW member. This research project aims to explore how newly qualified social workers (NQSW) consider supervision facilitates them to shape their emerging professional identities. I also intend to explore challenges and barriers that may prevent NQSWs within the supervision space to achieve this.

This project has been judged as low risk and has been recorded on the Massey University low risk register. I am undertaking this research under the supervision of Dr Kathryn Hay and Associate Professor Kieran O'Donoghue.

I would be grateful if you could please post the attached invitation to all practicing members on your online noticeboard. Members who are interested in participating can reply directly to me by email or phone.

You are welcome to contact either myself or my supervisors if you have any questions about this research project.

Yours sincerely,

Lynn Bruning
Lynn.bruning14@gmail.com

Supervisors: Dr Kathryn Hay k.s.hay@massey.ac.nz; Associate Professor Kieran O'Donoghue k.b.odonoghue@massey.ac.nz

Te Kunenga ki Pūrehuroa

School of Social Work
Private Bag 11 222, Palmerston North, New Zealand T +64 6 356 9099 www.massey.ac.nz

Appendix C

MASSEY UNIVERSITY
COLLEGE OF HEALTH
TE KURA HAUORA TANGATA

Kia Ora – My name is Lynn Bruning and I am currently undertaking a research project as a requirement for a Master of Social Work degree at Massey University. This project has been approved by the Massey University Ethics Committee and judged as low risk.

I would like to invite you to take part in my research project which aims to explore how newly qualified social workers (NQSW) experiences of supervision shapes their emerging professional identities. I intend to explore the challenges and barriers that may prevent NQSWs within the supervision space to achieve this.

If you are a social worker in your first or second year post qualifying and are receiving social work supervision and would like to participate in my research then I would love to hear from you. Participation involves a semi structured interview of approximately one hour, depending on where you live, either face to face, or by skype, or telephone at a time convenient for you. Further details about the research are outlined in the attached information sheet.

Should you be interested in participating please contact me directly either by phone or email.

Thank you

Lynn Bruning

(MSW Student)

Cell: 0278292772

Email: lynn.bruning14@gmail.com

Principal Supervisor:

Dr Kathryn Hay

Email: k.s.hay@massey.ac.nz

"This project has been evaluated by peer review and judged to be low risk. Consequently it has not been reviewed by one of the University's Human Ethics Committees. The researcher(s) named in this document are responsible for the ethical conduct of this research.
If you have any concerns about the conduct of this research that you want to raise with someone other than the researcher(s), please contact Professor Craig Johnson, Director (Research Ethics), email humanethics@massey.ac.nz."

Appendix D

MASSEY UNIVERSITY
COLLEGE OF HEALTH
TE KURA HAUORA TANGATA

[redacted]

16 May 2019

[redacted]

Re: MSW Research Project

My name is Lynn Bruning and I am a student at Massey University undertaking a thesis as a requirement for a Master of Social Work.

The project aims to explore how newly qualified social workers (NQSW) consider supervision facilitates them to shape their emerging professional identities. I also intend to explore challenges and barriers that may prevent NQSWs within the supervision space to achieve this.

Can you please utilise your networks for students who graduated from NMIT in 2017 and 2018, to publicize this project using the attached invitation and information sheet. Any prospective participants would be contacting me directly.

The participant's names and that of your training institution are confidential and the information will be presented in such a way to give the highest level of assurance that identities of those involved in the study will not be identifiable. This project has been judged low risk and has been recorded on the Massey University low risk register.

Thank you for your consideration of this request. Please do not hesitate to contact either myself or my thesis supervisors should you wish to discuss this further.

Yours sincerely,

Lynn Bruning
Lynn.bruning14@gmail.com
Cell: 0278292772

Supervisors: Dr Kathryn Hay
k.s.hay@massey.ac.nz

Associate Professor Kieran O'Donoghue
k.b.odonoghue@massey.ac.nz

Appendix E

MASSEY UNIVERSITY
COLLEGE OF HEALTH
TE KURA HAUORA TANGATA

Kia Ora – My name is Lynn Bruning and I am currently undertaking a research project as a requirement for a Master of Social Work at Massey University.

I would like to invite you to take part in my research project which aims to explore how newly qualified social workers (NQSW) experiences of supervision shapes their emerging professional identities. I intend to explore the challenges and barriers that may prevent NQSWs within the supervision space to achieve this.

If you are a social worker in your first or second year post qualifying and are receiving social work supervision, did not receive supervision from me during your 2018 4th year fieldwork placement, and would like to participate in my research then I would love to hear from you. Participation involves a semi structured interview of approximately one hour at a time and place convenient for you. Further details about the research are outlined in the attached information sheet.

Should you be interested in participating please contact me directly either by phone or email.

Thank you

Lynn Bruning

(MSW Student)

Cell: 0278292772

Email: lynn.bruning14@gmail.com

Principal Supervisor:

Dr Kathryn Hay

Email: k.s.hay@massey.ac.nz

"This project has been evaluated by peer review and judged to be low risk. Consequently it has not been reviewed by one of the University's Human Ethics Committees. The researcher(s) named in this document are responsible for the ethical conduct of this research.
If you have any concerns about the conduct of this research that you want to raise with someone other than the researcher(s), please contact Professor Craig Johnson, Director (Research Ethics), email humanethics@massey.ac.nz. "

Te Kunenga ki Pūrehuroa

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Private Bag 11 222, Palmerston North, New Zealand T +64 6 356 9099 www.massey.ac.nz

Appendix F

MASSEY UNIVERSITY
COLLEGE OF HEALTH
TE KURA HAUORA TANGATA

Newly qualified social workers experiences of using supervision to shape their emerging professional identities

Information Sheet

Kia Ora - my name is Lynn Bruning and I am a thesis student and registered social worker on the Masters of Social Work programme at Massey University. I am undertaking a research project with the aim of exploring how newly qualified social workers (NQSW) consider supervision facilitates the shaping of their emerging professional identities. I also intend to explore challenges and barriers that may prevent NQSWs within the supervision space to achieve this. The main research questions for this project are:

- How is professional identity formed?
- What are NQSWs experiences of supervision?
- How does supervision influence the development of a NQSWs professional identity?

Your experiences will contribute to a better understanding of social work identity and will contribute to literature for supervision, organisational practice and social work education.

Invitation

I invite you to participate if you are a social worker in your first or second year post qualifying, and are receiving supervision. Depending on where you live I would like to either interview you face to face at a time and location convenient for you, alternatively, via skype, or by telephone at a time convenient to you. The interview will take approximately one hour. The interview will be transcribed and you will have the opportunity to review and amend the transcript; this may take you up to an hour.

Confidentiality

All interviews are confidential; pseudonyms will be used in the report. No specific agencies, professionals or organisations will be named, and any identifiable detail will be deleted to protect you.

Data Management

All interviews will be audio taped and transcribed either by myself, or an appropriately appointed person who has signed a confidentiality form. All tapes and transcripts will be destroyed by the researcher following examination of the final report by Massey University.

Participant's Rights

You are under no obligation to accept this invitation, however, if you decide to participate you have the right to:

- Decline to answer any particular question
- Withdraw from the study within one calendar month of your initial acceptance to participate
- Ask any question about the study at any time
- Ask the audio recorder to be turned off at any time during the interview
- Read and edit the transcript, and be given access to the final transcript

Please contact me, or my supervisor if you would like to take part, or have any questions regarding the research.

Project Contacts

Researcher: Lynn Bruning
Masters Student
Phone: 03 5478110 / 0278292772
Email: lynn.bruning14@gmail.com

Principal Supervisor: Dr Kathryn Hay
Lecturer
Massey University
Phone: 06 9561518
Email: k.s.hay@massey.ac.nz

Nga Mihi and thank you for considering to take part in this research project.

Lynn Bruning

Appendix G

MASSEY UNIVERSITY
COLLEGE OF HEALTH
TE KURA HAUORA TANGATA

Newly qualified social workers experiences of using supervision to shape their emerging professional identities.

Participant Consent Form

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand I may ask further questions at any time. I understand participation is voluntary and that I may withdraw from the study at any time.

I agree / do not agree to the interview being sound recorded

I wish / do not wish to have my recording returned to me

I agree to participate in this study under the conditions set out in the Information Sheet

Signature: _____ Date: _____

Full Name Printed: _____

My contact details: _____ (land line)

_____ (mobile)

The best day/s and time/s to contact me are: _____

_____

Te Kunenga ki Pūrehuroa

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Appendix H

MASSEY UNIVERSITY
COLLEGE OF HEALTH
TE KURA HAUORA TANGATA

Newly qualified social workers experiences of using supervision to shape their emerging professional identities.

Transcribers Confidentiality Agreement

I _____ (Full Name Printed) agree to transcribe the recordings provided to me.

I agree to keep confidential all the information provided to me.

I will not make any copies of the transcripts or keep any record of them, other than those required for the project.

Signature: _____ Date: _____

Te Kunenga ki Pūrehuroa

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Appendix I

Newly qualified social workers experiences of using supervision to shape their emerging professional identities.

Interview Schedule

There are three main research questions for this interview:

1. What is an emerging professional identity?
2. What are Newly Qualified Social Worker's (NQSW) experiences of supervision?
3. How does supervision influence the development of a NQSWs professional identity?

It is further anticipated that the research will be able to:

1. Identify whether themes are apparent within the participant's narratives
2. Identify whether there is any connection between the themes identified

Introduce myself:

Mihimihi
Social work training
Social work experience

Introduce the research project:

MSW
My interest in the project
General philosophy
Structure of the interview
Information Sheet
Consent

Participant to introduce themselves

Mihimihi
Gender
Age
Ethnicity
Social work experience

Key Questions

What are NQSW experiences of Supervision?

I am going to begin with questions regarding your supervision arrangements since you became a qualified social worker:

What types of supervision have you experienced post qualifying? (Individual, group, peer, cultural)
What contracted arrangements exist for this supervision?
How would you describe your engagement with the process of supervision?

Thinking about your experiences of supervision:

What do you expect from supervision?
What are some examples of the highlights of your supervision experiences?
Tell me about any challenges you have faced?

What is an emerging professional identity?

I am now going to ask you questions regarding your understanding of being a social worker and having a professional identity:

What attracted you to social work?

Have any social workers inspired you, if so, in what way?

Given what you have told me so far, can you describe to me what it means to you being a social worker?
(Framework – knowledge, values, beliefs, personal attributes, relationships, professional practice, and code of ethics/registration)

How would you describe your social work identity to others?

What are some of the things that will contribute to the development of your emerging professional identity in the early stages of your career?
(Autonomy, challenge, support, acknowledgement)

How does supervision influence the development of Newly Qualified Social Workers professional development?

What has your supervisor done to support your development as a newly qualified social worker?
(Induction, Mentor, "Open Door Policy)

How were your learning needs identified?
(reflective supervision/case management, professional development opportunities, feedback opportunities – performance appraisal, supervisory relationship)

Is your supervisory relationship changing as your needs are changing?

When your work was particularly difficult and frustrating, how has your supervisor responded?

How has your experience of supervision helped to shape your emerging professional identity?

Before we finish is there anything further you would like to say about:

Your experiences of supervision?

The development of your professional identity?

Or how supervision influenced the development of your professional identity

Thank you for participating in this interview and contributing to this research project.

Appendix J

MASSEY UNIVERSITY
COLLEGE OF HEALTH
TE KURA HAUORA TANGATA

Newly qualified social workers experiences of using supervision to shape their emerging professional identities.

Authority for the release of transcripts

I confirm that I have had the opportunity to read and amend the transcript of the interview(s) conducted with me.

I agree that the edited transcript and extracts from this may be used in reports and publications arising from the research.

Signature: _____ Date: _____

Full Name – Printed _____

Te Kunenga ki Pūrehuroa

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Private Bag 11 222, Palmerston North, New Zealand T +64 6 356 9099 www.massey.ac.nz

Appendix K

Appendix L

MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA
UNIVERSITY OF NEW ZEALAND

Date: 29 May 2019

Dear Lynn Bruning

Re: Ethics Notification - **4000021160 - New Application**

Newly qualified social workers experiences of using supervision to shape their emerging professional identities.

Thank you for your notification which you have assessed as Low Risk.

Your project has been recorded in our system which is reported in the Annual Report of the Massey University Human Ethics Committee.

The low risk notification for this project is valid for a maximum of three years.

If situations subsequently occur which cause you to reconsider your ethical analysis, please contact a Research Ethics Administrator.

Please note that travel undertaken by students must be approved by the supervisor and the relevant Pro Vice-Chancellor and be in accordance with the Policy and Procedures for Course-Related Student Travel Overseas. In addition, the supervisor must advise the University's Insurance Officer.

A reminder to include the following statement on all public documents:
"This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher(s) named in this document are responsible for the ethical conduct of this research.

If you have any concerns about the conduct of this research that you want to raise with someone other than the researcher(s), please contact Professor Craig Johnson, Director - Ethics, telephone 06 3569099 ext 85271, email humanethics@massey.ac.nz."

Please note, if a sponsoring organisation, funding authority or a journal in which you wish to publish requires evidence of committee approval (with an approval number), you will have to complete the application form again, answering "yes" to the publication question to provide more information for one of the University's Human Ethics Committees. You should also note that such an approval can only be provided prior to the commencement of the research.

Yours sincerely

Research Ethics Office, Research and Enterprise
Massey University, Private Bag 11 222, Palmerston North, 4442, New Zealand **T** 06 350 5573; 06 350 5575 **F** 06 355 7973
E humanethics@massey.ac.nz **W** http://humanethics.massey.ac.nz

Human Ethics Low Risk notification

Professor Craig Johnson
Chair. Human Ethics Chairs' Committee and Director (Research Ethics)

Research Ethics Office, Research and Enterprise
Massey University, Private Bag 11 222, Palmerston North, 4442, New Zealand **T** 06 350 5573; 06 350 5575 **F** 06 355 7973
E humanethics@massey.ac.nz **W** http://humanethics.massey.ac.nz

Appendix M

Massey University
Te Kunenga ki Pūrehuroa

Application No: _____ / _____
This number is assigned when your application is accepted.
Quote on all documentation to participants and the Committee.

Human Ethics Application

FOR APPROVAL OF PROPOSED RESEARCH/TEACHING/EVALUATION
INVOLVING HUMAN PARTICIPANTS

(All applications are to be typed and presented using language that is free from jargon and comprehensible to lay people)

SECTION A

1 **Project Title** Newly qualified social workers experiences of using supervision to shape their emerging professional identities.

Projected start date for data collection 1 August 2019 **Projected end date** 30 November 2019

(In no case will approval be given if recruitment and/or data collection has already begun).

2 **Applicant Details** *(Select the appropriate box and complete details)*

ACADEMIC STAFF APPLICATION (excluding staff who are also students)

Full Name of Staff Applicant/s _____

School/Department/Institute _____

Campus *(mark one only)* **Albany** ☐ **Palmerston North** ☐ **Wellington** ☐

Telephone _____ **Email Address** _____

STUDENT APPLICATION

Full Name of Student Applicant Lynn Margaret Bruning

Employer (if applicable) Nelson Marlborough Health

Telephone 0278292772 **Email Address** Lynn.bruning14@gmail.com

Postal Address 14 Cambelldon Cres, Stoke, Nelson 7011

Full Name of Supervisor(s) Dr Kathryn Hay, Associate Professor Kieran O'Donoghue

School/Department/Institute School of Social Work

Campus *(mark one only)* **Albany** ☐ **Palmerston North** √ **Wellington** ☐

Telephone **Email Address:** K.S.Hay@massey.ac.nz
K.B.ODonoghue@massey.ac.nz

GENERAL STAFF APPLICATION

Full Name of Applicant _____

Section _____

Campus *(mark one only)* **Albany** ☐ **Palmerston North** ☐ **Wellington** ☐

Telephone _____ **Email Address** _____

Full Name of Line Manager

Section _____

Telephone _____ **Email Address** _____

3 Type of Project *(provide detail as appropriate)*

Staff Research/Evaluation:		Student Research:		If other, please specify:
Academic Staff		Specify Qualification	MSW	
General Staff		Specify Credit Value of Research	90	
Evaluation		(e.g. 30, 60, 90, 120, 240, 360)		

4 Summary of Project

Please outline in no more than 200 words in lay language why you have chosen this project, what you intend to do and the methods you will use.

(Note: All the information provided in the application is potentially available if a request is made under the Official Information Act. In the event that a request is made, the University, in the first instance, would endeavour to satisfy that request by providing this summary. Please ensure that the language used is comprehensible to all.)

Social work supervision is a core mechanism for supporting newly qualified social workers (NQSW) to reflect on their understanding of their professional identity, among other requirements. National and international literature indicates that professional identities change over time, however the first year for a new graduate social worker is considered a foundation period of growth. Systems of support such as supervision foster professional development, job satisfaction and significantly contributes to professional identity.

I intend to explore NQSWs experiences of supervision, including the barriers/challenges they have faced. I am interested in discovering NQSWs understandings of professional identity, and how supervision has influenced their identity development. This project is very timely following the government decision that social work registration will be mandatory and provides impetus to report on how NQSWs view themselves professionally.

A qualitative method, involving in-depth semi-structured interviews and thematic analysis to identify, analyse and report on transcribed data will be used. The findings from this research project will contribute to literature for both supervision and social work education.

5 **List the Attachments to your Application**, e.g. Completed "Screening Questionnaire to Determine the Approval Procedure" (compulsory), Information Sheet/s *(indicate how many)*, Translated copies of Information Sheet/s, Consent Form/s *(indicate of how many)*, Translated copies of Consent Form/s, Transcriber Confidentiality Agreement, Confidentiality Agreement *(for persons other than the researcher / participants who have access to project data)*, Authority for Release of Tape Transcripts, Advertisement, Health Checklist, Questionnaire, Interview Schedule, Evidence of Consultation, Letter requesting access to an institution, Letter requesting approval for use of database, Other *(please specify)*.

Screening Questionnaire A
Procedural Flowchart B
Interview Schedule C
Information Sheet D
Letter to ANZASW E
Advertisement ANZASW F
Letter to [redacted] G
Advertisement for [redacted] graduate social workers H
Consent Form I
Transcriber Confidentiality Sheet J
Release of Transcript K
Thematic Map of the Analysis L
Ethics Application M

Applications that are incomplete or lacking the appropriate signatures will not be processed. This will mean delays for the project.

Please refer to the Human Ethics website (http://humanethics.massey.ac.nz) for details of where to submit your application and the number of copies required.

SECTION B: PROJECT INFORMATION

General

6 **I/We wish the protocol to be heard in a closed meeting (Part II).** **Yes** [ ] **No** [√]

(If yes, state the reason in a covering letter.)

7 **Does this project have any links to previously submitted MUHEC or HDEC application(s)?** **Yes** [ ] **No** [√]

If yes, list the MUHEC or HDEC application number/s (if assigned) and relationship/s.

8 **Is approval from other Ethics Committees being sought for the project?** **Yes** [ ] **No** [√]

If yes, list the other Ethics Committees.

9 **For staff research, is the applicant the only researcher?** **Yes** [ ] **No** [NA]

If no, list the names and addresses of all members of the research team.

Project Details

10 **State concisely the aims of the project.**

The research project aims to explore how NQSWs consider supervision facilitates them to shape their emerging professional identities. It also intends to explore challenges and barriers that may prevent NQSWs within the supervision space to achieve this.

11 **Give a brief background to the project to place it in perspective and to allow the project's significance to be assessed.** *(No more than 200 words in lay language)*

It has been identified that a professional identity is initially developed through social work student's studies and experiences. At its core a professional identity incorporates values, beliefs, knowledge and skills that are maintained by an occupational group. Professional identity is an important ingredient when building resilience in students to cope with the various challenges they face within the social work profession. However education is not a linear process whereby students emerge with a distinct identity; for newly qualified social workers transitioning from student to professional social worker is a platform for further development.

There is a substantial amount of literature that indicates supervision plays a vital role supporting the professional orientation and continuing development of newly qualified social workers. However, there is a need for focused studies specifically exploring the impact of supervision on NQSWs expressing their professional identity and how they experience transition and adjustment to professional identity.

12 **Outline the research procedures to be used, including approach/procedures for collecting data. Use a flow chart if necessary.**

Using a qualitative approach the project will utilise semi-structured, in depth interviews of one hour duration, utilising an interview format of open ended interview questions.

The interviews will be audio-taped and later transcribed by myself if time permits, or by a transcriber covered by a confidentiality agreement. Transcripts will be reviewed by participants before the data analysis process can proceed.

The raw data will require an analytical approach. For this project thematic analysis will be utilised to identify, analyse and report on. On completion of the thesis marking process, all of the data collected will be disposed of by the researcher and a copy of the thesis will be sent to participants.

Please see copy of the research procedure attached.

13 **Where will the project be conducted? Include information about the physical location/setting.**

Interviews will be conducted at a mutually agreed venue that will provide conducive conditions such as privacy, physical comfort such as room design, size, temperature, toilet facilities and easy access.

Transcription, analysis and write up will take place in the researchers home using a password coded computer and a locked filing cabinet to ensure confidentiality.

14 **If the study is based overseas:**

i) Specify which countries are involved; NA

ii) Outline how overseas country requirements (if any) have been complied with; NA

iii) Have the University's Policy & Procedures for Course Related Student Travel Overseas been met? *(Note: Overseas travel undertaken by students – refer to item 5.10 in the document "Additional Information" on the MUHEC website.)* NA

15 **Describe the experience of the researcher and/or supervisor to undertake this type of project?**

I am a registered social worker (8111) who has worked in social work services for the past 20 years. I have worked in a variety of roles such as service coordination, child and family social worker, group facilitator, social work supervisor, educational trainer/mentor and service development.

I have been a student fieldwork mentor/supervisor, supervised newly qualified social workers in the workplace, as well as providing group supervision for years 3 & 4 social work students on placements.

I have completed 179.702 Advanced Research Methods to develop my knowledge of research design and have the supervisory guidance and support from two experienced and published researchers. Both supervisors are subject matter experts in this field.

16 **Describe the process that has been used to discuss and analyse the ethical issues present in this project.**

The ethical issues have been discussed with supervisors through completion of a blank ethics form and feedback, and review of this.

Participants

17 **Describe the intended participants.**

Social Workers in their first or second year post qualifying, who are receiving social work supervision.

18 **How many participants will be involved?**

Five - Eight

What is the reason for selecting this number?

(Where relevant, attach a copy of the Statistical Justification to the application form)

Qualitative Research involves using small numbers of participants when exploring in detail personal experiences. This is an exploratory qualitative study undertaken within the scope of a Master Thesis.

19 Describe how potential participants will be identified and recruited?

Advertising nationally through Aotearoa New Zealand Association of Social Workers (ANZASW).

The researcher will approach [redacted] to advertise through their graduate student networks for participants who the researcher did not provide external supervision for, during 4th year student social work fieldwork placements.

20 Does the project involve recruitment through advertising? **Yes** [√] **No** [ ]

(If yes, attach a copy of the advertisement to the application form)

21 Does the project require permission of an organisation (e.g. an educational institution, an academic unit of Massey University or a business) to access participants or information? **Yes** [√] **No** [ ]

If yes: i) list the organisation(s)

ii) attach a copy of the draft request letter(s) to the application form, e.g. letter to Board of Trustees, PVC, HoD/I/S, CEO etc (include this in your list of attachments (Q5).

(Note that some educational institutions may require the researcher to submit a Police Security Clearance.)

ANZASW
NMIT

22 Who will make the initial approach to potential participants?

The researcher will approach two contacts, first, ANZASW in writing to explain the research and ask for the information and notice to be shared with their members. Second, contact [redacted] in writing to use their graduate networks to advertise for participants.

23 Describe criteria (if used) to select participants from the pool of potential participants.

Social Workers in their first or second year post qualifying, who are receiving social work supervision. The researcher will accept the first six responders who meet the criteria and consent to participating in the project. The researcher will ensure there is a wait list to draw from, for any reason participants decide not to participate. To all responders the researcher will reply to thank them for their interest.

24 How much time will participants have to give to the project?

An initial 15 minutes to set up the interview, between 1 and 1 ½ hours for the interview and 1 hour to read the transcript and give approval.

Data Collection

25 **Does the project include the use of participant questionnaire/s?** **Yes** [ ] **No** [√]

(If yes, attach a copy of the Questionnaire/s to the application form and include this in your list of attachments (Q5))

If yes: i) indicate whether the participants will be anonymous (i.e. their identity unknown to the researcher). **Yes** [ ] **No** [ ]

ii) describe how the questionnaire will be distributed and collected.

(If distributing electronically through Massey IT, attach a copy of the draft request letter to the Associate Director Service Delivery, Information Technology Services to the application form. Include this in your list of attachments (Q5) – refer to the policy on "Research Use of IT Infrastructure").

(Note: All requests for IT related aspects of ethics committee approvals can be directed through the IT service desk in the first instance – the request will be registered and on a response timeline, with the Associate Director dealing with the request).

26 **Does the project involve observation of participants? If yes, please describe.** **Yes** [ ] **No** [√]

27 **Does the project include the use of focus group/s?** **Yes** [ ] **No** [√]

(If yes, attach a copy of the Confidentiality Agreement for the focus group to the application form)

If yes, describe the location of the focus group and time length, including whether it will be in work time. *(If the latter, ensure the researcher asks permission for this from the employer).*

28 **Does the project include the use of participant interview/s?** **Yes** [√] **No** [ ]

(If yes, attach a copy of the Interview Questions/Schedule to the application form)

If yes, describe the location of the interview and time length, including whether it will be in work time. *(If the latter, ensure the researcher asks permission for this from the employer)*

For face to face interviews the participant will be given the option to choose the most convenient place and time. For skype/telephone the participant will determine a time that suites them best.

29 **Does the project involve sound recording?** **Yes** [√] **No** [ ]

30 **Does the project involve image recording, e.g. photo or video?** **Yes** [ ] **No** [√]

If yes, please describe. *(If agreement for recording is optional for participation, ensure there is explicit consent on the Consent Form)*

31 **If recording is used, will the record be transcribed?** **Yes** [√] **No** [ ]

If yes, state who will do the transcribing.

As time permits the researcher will be transcribing the audio recording. Should time become an issue, a suitable person will be employed to transcribe the interviews. This person will be required to sign the relevant Transcriber Confidentiality Agreement form.

(If not the researcher, a Transcriber's Confidentiality Agreement is required – attach a copy to the application form. Normally, transcripts of interviews should be provided to participants for editing, therefore an Authority For the Release of Tape Transcripts is required – attach a copy to the application form. However, if the researcher considers that the right of the participant to edit is inappropriate, a justification should be provided below.)

32 **Does the project involve any other method of data collection not covered in Qs 25-31?** **Yes** [ ] **No** [√]

If yes, describe the method used.

33 **Does the project require permission to access databases?** **Yes** [ ] **No** [√]

(If yes, attach a copy of the draft request letter/s to the application form. Include this in your list of attachments (Q5). Note: If you wish to access the Massey University student database, written permission from Director, National Student Relations should be attached.)

34 **Who will carry out the data collection?**

The researcher

SECTION C: BENEFITS / RISK OF HARM (Refer Code Section 3, Para 10)

35 **What are the possible benefits (if any) of the project to individual participants, groups, communities and institutions?**

This project will benefit participants as it gives them opportunity to reflect on their supervision experiences, their professional development and professional identity, and may benefit the future use they make of supervision.

36 **What discomfort (physical, psychological, social), incapacity or other risk of harm are individual participants likely to experience as a result of participation?**

It is unlikely that participants are at risk of any harm, although there may be a possibility of some discomfort should any of the participants discuss challenging situations that may have occurred in their supervision.

37 **Describe the strategies you will use to deal with any of the situations identified in Q36.**

To minimise any potential harm to the participants I will ensure that informed consent, voluntary participation and confidentiality is adhered to. If a participant becomes distressed during an interview the recording would be stopped and I would offer a break, some water and a chance to get some fresh air. This would allow the participant time to compose themselves, and if needed the choice to end or continue the process at a later time. All participants have access to professional supervision, should they wish to discuss anything further about the interview.

38 **What is the risk of harm (if any) of the project to the researcher?**

It is unlikely that the researcher will come to any harm during the process. In the event that this does happen the researcher will use her own self-care strategies and contact her supervisors for support.

39 **Describe the strategies you will use to deal with any of the situations identified in Q38.**

The researcher will access supervision.

40 **What discomfort (physical, psychological, social) incapacity or other risk of harm are groups/communities and institutions likely to experience as a result of this research?**

None

41 **Describe the strategies you will use to deal with any of the situations identified in Q40.**

NA

42 **Is ethnicity data being collected as part of the project?** **Yes** [√] **No** [ ]

If yes, please describe how the data will be used.

This will be collated as part of understanding the perspectives of the participants.

(Note that harm can be done through an analysis based on insufficient sample or sub-set numbers).

43 **If participants are children/students in a pre-school/school/tertiary setting, describe the arrangements you will make for children/students who are present but not taking part in the research**

(Note that no child/student should be disadvantaged through the research)

NA

SECTION D: INFORMED & VOLUNTARY CONSENT (Refer Code Section 3, Para 11)

44 **By whom and how, will information about the research be given to potential participants?**

An information sheet will be sent to each participant when identified through the advertising process

45 **Will consent to participate be given in writing?** **Yes** [√] **No** [ ]

(Attach copies of Consent Form/s to the application form)

If no, justify the use of oral consent.

46 **Will participants include persons under the age of 16?** **Yes** [ ] **No** [√]

If yes: i) indicate the age group and competency for giving consent.

ii) indicate if the researcher will be obtaining the consent of parent(s)/caregiver(s). **Yes** [ ] **No** [√]

(Note that parental/caregiver consent for school-based research may be required by the school even when children are competent. Ensure Information Sheets and Consent Forms are in a style and language appropriate for the age group.)

47 **Will participants include persons whose capacity to give informed consent may be compromised?** **Yes** [ ] **No** [√]

If yes, describe the consent process you will use.

48	**Will the participants be proficient in English?**	**Yes**	√	**No**	

If no, all documentation for participants (Information Sheets/Consent Forms/Questionnaire etc) must be translated into the participants' first-language.

(Attach copies of the translated Information Sheet/Consent Form etc to the application form)

SECTION E: PRIVACY/CONFIDENTIALITY ISSUES (Refer Code Section 3, Para 12)

49	**Will any information be obtained from any source other than the participant?**	**Yes**		**No**	√

If yes, describe how and from whom.

50	**Will any information that identifies participants be given to any person outside the research team?**	**Yes**		**No**	√

If yes, indicate why and how.

51	**Will the participants be anonymous (i.e. their identity unknown to the researcher?)**	**Yes**		**No**	√

If no, explain how confidentiality of the participants' identities will be maintained in the treatment and use of the data.

Confidentiality issues will include protection of identities, geographical areas or any other identifying features. All materials associated with the project will be stored in a lockable filing cabinet and a password protected computer, only accessible to the researcher. A procedure will be outlined for the formulation and publication of the results, and how it will be shared with the participants, as well as, the eventual destruction of the data upon completion of the research.

52	**Will an institution (e.g. school) to which participants belong be named or be able to be identified?**	**Yes**		**No**	√

If yes, explain how you have made the institution aware of this?

53 **Outline how and where:**

i) the data will be stored, and

(Pay particular attention to identifiable data, e.g. tapes, videos and images)

Collected data will be stored in a lockable filing cabinet in my home, and on my personal computer (password secure).

ii) Consent Forms will be stored.

(Note that Consent Forms should be stored separately from data)

Consent forms will be stored in a lockable filing cabinet in my work office

54 i) **Who will have access to the data/Consent Forms?**

The researcher and the transcriber

ii) **How will the data/Consent Forms be protected from unauthorised access?**

To protect confidentiality the lockable filing cabinet is only accessible by the researcher.

55 **How long will the data from the study be kept, who will be responsible for its safe keeping and eventual disposal? (Note that health information relating to an identifiable individual must be retained for at least 10 years, or in the case of a child, 10 years from the age of 16).**

(For student research the Massey University HOD Institute/School/Section / Supervisor / or nominee should be responsible for the eventual disposal of data. Note that although destruction is the most common form of disposal, at times, transfer of data to an official archive may be appropriate. Refer to the Code, Section 4, Para 24.)

The data will be kept until the examination of the thesis is completed. The researcher will be responsible for its safe keeping, and when the examination of the project is completed, the disposal of the data; paper forms will be shredded and electronic files deleted from the researcher's computer.

SECTION F: DECEPTION (Refer Code Section 3, Para 13)

56 **Is deception involved at any stage of the project?** **Yes** [ ] **No** [√]

If yes, justify its use and describe the debriefing procedures.

SECTION G: CONFLICT OF ROLE/INTEREST (Refer Code Section 3, Para 14)

57 **Is the project to be funded or supported in any way, e.g. supply of products for testing?** **Yes** [ ] **No** [√]

If yes: i) state the source of funding or support:

- **Massey Academic Unit**
- **Massey University (e.g. MURF, SIF)**
- **External Organisation (provide name and detail of funding/support)**

ii) does the source of the funding present any conflict of interest with regard to the research topic?

iii) identify any potential conflict of interest due to the source of funding and explain how this will be managed?

58 **Does the researcher/s have a financial interest in the outcome of the project?** **Yes** [ ] **No** [√]

If yes, explain how the conflict of interest situation will be dealt with.

59 **Describe any professional or other relationship between the researcher and the participants? (e.g. employer, employee, work colleague, lecturer/student, practitioner/patient, researcher/family member). Indicate how any resulting conflict of role will be dealt with.**

None

SECTION H: COMPENSATION TO PARTICIPANTS (Refer Code Section 4, Para 23)

60 **Will any payments, koha or other form of compensation or acknowledgement be given to participants?** **Yes** [ ] **No** [√]

If yes, describe what, how and why.

(Note that compensation (if provided) should be given to all participants and not constitute an inducement. Details of any compensation provided must be included in the Information Sheet.)

SECTION I: TREATY OF WAITANGI (Refer Code Section 2)

61 **Are Maori the primary focus of the project?** **Yes** [ ] **No** [√]

If yes: Answer Q62 – 65

If no, outline: i) what Maori involvement there may be, and

Participants who choose to be participate in this research project may identify as Maori

iii) how this will be managed.

The researcher's social work practice is informed by a bi-cultural competent practice framework. The researcher has a general knowledge of basic tikanga and kawa to ensure a culturally respectful space is provided in which to conduct the research.

62 **Is the researcher competent in te reo Maori and tikanga Maori?** **Yes** [ ] **No** [√]

If no, outline the processes in place for the provision of cultural advice.

The researcher has access to a cultural advisor and kaumatua for guidance.

63 **Identify the group/s with whom consultation has taken place or is planned and describe the consultation process.**

(Where consultation has already taken place, attach a copy of the supporting documentation to the application form, e.g. a letter from an iwi authority)

NA

64 **Describe any ongoing involvement of the group/s consulted in the project.**

NA

65 **Describe how information resulting from the project will be shared with the group/s consulted?**

NA

SECTION J: CULTURAL ISSUES (Refer Code Section 3, Para 15)

66 **What ethnic or social group/s (other than Maori) does the project involve?**

If research participants from various ethnic or other social groupings are involved in this project, considerations as to their specific needs will be a consideration.

67 **Are there any aspects of the project that might raise specific cultural issues?** **Yes** [ ] **No** [√]

If yes, explain. Otherwise, proceed to Section K.

68 **Does the researcher speak the language of the target population?** **Yes** [ ] **No** [ ]

If no, specify how communication with participants will be managed.

NA

69 **Describe the cultural competence of the researcher for carrying out the project.**

(Note that where the researcher is not a member of the cultural group being researched, a cultural advisor may be necessary)

A requirement of both the Social Work Registration Board and Aotearoa New Zealand Association of Social Workers, of which the researcher is a member of both, is to be competent and able to work with a variety of ethnic groups in New Zealand.

70 **Identify the group/s with whom consultation has taken place or is planned.**

(Where consultation has already taken place, attach a copy of the supporting documentation to the application form)

NA

71 **Describe any ongoing involvement of the group/s consulted in the project.**

NA

72 **Describe how information resulting from the project will be shared with the group/s consulted.**

NA

73 **If the research is to be conducted overseas, describe the arrangements you will make for local participants to express concerns regarding the research.**

NA

SECTION K: SHARING RESEARCH FINDINGS (Refer Code Section 4, Para 26)

74 **Describe how information resulting from the project will be shared with participants and disseminated in other forums, e.g. peer review, publications, and conferences.**

(Note that receipt of a summary is one of the participant rights)

The transcripts from the interviews will be sent to the participants for review and amendments if necessary before they are analysed. Participants will be sent a copy of the thesis after examination.

SECTION L: INVASIVE PROCEDURES/PHYSIOLOGICAL TESTS (Refer Code Section 4, Para 21)

75	**Does the project involve the collection of tissue, blood, other body fluids; physiological tests or the use of hazardous substances, procedures or equipment?**	**Yes**		**No**	√
	If yes, are the procedures to be used governed by Standard Operating Procedure(s)? If so, please name the SOP(s). If not, identify the procedure(s) and describe how you will minimise the risks associated with the procedure(s)?				
76	**Does the project involve the use of radiation (x-ray, CT scan or bone densitometry (DEXA))?**	**Yes**		**No**	√
	If yes, has the Massey Licensee been contacted and consulted?	**Yes**		**No**	√
	(A copy of the supporting documentation must be provided with the ethics application, i.e. relevant SOP, participant dose assessment calculation sheet and approval of the dose assessment from the relevant authority). NOTE: See "Additional Information for Researchers" (Item 4.2) document for further detail.				
	(If yes to Q75 and/or Q76, complete Section L; otherwise proceed to Section M)				
77	**Describe the material to be taken and the method used to obtain it. Include information about the training of those taking the samples and the safety of all persons involved. If blood is taken, specify the volume and number of collections.**				
78	**Will the material be stored?**	**Yes**		**No**	√
	If yes, describe how, where and for how long.				
79	**Describe how the material will be disposed of (either after the research is completed or at the end of the storage period).**				
	NA				
	(Note that the wishes of relevant cultural groups must be taken into account)				
80	**Will material collected for another purpose (e.g. diagnostic use) be used?**	**Yes**		**No**	√
	If yes, did the donors give permission for use of their samples in this project? *(Attach evidence of this to the application form).*	**Yes**		**No**	√
	If no, describe how consent will be obtained. Where the samples have been anonymised and consent cannot be obtained, provide justification for the use of these samples.				
81	**Will any samples be imported into New Zealand?**	**Yes**		**No**	√

If yes, provide evidence of permission of the donors for their material to be used in this research.

82 **Will any samples go out of New Zealand?** **Yes** [ ] **No** [√]

If yes, state where.

(Note this information must be included in the Information Sheet)

83 **Describe any physiological tests/procedures that will be used.**

84 **Will participants be given a health-screening test prior to participation?** *(If yes, attach a copy of the health checklist)* **Yes** [ ] **No** [√]

Reminder: Attach the completed Screening Questionnaire and other attachments listed in Q5

SECTION M: DECLARATION *(Complete appropriate box)*

ACADEMIC STAFF RESEARCH

Declaration for Academic Staff Applicant

I have read the Code of Ethical Conduct for Research, Teaching and Evaluations involving Human Participants. I understand my obligations and the rights of the participants. I agree to undertake the research as set out in the Code of Ethical Conduct for Research, Teaching and Evaluations involving Human Participants. My Head of Department/School/Institute knows that I am undertaking this research. The information contained in this application is to the very best of my knowledge accurate and not misleading.

Staff Applicant's Signature _____ Date: _____

STUDENT RESEARCH

Declaration for Student Applicant

I have read the Code of Ethical Conduct for Research, Teaching and Evaluations involving Human Participants and discussed the ethical analysis with my Supervisor. I understand my obligations and the rights of the participants. I agree to undertake the research as set out in the Code of Ethical Conduct for Research, Teaching and Evaluations involving Human Participants.

The information contained in this application is to the very best of my knowledge accurate and not misleading.

Student Applicant's Signature _____ Date: _____

Declaration for Supervisor

I have assisted the student in the ethical analysis of this project. As supervisor of this research I will ensure that the research is carried out according to the Code of Ethical Conduct for Research, Teaching and Evaluations involving Human Participants.

Supervisor's Signature _____ Date: _____

Print Name _____

GENERAL STAFF RESEARCH/EVALUATIONS

Declaration for General Staff Applicant

I have read the Code of Ethical Conduct for Research, Teaching and Evaluations involving Human Participants and discussed the ethical analysis with my Line Manager. I understand my obligations and the rights of the participants. I agree to undertake the research as set out in the Code of Ethical Conduct for Research, Teaching and Evaluations involving Human Participants. The information contained in this application is to the very best of my knowledge accurate and not misleading.

General Staff Applicant's Signature _____ Date: _____

Declaration for Line Manager

I declare that to the best of my knowledge, this application complies with the Code of Ethical Conduct for Research, Teaching and Evaluations involving Human Participants and that I have approved its content and agreed that it can be submitted.

Line Manager's Signature _____ Date: _____

Print Name _____

TEACHING PROGRAMME

Declaration for Paper Controller

I have read the Code of Ethical Conduct for Research, Teaching and Evaluations involving Human Participants. I understand my obligations and the rights of the participants. I agree to undertake the teaching programme as set out in the Code of Ethical Conduct for Research, Teaching and Evaluations involving Human Participants. My Head of Department/School/Institute knows that I am undertaking this teaching programme. The information contained in this application is to the very best of my knowledge accurate and not misleading.

Paper Controller's Signature _____ Date: _____

Declaration for Head of Department/School/Institute

I declare that to the best of my knowledge, this application complies with the Code of Ethical Conduct for Research, Teaching and Evaluations involving Human Participants and that I have approved its content and agreed that it can be submitted.

Head of Dept/School/Inst Signature _____ Date: _____

Print Name _____