

GUIDELINES FOR SOCIAL WORK SUPERVISION FROM A DEVELOPMENTAL APPROACH

MADELEIN NORTJE

Dissertation submitted for the degree

Philosophiae Doctor in Social Work

at the

UNIVERSITY OF THE FREE STATE

in the

FACULTY OF HUMANITIES

(Department of Social work)

Supervisor: Prof R.P. Reyneke

30 NOVEMBER 2022

DECLARATION

I, Madelein Nortje, declare that the doctoral research dissertation that I herewith submit at the University of the Free State, is my independent work and that I have not previously submitted it, or parts of it for qualification at another institution of higher education.

A handwritten signature in dark ink, appearing to read 'M. Nortje', is written over a light blue rectangular background.

2022-11-30

Madelein Nortje

Date

ACKNOWLEDGEMENTS

My sincere thanks to the following:

- My Heavenly Father for the opportunity and passion to work with social workers and having a sincere interest in the empowerment and development of people that motivated me to persevere to complete this study;
- My husband, Pieter, and children, Mariska and Heinrich, for all your support, motivation, encouragement, patience and love;
- Professor R.P. Reyneke, for all the support, guidance and assistance. I am grateful for your insight, comments and critical questions that broadened my perceptions and challenged me to grow and achieve more. It was an honour to complete this study under your supervision;
- My mother and sister for their support and for always believing in me;
- My colleagues and friends, your support, interest and prayers meant a lot to me;
- My employer, Engo, for the opportunity to develop myself and apply what I have learned in my daily responsibilities. Thank you for the encouragement, support and financial assistance;
- HWSeta for financial support;
- Dr Gerald du Preez for language editing and technical aspects of my dissertation;
- All the participants that were willing to make time for an interview or complete the questionnaire. I am thankful for your assistance.

SUMMARY

Supervision plays an important role in the efficacy of service rendering and the professional development of social workers. Effective supervision should be grounded in theory and aligned with the national approach to social welfare. In South Africa, the Developmental Approach should be engrained in supervision practices to be aligned with the National welfare approach. Ultimately, supervision must focus on the deliberate development of the social workers to become more competent professionals, and the fundamental goal would be to provide excellent professional services to the service user.

The focus of this study was to explore the implementation of supervision using the Developmental Approach, identify good and bad supervision practices, and develop guidelines for appropriate developmental supervision practices. The mixed-method research design (QUAL-quant) was used and involved social workers and supervisors from five provinces in the qualitative phase. During semi-structured interviews, current practices of supervision were explored. The objective of the quantitative phase was to involve more respondents to corroborate the information gathered during the first phase. Unfortunately, the response rate¹ for the qualitative phase was extremely low, and the results cannot be generalised. The quantitative information does, however, provide important insights and support the information from the qualitative phase.

The findings from the study revealed that supervisors do not use the Developmental Approach during supervision. Various challenges present themselves in the implementation of developmental supervision. The combination of limited conceptualisation of the Developmental Approach in supervision, a lack of knowledge among social workers and supervisors of the Developmental Approach and numerous structural issues in terms of resources and the realities of society hamper the implementation of the Developmental Approach. The study further revealed that, in many instances, the Developmental Approach, the national approach to social services, is not implemented in social work practice. The results show that supervisors carry out supervision without a thorough knowledge and understanding that underpins the theory of supervision, and their actions haphazardly attend to the supervisee's needs. Conducting supervision in this manner

¹ Due to the fact that there is no database available of social workers working for Child Protection organisations, it is not possible to determine the exact response rate.

will negatively impact the development of the social worker and consequently hamper service delivery.

The study resulted in developing guidelines for supervision that will promote the integration of the Developmental Approach in supervision. The aim of the guidelines is to ensure constructive realignment of supervision practices with the national approach to social services. Other recommendations include the following:

- Social workers and supervisors must realise that social work is a profession, and that relevant theories should inform their practice.
- Social workers and supervisors must have appropriate and professional knowledge of relevant theories, practice models and approaches and refrain from intuitive actions without a proper theoretical foundation when making decisions.
- Social workers and supervisors must be proficient in applying theory in practice, and relevant theories, models and approaches should inform all services to service users and supervision of social workers.
- Practice standards focusing on outcomes defined in terms of specific skills contributing to the effectiveness of social workers should be implemented.
- The outcomes of supervision must be clearly defined according to a framework based on the professional skills required of a social worker.
- The implementation of the proposed guidelines should acknowledge the current experience level and the expectations of the social worker.
- The expectations of each social worker should be adapted according to the level of experience, and outcomes should promote progressive development.
- Accredited training for supervisors should be implemented according to indigenous theories, techniques and approaches that specifically focus on supervision.

OPSOMMING

Supervisie speel 'n kritieke rol in die doeltreffendheid van dienslewering en die professionele ontwikkeling van maatskaplike werkers. Effektiewe supervisie moet teoreties gefundeerd wees en in lyn wees met die nasionale benadering tot maatskaplike welsyn. In Suid-Afrika behoort die ontwikkelingsgerigte benadering in supervisiepraktyke ingebed te wees. Uiteindelik moet supervisie fokus op die doelbewuste ontwikkeling van die maatskaplike werkers om meer veerkragtig te word, en die uiteindelijke doel sal wees om uitstekende professionele dienste aan die diensgebruiker te bereik.

Die fokus van hierdie studie was om die implementering van supervisie vanuit die Ontwikkelingsbenadering te verken, om goeie supervisiepraktyke te identifiseer en om riglyne vir toepaslike ontwikkelingstoetsingpraktyke te ontwikkel. Die gemengde-metode navorsingsontwerp (QUAL- quan) is gebruik en het maatskaplike werkers en supervisors van vyf provinsies in die kwalitatiewe fase betrek. Tydens semi-gestruktureerde onderhoude is huidige praktyke van supervisie ondersoek. Die doel van die kwantitatiewe fase was om meer respondente te betrek om die inligting wat tydens die eerste fase ingesamel is, te staaf. Ongelukkig was die responskoers vir die kwalitatiewe fase uiters laag en die resultate kan nie veralgemeen word nie. Die kwantitatiewe inligting verskaf wel belangrike insigte en ondersteun die inligting vanaf die kwalitatiewe fase.

Die studie het aan die lig gebring dat toesighouers nie die Ontwikkelingsgerigte benadering tydens supervisie gebruik nie. Verskeie uitdagings kom voor in die implementering van ontwikkelingsgerigte supervisie. Die kombinasie van beperkte konseptualisering en 'n gebrek aan kennis onder maatskaplike werkers en supervisors van die Ontwikkelingsbenadering asook talle strukturele kwessies in terme van hulpbronne en die realiteite van die samelewing belemmer die implementering van die Ontwikkelingsgerigte benadering. Die studie het verder aan die lig gebring dat, in baie gevalle, die Ontwikkelingsgerigte benadering, die nasionale benadering tot maatskaplike dienste, nie in maatskaplikewerkpraktyke geïmplementeer word nie. Die resultate toon dat supervisors supervisie doen sonder 'n deeglike kennis en/of begrip van die teorie van supervisie met die gevolg dat hul optrede lukraak in die behoeftes van die toesighouer voorsien. Om supervisie op hierdie wyse te doen, sal die ontwikkeling van die maatskaplike werker negatief beïnvloed en gevolglik dienslewering belemmer.

Die studie het gelei tot die ontwikkeling van riglyne vir supervisie wat die integrasie van die Ontwikkelingsgerigte benadering in supervisie sal verseker om beter belyning met die nasionale benadering tot maatskaplike dienste te verseker. Ander aanbevelings sluit in:

- Maatskaplike werkers en supervisors moet besef dat maatskaplike werk 'n professie is en hul optrede moet deur relevante teorieë gerig word.
- Maatskaplike werkers en supervisors moet uitgebreide kennis van relevante teorieë, praktykmodelle en benaderings hê en hulle weerhou van intuïtiewe optrede wanneer besluite geneem word.
- Dit word aanbeveel dat maatskaplike werkers en supervisors vaardig moet wees in die toepassing van teorie in die praktyk en dat alle dienste aan diensgebruikers en toesig oor maatskaplike werkers gerig moet word deur relevante teorieë, modelle en benaderings.
- Praktykstandaarde wat fokus op uitkomste gedefinieer in terme van spesifieke vaardighede wat bydra tot die doeltreffendheid van maatskaplike werkers moet geïmplementeer word.
- Die uitkomste van supervisie moet duidelik omskryf word volgens 'n raamwerk gebaseer op die professionele vaardighede wat van 'n maatskaplike werker vereis word.
- Die implementering van die voorgestelde riglyne moet die huidige ervaringsvlak en die verwagtinge van die maatskaplike werker erken.
- Die verwagtinge van elke maatskaplike werker moet aangepas word volgens die vlak van ervaring en uitkomste moet progressiewe ontwikkeling bevorder
- Geakkrediteerde opleiding vir toesighouers moet geïmplementeer word volgens inheemse teorieë, tegnieke en benaderings wat spesifiek op supervisie fokus.

LIST OF ABBREVIATIONS

CHE	Council for Higher Education
COS	Charity Organisation Societies
CPD	Continuous Professional Development
CPO	Child Protection Organisation
DSD	Department of Social Development
GHREC	General/Human Research Ethics Committee
ISDM	Integrated Service Delivery Model
NGO	Non-Governmental Organisation
SACSSP	South African Council for Social Service Professions
SAVF	Suid Afrikaanse Vroue Vereeniging
SAQA	South African Qualifications Authority
SGB	Standard Generating Body
UFS	University of the Free State

TABLE OF CONTENTS

DECLARATION	ERROR! BOOKMARK NOT DEFINED.
ACKNOWLEDGEMENTS	ERROR! BOOKMARK NOT DEFINED.
SUMMARY	ERROR! BOOKMARK NOT DEFINED.
OPSOMMING	ERROR! BOOKMARK NOT DEFINED.
LIST OF ABBREVIATIONS	ERROR! BOOKMARK NOT DEFINED.
TABLE OF CONTENTS	ERROR! BOOKMARK NOT DEFINED.
LIST OF TABLES	ERROR! BOOKMARK NOT DEFINED.
LIST OF FIGURES	ERROR! BOOKMARK NOT DEFINED.
LIST OF APPENDICES	ERROR! BOOKMARK NOT DEFINED.
CHAPTER 1 INTRODUCTION TO THE STUDY.....	ERROR! BOOKMARK NOT DEFINED.
1.1 INTRODUCTION	ERROR! BOOKMARK NOT DEFINED.
1.2 MOTIVATION FOR THE STUDY.....	ERROR! BOOKMARK NOT DEFINED.
1.3 RESEARCH PROBLEM AND OBJECTIVES.....	ERROR! BOOKMARK NOT DEFINED.
1.3.1 Research problem.....	Error! Bookmark not defined.
1.3.2 Research questions	Error! Bookmark not defined.
1.3.3 Research design and methodology.....	Error! Bookmark not defined.
1.3.3.1 Qualitative study (Phase 1)	Error! Bookmark not defined.
1.3.3.2 Quantitative study (Phase 2).....	Error! Bookmark not defined.
1.4 THE VALUE OF THE RESEARCH.....	ERROR! BOOKMARK NOT DEFINED.
1.5 ETHICAL ASPECTS OF THE STUDY	ERROR! BOOKMARK NOT DEFINED.
1.6 DEFINITION OF CONCEPTS.....	ERROR! BOOKMARK NOT DEFINED.
1.6.1 Child protection services.....	Error! Bookmark not defined.
1.6.2 Guidelines	Error! Bookmark not defined.
1.6.3 Practice standards	Error! Bookmark not defined.
1.6.4 Supervisee	Error! Bookmark not defined.
1.6.5 Supervision	Error! Bookmark not defined.
1.6.6 Supervisor	Error! Bookmark not defined.
1.7 BRIEF OUTLINE OF CHAPTERS.....	ERROR! BOOKMARK NOT DEFINED.
1.8 CONCLUSION	ERROR! BOOKMARK NOT DEFINED.
CHAPTER 2 DEVELOPMENTAL APPROACH.....	ERROR! BOOKMARK NOT DEFINED.
2.1 INTRODUCTION	ERROR! BOOKMARK NOT DEFINED.
2.2 MAIN APPROACHES TO SOCIAL WELFARE	ERROR! BOOKMARK NOT DEFINED.
2.2.1 Residual approach	Error! Bookmark not defined.
2.2.2 Institutional approach	Error! Bookmark not defined.
2.2.3 Social Development Approach.....	Error! Bookmark not defined.

2.3	KEY CONCEPTS RELATING TO THE DEVELOPMENTAL APPROACH	ERROR! BOOKMARK NOT DEFINED.
2.3.1	<i>Social Welfare.....</i>	<i>Error! Bookmark not defined.</i>
2.3.2	<i>Social Welfare Services</i>	<i>Error! Bookmark not defined.</i>
2.3.3	<i>Social development.....</i>	<i>Error! Bookmark not defined.</i>
2.3.4	<i>Social development approach.....</i>	<i>Error! Bookmark not defined.</i>
2.3.5	<i>Developmental social welfare.....</i>	<i>Error! Bookmark not defined.</i>
2.3.6	<i>Community development</i>	<i>Error! Bookmark not defined.</i>
2.3.7	<i>Social services.....</i>	<i>Error! Bookmark not defined.</i>
2.3.8	<i>Social Institutions</i>	<i>Error! Bookmark not defined.</i>
2.3.9	<i>Social Service Practitioners.....</i>	<i>Error! Bookmark not defined.</i>
2.4	DEVELOPMENTAL SOCIAL WORK	ERROR! BOOKMARK NOT DEFINED.
2.5	THEORIES SUPPORTING THE DEVELOPMENTAL APPROACH.....	ERROR! BOOKMARK NOT DEFINED.
2.5.1	<i>Ecological systems theory</i>	<i>Error! Bookmark not defined.</i>
2.5.1.1	Key Characteristics of the ecological systems theory	Error! Bookmark not defined.
2.5.2	<i>Strengths perspective.....</i>	<i>Error! Bookmark not defined.</i>
2.5.2.1	Every individual, group, family or community have strengths.	Error! Bookmark not defined.
2.5.2.2	Challenges, problems and crises may cause trauma, but they might hold opportunities.	Error! Bookmark not defined.
2.5.2.3	Practitioners should assume that they do not know the upper limit of the potential of individuals, groups, and communities. Therefore, the change and the aspirations of these people to change should be taken seriously.....	Error! Bookmark not defined.
2.5.2.4	Service users are partners in service rendering, and the best results can be obtained by collaborating with service users.....	Error! Bookmark not defined.
2.5.2.5	Every environment has a wide variety of resources	Error! Bookmark not defined.
2.5.2.6	Care, caretaking and context.....	Error! Bookmark not defined.
2.5.3	<i>Person-centred approach</i>	<i>Error! Bookmark not defined.</i>
2.6	CONCLUSION	ERROR! BOOKMARK NOT DEFINED.
 CHAPTER 3 SOUTH AFRICAN CONTEXT OF SOCIAL WELFARE SERVICES AND THE CONTRIBUTION OF SUPERVISION TO THE RENDERING OF THESE SERVICES (POLICIES AND REALITIES)		
ERROR! BOOKMARK NOT DEFINED.		
3.1	INTRODUCTION	ERROR! BOOKMARK NOT DEFINED.
3.2	HISTORICAL OVERVIEW OF SOCIAL WORK SERVICES IN SOUTH AFRICA....	ERROR! BOOKMARK NOT DEFINED.
3.2.1	<i>National History</i>	<i>Error! Bookmark not defined.</i>
3.2.2	<i>International development of social work</i>	<i>Error! Bookmark not defined.</i>
3.3	INTEGRATED SERVICE DELIVERY MODEL.....	ERROR! BOOKMARK NOT DEFINED.
3.3.1	<i>Participation</i>	<i>Error! Bookmark not defined.</i>
3.3.2	<i>Self-Reliance.....</i>	<i>Error! Bookmark not defined.</i>
3.3.3	<i>Empowerment.....</i>	<i>Error! Bookmark not defined.</i>
3.3.4	<i>Universal access</i>	<i>Error! Bookmark not defined.</i>

3.3.5	Equality	Error! Bookmark not defined.
3.3.6	Transparency	Error! Bookmark not defined.
3.3.7	Appropriateness	Error! Bookmark not defined.
3.3.8	Accountability	Error! Bookmark not defined.
3.3.9	Accessibility	Error! Bookmark not defined.
3.3.10	Efficiency and effectiveness	Error! Bookmark not defined.
3.3.10.1	Partnership	Error! Bookmark not defined.
3.3.10.2	Social integration	Error! Bookmark not defined.
3.3.10.3	Sustainability	Error! Bookmark not defined.
3.3.11	Social Justice	Error! Bookmark not defined.
3.4	SERVICE INTEGRATION	ERROR! BOOKMARK NOT DEFINED.
3.5	SERVICES AT DIFFERENT LEVELS OF INTERVENTION	ERROR! BOOKMARK NOT DEFINED.
3.5.1	Prevention services	Error! Bookmark not defined.
3.5.2	Early Intervention services	Error! Bookmark not defined.
3.5.3	Secondary intervention and statutory services	Error! Bookmark not defined.
3.5.4	Reunification and aftercare	Error! Bookmark not defined.
3.6	CHALLENGES IN MOVING FROM POLICY TO PRACTICE	ERROR! BOOKMARK NOT DEFINED.
3.7	CONCLUSION	ERROR! BOOKMARK NOT DEFINED.
CHAPTER 4	SUPERVISION OF SOCIAL WORKERS	ERROR! BOOKMARK NOT DEFINED.
4.1	INTRODUCTION	ERROR! BOOKMARK NOT DEFINED.
4.2	BACKGROUND AND HISTORY OF SUPERVISION	ERROR! BOOKMARK NOT DEFINED.
4.2.1	Global development of supervision	Error! Bookmark not defined.
4.2.1.1	Stage 1: Administrative Roots (1878-1910)	Error! Bookmark not defined.
4.2.1.2	Stage 2: Change of Context: Supervisory training & emergence of literature (1911-1945)	Error! Bookmark not defined.
4.2.1.3	Stage 3: Influence of practice theory and methods (1930-1950)	Error! Bookmark not defined.
4.2.1.4	Stage 4: Debate between interminable supervision and autonomous practice (1956-1970)	Error! Bookmark not defined.
4.2.1.5	Stage 5: Back to the administration function in the age of accountability (1980-1995)	Error! Bookmark not defined.
4.2.2	Development of supervision in South-Africa	Error! Bookmark not defined.
4.2.2.1	1960-Mid 1970's (Emerging of supervision and predominantly administrative years)	Error! Bookmark not defined.
4.2.2.2	Mid-1970's- 1990 (Integrated supervision functions and escalation of a knowledge base)	Error! Bookmark not defined.
4.2.2.3	1990 and beyond (Times of change)	Error! Bookmark not defined.
4.3	CONTEXT OF SUPERVISION	ERROR! BOOKMARK NOT DEFINED.
4.3.1	International context	Error! Bookmark not defined.
4.3.2	National context	Error! Bookmark not defined.

4.3.3	Organisational context.....	Error! Bookmark not defined.
4.4	SIGNIFICANCE OF SUPERVISION	ERROR! BOOKMARK NOT DEFINED.
4.4.1	Unique environment.....	Error! Bookmark not defined.
4.4.2	Retention of social workers.....	Error! Bookmark not defined.
4.4.3	Professional Development.....	Error! Bookmark not defined.
4.5	CRITIQUE AGAINST SUPERVISION.....	ERROR! BOOKMARK NOT DEFINED.
4.6	CHALLENGES IN SUPERVISION	ERROR! BOOKMARK NOT DEFINED.
4.6.1	Unaligned Policies.....	Error! Bookmark not defined.
4.6.2	Lack of research.....	Error! Bookmark not defined.
4.6.3	Application of Supervision.....	Error! Bookmark not defined.
4.6.4	Inadequate training of supervisors	Error! Bookmark not defined.
4.6.5	Working conditions.....	Error! Bookmark not defined.
4.6.6	Power dynamics.....	Error! Bookmark not defined.
4.7	APPROACHES TO SUPERVISION	ERROR! BOOKMARK NOT DEFINED.
4.8	PRACTICE MODELS IN SUPERVISION	ERROR! BOOKMARK NOT DEFINED.
4.8.1	Solution Focused Model.....	Error! Bookmark not defined.
4.8.2	Person-Centred Model	Error! Bookmark not defined.
4.8.3	Competency-based model.....	Error! Bookmark not defined.
4.9	FUNCTIONS OF SUPERVISION	ERROR! BOOKMARK NOT DEFINED.
4.9.1	Administrative/Normative function	Error! Bookmark not defined.
4.9.1.1	Recruitment, selection and orientation of personnel.....	Error! Bookmark not defined.
4.9.1.2	Planning, assignment and delegation of work	Error! Bookmark not defined.
4.9.1.3	Monitoring and evaluation	Error! Bookmark not defined.
4.9.2	Educational/formative function.....	Error! Bookmark not defined.
4.9.3	Support/restorative function.....	Error! Bookmark not defined.
4.9.3.1	Care for the Carer.....	Error! Bookmark not defined.
4.9.3.2	Creating a secure environment for practice	Error! Bookmark not defined.
4.9.3.3	Emotional competence	Error! Bookmark not defined.
4.10	THE RELEVANCE OF SUPERVISION FUNCTIONS FOR THE DEVELOPMENTAL APPROACH	ERROR! BOOKMARK NOT DEFINED.
4.10.1	Professional Identity	Error! Bookmark not defined.
4.10.2	Ethical skills.....	Error! Bookmark not defined.
4.10.3	Legislation and Policies.....	Error! Bookmark not defined.
4.10.4	Assessment and intervention	Error! Bookmark not defined.
4.10.5	Writing and professional communication	Error! Bookmark not defined.
4.10.6	Research	Error! Bookmark not defined.
4.10.7	Core values and principles of social work	Error! Bookmark not defined.
4.10.8	Working with diversity.....	Error! Bookmark not defined.
4.10.9	Knowledge, practice skills and theory.....	Error! Bookmark not defined.

4.11	PROCESS OF SUPERVISION	ERROR! BOOKMARK NOT DEFINED.
4.11.1	Engagement.....	Error! Bookmark not defined.
4.11.2	Assessment.....	Error! Bookmark not defined.
4.11.3	Planning.....	Error! Bookmark not defined.
4.11.4	Contracting.....	Error! Bookmark not defined.
4.11.5	Implementation	Error! Bookmark not defined.
4.11.6	Evaluation.....	Error! Bookmark not defined.
4.12	CONCLUSION	ERROR! BOOKMARK NOT DEFINED.
CHAPTER 5	RESEARCH METHODOLOGY	ERROR! BOOKMARK NOT DEFINED.
5.1	INTRODUCTION	ERROR! BOOKMARK NOT DEFINED.
5.2	RESEARCH PHILOSOPHY.....	ERROR! BOOKMARK NOT DEFINED.
5.2.1	Epistemology	Error! Bookmark not defined.
5.2.2	Ontology	Error! Bookmark not defined.
5.2.3	Axiology	Error! Bookmark not defined.
5.3	RESEARCH APPROACH	ERROR! BOOKMARK NOT DEFINED.
5.4	RESEARCH DESIGN	ERROR! BOOKMARK NOT DEFINED.
5.5	RESEARCH METHODOLOGY	ERROR! BOOKMARK NOT DEFINED.
5.5.1	Qualitative study (Phase 1).....	Error! Bookmark not defined.
5.5.1.1	Sampling	Error! Bookmark not defined.
5.5.1.2	Data gathering.....	Error! Bookmark not defined.
5.5.1.3	Data analysis	Error! Bookmark not defined.
5.5.1.4	Trustworthiness.....	Error! Bookmark not defined.
5.5.2	Quantitative study (Phase 2)	Error! Bookmark not defined.
5.5.2.1	Sampling	Error! Bookmark not defined.
5.5.2.2	Data gathering.....	Error! Bookmark not defined.
5.5.2.3	Data analysis	Error! Bookmark not defined.
5.5.2.4	Reliability and validity	Error! Bookmark not defined.
5.6	PILOT STUDY	ERROR! BOOKMARK NOT DEFINED.
5.7	ETHICAL ISSUES	ERROR! BOOKMARK NOT DEFINED.
5.7.1	Avoidance of harm	Error! Bookmark not defined.
5.7.2	Informed consent.....	Error! Bookmark not defined.
5.7.3	Violation of privacy, anonymity and confidentiality.....	Error! Bookmark not defined.
5.7.4	Actions and competence of the researcher.....	Error! Bookmark not defined.
5.7.5	Release or publication of findings.....	Error! Bookmark not defined.
5.7.6	Debrief of respondents	Error! Bookmark not defined.
5.8	LIMITATIONS OF THE STUDY	ERROR! BOOKMARK NOT DEFINED.
5.8.1	Sample size.....	Error! Bookmark not defined.
5.8.2	Timing	Error! Bookmark not defined.

5.8.3	Response rate	Error! Bookmark not defined.
5.8.4	Availability of literature	Error! Bookmark not defined.
CHAPTER 6	EMPIRICAL STUDY	ERROR! BOOKMARK NOT DEFINED.
6.1	INTRODUCTION	ERROR! BOOKMARK NOT DEFINED.
6.2	EMERGENCE OF THEMES.....	ERROR! BOOKMARK NOT DEFINED.
6.3	RESULTS OF THE QUALITATIVE PART OF THE STUDY	ERROR! BOOKMARK NOT DEFINED.
6.3.1	<i>Demographic information of participants</i>	<i>Error! Bookmark not defined.</i>
6.3.1.1	Experience of social workers	Error! Bookmark not defined.
6.3.1.2	Experience as Supervisor.....	Error! Bookmark not defined.
6.3.1.3	Supervision Training.....	Error! Bookmark not defined.
6.3.1.4	Number of social workers supervised.....	Error! Bookmark not defined.
6.3.2	<i>Discussion of Themes</i>	<i>Error! Bookmark not defined.</i>
6.3.2.1	Theme 1: The current implementation of Supervision.....	Error! Bookmark not defined.
6.3.2.2	Theme 2: The implementation of the Developmental approach	Error! Bookmark not defined.
6.3.2.3	Theme 3: Theories, practice models and techniques used by supervisors.....	Error! Bookmark not defined.
6.3.2.4	Theme 4: Outcomes of supervision	Error! Bookmark not defined.
6.3.2.5	Theme 5: Supervision needs of social workers	Error! Bookmark not defined.
6.3.2.6	Theme 6: Professionalism in Supervision	Error! Bookmark not defined.
6.3.2.7	Theme 7: Supervision's contribution to the resilience of social workers	Error! Bookmark not defined.
6.4	RESULTS OF THE QUANTITATIVE PHASE OF THE STUDY.....	ERROR! BOOKMARK NOT DEFINED.
6.4.1	<i>Demographic information of social work respondents.....</i>	<i>Error! Bookmark not defined.</i>
6.4.1.1	Respondents per Province	Error! Bookmark not defined.
6.4.1.2	Number of years of experience of social workers	Error! Bookmark not defined.
6.4.1.3	Frequency of supervision.....	Error! Bookmark not defined.
6.4.2	<i>Demographic information of the supervisor respondents</i>	<i>Error! Bookmark not defined.</i>
6.4.2.1	Supervisor respondents according to Province	Error! Bookmark not defined.
6.4.2.2	Number of years of experience of supervisors	Error! Bookmark not defined.
6.4.3	<i>The application of the Developmental Approach in supervision according to the social workers</i>	<i>Error! Bookmark not defined.</i>
6.4.3.1	The implementation of the Developmental Approach in Supervision.....	Error! Bookmark not defined.
6.4.3.2	Knowledge of the Developmental Approach.....	Error! Bookmark not defined.
6.4.3.3	The concepts relating to the Developmental Approach are clearly defined in organisational policies and literature.....	Error! Bookmark not defined.
6.4.3.4	The link between the Developmental Approach and supervision	Error! Bookmark not defined.
6.4.3.5	Availability of information about the Developmental Approach	Error! Bookmark not defined.
6.4.3.6	Objectives of supervision.....	Error! Bookmark not defined.
6.4.3.7	Professional skills to be developed in supervision	Error! Bookmark not defined.
6.4.4	<i>The application of the Developmental Approach according to the supervisors</i>	<i>Error! Bookmark not defined.</i>

6.4.4.1	The current implementation of the Developmental Approach in organisations ...	Error! Bookmark not defined.
6.4.4.2	Knowledge of the Developmental Approach.....	Error! Bookmark not defined.
6.4.4.3	Availability of information about the Developmental approach	Error! Bookmark not defined.
6.4.4.4	Objectives in supervision	Error! Bookmark not defined.
6.4.4.5	Professional skills to be developed in supervision.....	Error! Bookmark not defined.
6.4.4.6	Challenges experienced with supervision	Error! Bookmark not defined.
6.4.4.7	Topics most discussed in supervision	Error! Bookmark not defined.
6.5	BEST PRACTICES IN SUPERVISION	ERROR! BOOKMARK NOT DEFINED.
6.5.1	<i>Responses from Social work respondents</i>	Error! Bookmark not defined.
6.5.1.1	Important elements in the supervision relationships.....	Error! Bookmark not defined.
6.6	MIXING OF RESULTS.....	ERROR! BOOKMARK NOT DEFINED.
6.6.1	<i>The current implementation of supervision</i>	Error! Bookmark not defined.
6.6.1.1	Frequency of supervision.....	Error! Bookmark not defined.
6.6.1.2	Structural components of supervision.....	Error! Bookmark not defined.
6.6.1.3	Topics discussed during supervision	Error! Bookmark not defined.
6.6.1.4	Elements of the supervision relationship.....	Error! Bookmark not defined.
6.6.1.5	Challenges in the implementation of supervision.....	Error! Bookmark not defined.
6.6.1.6	Best practices.....	Error! Bookmark not defined.
6.6.1.7	Training of supervisor.....	Error! Bookmark not defined.
6.6.2	<i>The implementation of the Developmental Approach</i>	Error! Bookmark not defined.
6.6.2.1	Theories, practice models and techniques used.....	Error! Bookmark not defined.
6.6.2.2	Outcomes and skills development of social workers	Error! Bookmark not defined.
6.7	APPLICATION OF THE RESILIENCE THEORY IN SUPERVISION.....	ERROR! BOOKMARK NOT DEFINED.
6.8	CONCLUSION	ERROR! BOOKMARK NOT DEFINED.
CHAPTER 7	CONCLUSIONS AND RECOMMENDATIONS.....	ERROR! BOOKMARK NOT DEFINED.
7.1	INTRODUCTION	ERROR! BOOKMARK NOT DEFINED.
7.2	RESEARCH PROBLEM AND OBJECTIVES.....	ERROR! BOOKMARK NOT DEFINED.
7.2.1	<i>Research problem</i>	Error! Bookmark not defined.
7.2.2	<i>Research questions</i>	Error! Bookmark not defined.
7.3	CONCLUSIONS.....	ERROR! BOOKMARK NOT DEFINED.
7.3.1	<i>How should the Developmental Approach be reflected in the implementation of social work supervision?</i>	Error! Bookmark not defined.
7.3.2	<i>How can the resilience theory assist in aligning social work supervision practices with the Developmental Approach?</i>	Error! Bookmark not defined.
7.3.3	<i>What supervision models and theories could contribute to implementing developmental social work supervision in South Africa?</i>	Error! Bookmark not defined.
7.3.4	<i>The supervision practices social work supervisors use to guide their supervisees in Child Protection Organisations (CPOs)</i>	Error! Bookmark not defined.

7.3.5	Supervision practices needed to ensure that social workers effectively deal with the demands of practice	Error! Bookmark not defined.
7.3.6	Attainment of the goal of the study	Error! Bookmark not defined.
7.4	RECOMMENDATIONS	ERROR! BOOKMARK NOT DEFINED.
7.4.1	Social work Practice	Error! Bookmark not defined.
7.4.2	Training.....	Error! Bookmark not defined.
7.4.3	Policy.....	Error! Bookmark not defined.
7.4.4	Future Research.....	Error! Bookmark not defined.
7.4.5	Theory.....	Error! Bookmark not defined.
7.5	CONCLUSION	ERROR! BOOKMARK NOT DEFINED.
	BIBLIOGRAPHY	ERROR! BOOKMARK NOT DEFINED.
	APPENDICES	ERROR! BOOKMARK NOT DEFINED.

LIST OF TABLES

TABLE 4.1: PROPOSED GUIDELINES FOR PRACTICE STANDARDS LINKED TO THE DEVELOPMENTAL APPROACH ..	156
TABLE 6.1: THEMES AND SUB-THEMES PRESENTED IN THE SEMI-STRUCTURED INTERVIEWS	192
TABLE 6.2: EXPERIENCE, ETHNICITY AND THE HOME PROVINCE OF PARTICIPANTS (SOCIAL WORKERS)	194
TABLE 6.3: EXPERIENCE, ETHNICITY AND PROVINCE OF PARTICIPANTS (SUPERVISORS)	195
TABLE 6.4: CURRENT IMPLEMENTATION OF SUPERVISION: FREQUENCY OF SUPERVISION.....	199
TABLE 6.5: STRUCTURAL COMPONENTS OF SUPERVISION	204
TABLE 6.6: TOPICS DISCUSSED.....	210
TABLE 6.7: ELEMENTS OF THE SUPERVISION RELATIONSHIP.....	215
TABLE 6.8: CHALLENGES IN SUPERVISION.....	218
TABLE 6.9: BEST PRACTICES.....	222
TABLE 6.10: CONSULTATION.....	226
TABLE 6.11: POOR KNOWLEDGE OF DEVELOPMENTAL APPROACH	ERROR! BOOKMARK NOT DEFINED.
TABLE 6.12: THEORIES, PRACTICE MODELS AND TECHNIQUES USED BY SUPERVISORS	231
TABLE 6.13: THE USE OF TECHNIQUES IN SUPERVISION	233
TABLE 6.14: OUTCOMES OF SUPERVISION	235
TABLE 6.15: SKILLS REQUIRED BY SOCIAL WORKERS: SUPERVISORS' COMMENTS	239
TABLE 6.16: SUPERVISION NEEDS OF SOCIAL WORKERS	242
TABLE 6.17: PROFESSIONALISM IN SUPERVISION.....	244
TABLE 6.18: SKILLS REQUIRED BY SOCIAL WORKERS	247
TABLE 6.19: THE USE AND IMPLEMENTATION OF THE RESILIENCE THEORY IN SUPERVISION	251
TABLE 6.20: FREQUENCY OF SUPERVISION ACCORDING TO SOCIAL WORKERS THAT PARTICIPATED	256
TABLE 6.21: MOST FREQUENT ACTIONS CONSIDERED BEST PRACTICE.....	285

LIST OF FIGURES

FIGURE 2.1: ILLUSTRATION OF THE THREE WORKSTREAMS OF SOCIAL WELFARE SERVICES IN SOUTH AFRICA	31
FIGURE 2.2: CONTINUUM OF SOCIAL WELFARE SERVICES	46
FIGURE 3.1: ILLUSTRATION OF THE INTEGRATED SERVICE DELIVERY MODEL	76
FIGURE 3.2: THE DESIRED FOCUS OF SERVICES IN TERMS OF THE INTEGRATED SERVICE DELIVERY MODEL	100
FIGURE 3.3: CURRENT FOCUS OF SERVICES	101
FIGURE 4.1: STAGES OF DEVELOPMENT OF SUPERVISION	109
FIGURE 4.2: CATEGORIES FOR PRACTICE STANDARDS AND THEIR RELATION TO THE SUPERVISION FUNCTIONS..	155
FIGURE 6.1: SOCIAL WORK RESPONDENTS PER PROVINCE	254
FIGURE 6.2: NUMBER OF YEARS' EXPERIENCE OF SOCIAL WORKER RESPONDENTS	255
FIGURE 6.3: SUPERVISOR RESPONDENTS PER PROVINCE.....	257
FIGURE 6.4: TRAINING OF SUPERVISORS.....	258
FIGURE 6.5: PRINCIPLES OF THE DEVELOPMENTAL APPROACH SOCIAL WORKERS' RESPONSES	261
FIGURE 6.6: THE EXTENT TO WHICH SOCIAL WORKERS BELIEVE THE DEVELOPMENTAL APPROACH IS IMPLEMENTED IN THEIR ORGANISATIONS.....	263
FIGURE 6.7: HOW SOCIAL WORKERS RATE THEIR KNOWLEDGE OF THE DEVELOPMENTAL APPROACH	264
FIGURE 6.8: CLEAR CONCEPTUALISATION OF THE DEVELOPMENTAL APPROACH: SOCIAL WORKERS' PERCEPTIONS	265
FIGURE 6.9: THE LINK BETWEEN THE DEVELOPMENTAL APPROACH AND SUPERVISION: SOCIAL WORKERS' PERCEPTIONS.....	266
FIGURE 6.10: AVAILABILITY OF INFORMATION.....	267
FIGURE 6.11: RESPONDENTS' PERCEPTION OF OBJECTIVES IN THE CURRENT IMPLEMENTATION OF SUPERVISION	269
FIGURE 6.12: TOPICS DISCUSSED MOST IN SUPERVISION	270
FIGURE 6.13: THE PRINCIPLES OF THE DEVELOPMENTAL APPROACH SELECTED BY SUPERVISORS.....	271
FIGURE 6.14: HOW OFTEN IS THE DEVELOPMENTAL APPROACH IMPLEMENTED: SUPERVISORS' VIEWS.....	272
FIGURE 6.15: THE LINK BETWEEN THE DEVELOPMENTAL APPROACH AND SUPERVISION: SUPERVISORS' PERCEPTIONS.....	273
FIGURE 6.16: SUPERVISORS' PERCEPTION OF THE AVAILABILITY OF INFORMATION REGARDING THE DEVELOPMENTAL APPROACH.....	274
FIGURE 6.17: OBJECTIVES IN SUPERVISION: SUPERVISORS' FEEDBACK.....	276
FIGURE 6.18: PROFESSIONAL SKILLS TO BE DEVELOPED IN SUPERVISION ACCORDING TO SUPERVISORS.....	277
FIGURE 6.19: CHALLENGES IN IMPLEMENTING SUPERVISION.....	278
FIGURE 6.20: TOPICS MOST DISCUSSED IN SUPERVISION.....	279
FIGURE 6.21: TOPICS MOST DISCUSSED IN SUPERVISION.....	280

LIST OF APPENDICES

APPENDIX A: INTERVIEW SCHEDULE FOR SOCIAL WORKERS.....	328
APPENDIX B: INTERVIEW SCHEDULE FOR SUPERVISORS.....	331
APPENDIX C: CONSENT TO PARTICIPATE CMR - GAUTENG EAST	334
APPENDIX D: CONSENT TO PARTICIPATE NG WELFARE NORTH WEST	335
APPENDIX E: CONSENT TO PARTICIPATE CMD - KZN.....	336
APPENDIX F: ETHICAL CLEARANCE UFS.....	337
APPENDIX G: CONTINUATION REPORT APPROVAL UFS	338
APPENDIX H: RESEARCH INFORMATION LEAFLET AND CONSENT FORM.....	339
APPENDIX I: ONLINE QUESTIONNAIRE SUPERVISOR.....	345
APPENDIX J: ONLINE QUESTIONNAIRE SOCIAL WORKER	357
APPENDIX K: FRAMEWORK AND GUIDELINES	358
APPENDIX L: EDITOR'S CERTIFICATE	412

CHAPTER 1 FRAMING THE RESEARCH

1.1 Introduction

The primary goal of supervision is to enable and develop social workers to render a high-quality service to service users (New Dictionary of Social Work, 1995:64; DSD, 2012:13; Engelbrecht, 2019b:155-156; Gray, 2016:18; Shokane, Makhubele, Shokane, & Mabasa. 2017:279; Silence, 2017:14; Hafford-Letchfield & Engelbrecht, 2018:329). To ensure this, social workers need to be able to integrate theory and practice, and they need to be resilient when it comes to the physical and emotional demands of the profession.

Although the supervision of social workers has been practised in South Africa for more than 50 years, it was only formally defined in 1971. Initially, this definition and the theories used were mainly based on the work of North American authors (Engelbrecht, 2019:7 and Engelbrecht, 2019b:151-152). Historically the worldwide approaches to social work were institutional and residual (cf. 2.2.1 & 2.2.2). This influenced research, and social work practices were shaped according to theories and models with a more residual focus (Baron, 2003:33-36, Patel, 2012:692; Tsui, 2004:9; Rankopo & Osei-Hwedi, 2011:139). Supervision practices thus stemmed from therapeutic models, and theories and practices were dominated by European, North American and Eastern models of intervention.

Theories, models, and practices that focus on problems and weaknesses contradict the Developmental Approach, which is known for its more robust focus on strengths, capabilities, and the building of resilience (Engelbrecht, 2010a:331-333; Engelbrecht, 2010b: 5-6, 10; Engelbrecht, 2019b:151-153, Lombard, 2019:48). For this reason, the notion could be that the therapeutic models and theories used to inform supervision practices in South Africa may be not 100% compatible with the Developmental Approach guiding South African welfare services. Supervision services should be aligned with the welfare approach of the day. Thus, social work supervisors must follow the same supervision approach as social workers in direct service rendering (cf. 2.2.3, 2.3.1 & 2.3.4).

Despite vast developments in the South African welfare milieu since the initial implementation of supervision, it has been found that there has been limited research done on supervision since the beginning of the 21st century (Engelbrecht, 2019:7). Social work supervision in South Africa is still informed by the work of the North American authors and is mainly implemented along the lines of functions described by problem-orientated theories which are contrary to the developmental focus of this service in South Africa (DSD,2012: 15, 20-24; Bar-on, 2003:33-35, Engelbrecht,

2019b:151-152). The National Supervision Policy (DSD, 2012:15, 20-24) guiding supervision practices still reflects the deficit-based approach, which is primarily founded on clinical, first-world approaches such as Pearlman's (1957) problem-solving process and Kadushin's (1976) description of supervision functions (Engelbrecht, 2010b:5). The implementation of supervision practises is thus guided by a policy document (Supervision Framework for the Social Work Profession in South Africa) that contradicts the national approach to social welfare in South Africa. There seems to be a mismatch between the South African approach and the theory used to inform the supervision policy and practices in South Africa. The lack of local empirical research and the subsequent absence of a conceptual framework for supervision strengthens this mismatch. There is a dire need for local research (Botha, 2000:3 Engelbrecht, 2010a:336, Bar-on, 2003:33-35) and the development of theories, practices and guidelines for practice standards that are aligned with the Developmental Approach. The availability of such documents will subsequently inform policy documents on the implementation of supervision.

This study focus on the supervision of social workers working in Child Protection. Child protection services form the most significant portion of social workers in South Africa. The different fields in social work have different dynamics, and to allow the researcher to focus on the main aim of the study, a group of respondents and participants working in the same field contribute to the effectiveness of the study.

In the context of this study, developmental supervision is seen as a people-centred philosophy that discourages dependency, promotes the active involvement of the supervisees in their own development, employs a multifaceted approach and encourages partnership between various levels of management (Gray, 2010:79). These elements are based on the tenets of the Developmental Approach that is discussed elaborately in Chapter 2. It is argued that supervision in South Africa needs a different approach, distancing itself from being informed by literature and research based on a more therapeutic approach to social welfare that also indirectly informs the supervision of social workers.

Calls were made for research to develop a theory that would honour the application of supervision in line with the South African context and needs (Botha 2000:1-3; Engelbrecht, 2010a:336). Unfortunately, for many years, most South African research focused on issues relating to direct service rendering (Engelbrecht, 2019b:153). Consequently, supervision is not a popular topic for research.

Research is still needed to define and structure supervision within a South African context. This study is an attempt to contribute to aligning supervision practices with the Developmental Approach.

1.2 Motivation for the Study

Although a worldwide debate on the legitimacy of supervision of social workers often surfaces, there are various local and international authors (Kadushin, 1992:30-42; Botha, 2000:2; Munson, 2002:92; Engelbrecht, 2019b:151; Greer, 2016:102) that do confirm that supervision of social workers is a critical factor in the quality of services rendered to the service users. Therefore, to validate the purpose of this study, this section highlights some motivating factors contributing to the necessity of supervision of social workers from a Developmental Approach and, subsequently, this study.

The social work profession is known for high emotional demands accentuating the nature and intensity of problems social workers have to address (DSD, 2006:32; Greer, 2016:2-3). Social work is further described as a non-routine, fast-paced profession (Kadushin, 1992:32; Botha, 2000:2), which ultimately adds to the stress of the social workers. The nature of social work thus poses some challenges for social workers.

In addition to the "normal" occupational challenges, South African social workers claim face additional challenges in the working environment. Studies confirm that social workers have excessive caseloads and limited resources and often complain about the availability and the proficiency of supervision they receive (DSD, 2006:33; Shokane et al. 2017:278-279). Studies further conclude that adequate supervision is essential for social workers. Often the weak and faulty application of supervision is featured as one of the reasons for substandard social work practices and subsequently confirms that there is a close link between supervision and the efficiency as well as the emotional survival of social workers (Botha, 2000:2; DSD, 2006:33; DSD,2012:14).

Adopting a Developmental Approach to social welfare differentiates social work practice and supervision of social workers in South Africa from social work practices elsewhere. It requires practices with a focus and implementation that diverge from the implementation of problem-focused social work practices worldwide (cf. 2.3.2 & 2.3.4). The focus of social work practices and, hence, social work supervision is supposed to be aligned with the Developmental Approach. However, the literature on the nature and implementation of supervision is mainly based on problem-focused theories that contest the Developmental Approach (cf. 1.1).

Supervision is not a popular research topic in South Africa, and limited studies are conducted worldwide. According to O'Donoghue & Tsui (2015:616), only 86 articles on supervision were published from 1970 to 2010. On the other hand, Engelbrecht (2019b:153) indicated an abundance of academic thesis focused on supervision in South Africa from the 1990s until the end of the millennium. After that, a limited number of recent research has been conducted on social work supervision in South Africa. Engelbrecht (2019b:153) ascribes this to the fact that the implementation of the new dispensation and welfare system in South Africa necessitated that most of the research conducted since 1997 has had to focus on the priorities of service delivery rather than issues in social work supervision. Having served as a director of a child protection organisation (CPO) and been responsible for social work supervision for at least ten years, the researcher supports the need for research focused on the challenges experienced in practice.

For more than five decades, various questions and concerns have been raised about the implementation of social work supervision in South Africa (Du Plessis, 1965; Botha, 2000:1--8; Engelbrecht, 2006:130; DSD, 2006:32; Engelbrecht, 2010a:324, 329; Engelbrecht, 2010b: 5-6; Engelbrecht, 2019c:143; DSD, 2016: 265, 279, 282). The issues raised repeatedly focused on a need to align supervision practices, concepts and theory with the needs and welfare environment social workers have to address. South Africa has a unique culture, and the challenges faced by people in South Africa require a unique approach based on the realities of people living in South Africa. It is disturbing that the issues raised are mainly the same, despite the number of years that passed. The challenges for both social workers and social work supervisors took a new dimension with the change in the new welfare approach² imposed with the White Paper of Social Welfare introduced in 1997. This new approach forced social work, and subsequently social work supervision, to take a new direction. Many concerns were raised over the years that the theories developed in North America and other countries might not be compatible with the South African approach to social welfare (cf. 2:3.2, Engelbrecht,2010b:5-7). Bar-on (2003:33-35) also confirm that the context of social work dramatically impacts the nature of social work, and therefore, local research, free from the impact of Western practices, is necessary.

There are various calls for the decolonisation of social work and informing social work practices by local research (Bar-on, 2003:33-35, Osei-Hwedi, 22-25). To address the challenges mentioned earlier and the calls for indigenous social work practices, local practitioners need to engage in

² The Developmental Approach is mainly used in African countries. The application of the approach relies on the development of indigenous practices.

research projects and develop evidence-based practices that will address the concerns raised over the decades.

In South Africa, the critical question seems to be whether the implementation of supervision in South Africa has remained abreast with changes in social work approaches such as that found in the rise of the Developmental Approach (Engelbrecht, 2010a:324). Unprecedented changes and consequent challenges for social work practice were posed when the White Paper for Social Welfare (DSD, 1997) sanctioned a change from deficit-based to Developmental Approaches. Subsequently, social workers started implementing these changes in practice. Vague conceptualisation, however, seemed to hamper the implementation of the Developmental Approach. Subsequently, there is still some confusion about what social work from a Developmental Approach consists of. This particularly applies to older social workers who are currently supervisors.

It could also be argued that the Developmental Approach has not yet fully filtered down to supervision practices (Rankin & Engelbrecht, 2019:15-16), causing a disparity between supervision and the expected service delivery practices. The role of supervision have to focus on guiding social workers in implementing the approach and developing skills of social workers about the Developmental Approach. Supervision practices should also support the underlying philosophy of the approach. If these supervision practices do not conform to the expectations of the approach, they should be discontinued. Using the Developmental Approach implies that supervision should focus on the strengths, capacity, resources and resilience of social workers in order to fulfil the objectives of supervision (DSD, 2012:8&26).

During the Review of the White Paper for Social Welfare (DSD, 2016:85-88), social workers raised issues about social work supervision. Some of the concerns were that the approach used in supervision mainly focused on performance management and not the holistic development of social workers. Other challenges include unrealistic supervision workloads and lack of training and supervision mainly focusing on newly appointed social workers, whereas it should also be provided to more senior social workers. This confirms that there is a need for research that would lead to the proper conceptualisation of supervision in terms of the Developmental Approach, considering the realities and needs of South African society.

It can be stated that establishing guidelines for social work supervision according to the Developmental Approach and for the South African context is long overdue. This view is supported by results from a survey by Alpaslan & Schenk (2012:381) and the Review of the implementation of the White Paper for Social Welfare (DSD, 2016:85-88). This research,

therefore, aims to provide guidelines for supervision practices that no longer solely rely on problem-focused therapeutic models but rather build on the underlying theories, principles and practices of the Developmental Approach, which is also supposed to form the basis of social work interventions.

Supervision practices apply to all social work professionals: social workers, social auxiliary workers, social work students, and child and youth care workers. For the purpose of this study, the focus is on supervision practices for social workers. Although the findings of this study apply to supervision of all social service professionals, the supervision of each of the different categories of professionals has additional dynamics that impact the implementation of supervision.

1.3 Research Problem and Research Questions

The success of the study relies on a well-formulated research problem and detailed research objectives. The research problem and objectives guide all aspects of the research. The research problem that is the focus of this study is formulated in the following section. The research problem will be followed by the objectives formulated for this study.

1.3.1 Research problem

Social work supervision practices in South Africa are not yet adequately aligned with the Developmental Approach. As a result, social work practices and supervision practices are not aligned, and the implementation is done from theories and models that do not support the Developmental Approach.

As indicated in the motivation for the study, social work supervision is a pivotal factor in the rendering of effective social work services (cf. 1.2.). Social work is a profession with extremely high emotional demands and the challenges experienced by social workers in the working environment added to the everyday occupational stress, accentuate the necessity of supervision (Kadushin, 1992:30-42; Botha, 2000:2; Munson, 2002:92; Engelbrecht, 2019b:151; Greer, 2016:102, cf. 1.2.). It is, however, clear that for many decades a variety of concerns were raised, and it seems that it was not sufficiently dealt with (Du Plessis, 1965; Botha, 2000:1-8; Engelbrecht, 2006:130; DSD, 2006:32; Engelbrecht, 2010a:324, 329; Engelbrecht, 2010b: 5-6; Engelbrecht, 2019b:174; DSD, 2016: 265, 279, 282). The outcome is a disparity between the supervision and service delivery practices that have implications for different role players: the social worker, the service user and the organisation.

Social workers might experience that their needs are not addressed adequately. They experience being overwhelmed and struggling to cope with the demands of practice. Sometimes, they say they do not receive proper guidance and support towards the issues with which they have to deal. Social workers are struggling to cope with the stress of the profession, and the working conditions in South Africa could result in gaps in the services that the service users receive from social workers (cf. 1 & 1.2; Alpaslan & Schenk, 2012:374-382). In addition, the quality of services will be compromised if social workers do not receive proper supervision (DSD, 2016:256, 279-280; cf. 1.1&1.2).

As indicated earlier in this chapter (cf. 1.1 & 1.2), there is a direct correlation between the efficiency of social work and supervision. In child protection services, the lack of proper supervision could lead to an increased risk for social workers and service users in terms of the accountability of decisions made by social workers. These risks and the decisions that must be made could impact the social worker, the supervisor, the organisation and the service user. This is confirmed by recent media scrutiny of social workers and the quality of social services (Anon, 2022; Eybers, 2022; Hattingh, 2022, Nanni, 2022; Rankin, 2022).

The Supervision Framework (DSD, 2012:8) suggests that supervision is a critical area that needs attention to assist in the retention of social workers and to improve effective social work services. Supervision practices should, however, be informed by local research to align supervision practices with the Developmental Approach. The research problem that directs the study is the mismatch between supervision practices and the Developmental Approach. This study is an attempt to address this issue.

The study aims to analyse current supervision practices in South Africa and subsequently provide specific guidelines for delivering social work supervision in a developmental context. The intention is to explore the nature, content and implementation of supervision to determine if it is true to the Developmental Approach and the uniqueness of the social environments in South Africa. It is submitted that there is a need for local research to focus on designing a framework of supervision that will inform South African-specific supervision practices. In this regard, supervision should be based on the needs and realities of people living in South Africa, based on local research and frameworks that adhere to the Developmental Approach.

1.3.2 Research questions

According to Fouche & De Vos (2007:91), professional practitioners often discover research topics during their daily practice. As indicated earlier in this study (cf. 1.2), several concerns regarding supervision were raised during the last three decades. These concerns have been neglected because challenges experienced in practice were more popular research topics.

Research questions I focus on the research process and direct the study.

The following research questions direct the study:

- How should the Developmental Approach underpin in the implementation of social work supervision?
- How can resilience theory align social work supervision practices with the Developmental Approach?
- What supervision and management models and theories could contribute to implementing developmental social work supervision in South Africa?
- What practices are social work supervisors using to guide their supervisees in Child Protection organisations (CPOs)?
- What supervision practices are needed to ensure that social workers effectively deal with the demands of practice?

The goal of the research is to provide guidelines for practice standards for social work supervision based on the Developmental Approach. Hopefully, this will contribute to the general improvement of social work services rendered in South Africa and the overall well-being of the country's social workers.

1.3.3 Research design and methodology

Research plans and procedures span from broad assumptions to detailed methods of data collection, analysis and interpretation (Creswell, 2013:31). The nature of the research problem or issue that the researcher plans to address and the audience of the study also have a direct impact on the procedures that the researcher is going to follow. The process and specific methods that will be used are embodied in the detailed research design and methodology.

A distinction is made between three research approaches: qualitative, quantitative and mixed method. The mixed-method approach includes elements of both qualitative and quantitative approaches (Creswell, 2013:32). Each of the mentioned approaches has value and guides research processes differently. The research approach determines the process and the focus of the research.

The nature of social work and the intention of this study requires a critical reflection on the application of social work supervision in non-governmental CPOs in South Africa. The research aims to explore and describe the current implementation of social work supervision and to determine its alignment with the Developmental Approach. This will inform the compilation of a set of guidelines for social work supervision in the country. An exploratory sequential mixed method design will be implemented in two phases (QUAL → quan).

This study does not include the social workers and supervisors from the Department of Social Development. This is because there are vast differences in the environment where these professionals' function, and the operational expectations are also different. Thus, the implementation of supervision in the Department of Social Development should be investigated in a separate study. The study targets social workers working in Child Protection at the Non-Governmental Organisations.

This chapter will only provide a basic overview of the research design and methodology. These aspects are discussed more comprehensively in Chapter 5.

1.3.3.1 *Qualitative study (Phase 1)*

A collective case study is performed to examine the supervision experiences of both supervisors and supervisees (Baxter & Jack, 2008: 549). According to Creswell (2013:43), qualitative data tends to be open-ended, with no pre-determined responses. The aim of the qualitative phase is thus to explore the views and experiences of social workers and supervisors in South Africa.

Semi-structured interviews are conducted with social workers and supervisors to gather qualitative data from a small sample. The data is analysed, and the outcomes thereof used to design questionnaires for the second phase of the study, namely collecting quantitative data regarding the supervision practices in South African CPOs.

1.3.3.1.1 Sampling

Through key informant sampling, ten social workers and ten supervisors from at least ten CPOs in the Free State (2/2), Mpumalanga (2/2), Gauteng (2/2), North-West province (2/2)³ and

³ The 2/2 refer to 2 social workers and 2 supervisors that will be sampled to participate in the study.

KwaZulu-Natal (2/2) is selected. According to Marshall (1996a:92), a key informant is seen as an expert source of information. Key informants are believed to be in a position to provide more information and a deeper insight into the topic of research due to their personal skills or position within society. The qualifying criteria for inclusion in the study are that candidates must be social workers and supervisors employed at CPOs in the five mentioned provinces. In addition, all participants is working in child protection services. These particular provinces is selected based on the researcher's working relationship with CPO directors in these areas. These directors are contacted to provide a list of social workers and supervisors employed by the organisations that indicates a willingness to participate in the study. An equal number of participants are selected from the different CPOs to get a fair distribution of organisational inputs.

For the qualitative phase of the study, social workers and supervisors working at the Department of Social Development are excluded from phase 1 of the study because of the complexity of the process of gaining permission from the Department of Social Development for participants to participate in the research. It could happen that social workers and supervisors working at the Department of Social Development complete the questionnaires in phase 2 of the research as an online link will be distributed via various media platforms. The responses of social workers or social work supervisors employed by the Department of Social Development is not considered for this study. It is not a problem for DSD to be excluded from this phase of the research since the supervision processes followed by CPOs and that of the DSD are the same. Still, the environment and organisational structure are different. The differences necessitate separate studies.

1.3.3.1.2 Data gathering

A total of twenty (20) semi-structured individual interviews are conducted with ten social workers and ten social work supervisors at the selected organisations. According to Greeff (2007:296), semi-structured interviews are a flexible method of data gathering that provides the researcher with the opportunity to acquire a detailed depiction of the participants' beliefs, perceptions or accounts of the topic. CPOs from the abovementioned provinces will be approached to participate on the grounds of their accessibility and willingness to participate in the study. Interviews are approximately one hour and is recorded with the participant's permission. The interview focuses on supervision practices and the supervision needs of the social work supervisees.

1.3.3.1.3 Data analysis

After the initial interview-based exploration, the qualitative data is analysed, organised and interpreted according to Braun and Clark's six-phase process of thematic analysis (Braun & Clark,

2006:16-24). The process includes the researcher becoming familiar with the data through repeated reading, followed by generating themes and codes that are subsequently reviewed and refined. After themes have been identified, the researcher analyses and discusses each of these (cf. 6.3). These themes inform the quantitative phase of the research.

1.3.3.1.4 Trustworthiness

The quality constructs of Lincoln and Guba (1985) are used as guiding principles for ensuring the trustworthiness, reliability and validity of the study. These guiding concepts are authenticity, dependability, confirmability and transferability (Lincoln & Guba, 1985). This implies that the research is recorded and presented authentically and reliably and that the bias and viewpoints of the researcher does not impact the results. The investigation also uses triangulation, rich descriptions in conveying results, member checking and an audit trail to ensure adherence to these quality constructs (cf. 4.1.4.1, 5.4.1.4.2, 5.4.1.4.3 & 5.4.1.4.4).

1.3.3.2 Quantitative study (Phase 2)

The exploratory results obtained in the first phase of the research are used to inform the second phase of the study. According to Creswell (2013:43), the quantitative data instruments includes pre-determined responses. These pre-determined responses are based on the data collected during the qualitative phase. During this second phase of the research, quantitative data is collected and analysed to allow the researcher to attempt to test or support the initial findings of the qualitative phase (Creswell & Clark, 2011:122).

The following sections provides a basic overview of the aspects relating to the quantitative phase.

1.3.3.2.1 Sampling

The quantitative phase uses online questionnaires to collect data from approximately 100 social workers nationally. Participants are selected based on their availability and willingness to participate, as derived from information from the respective CPO directors in all provinces. Non-probability sampling in the form of a purposive sample is employed. With purposive sampling, the researcher determines the type of the sample by composing criteria of characteristics or typical attributes of the population. In this instance, the researcher requires social workers and supervisors working in child protection to participate in the study (Strydom, 2007:202). No attempt is made to obtain permission from the Department of Social Development; it is, however, possible that social workers and supervisors working at the Department might participate in the quantitative

phase, as links to the online questionnaires are distributed among social workers and social media platforms for social workers. The data of participants from the Department of Social Development is not analysed. There is currently no accessible list of social workers employed by CPOs, meaning that the probability sampling method cannot be applied.

Approximately 2 964 social workers were employed by non-governmental organisations (NGOs) in South Africa, according to a 2016 report (DSD, 2016:268). The majority of these NGOs provide child protection services. For this study, social workers employed by CPOs in five different provinces constitutes the target group. In South Africa, on the whole, there are at least 152 branches of leading CPOs (Church Organisations, Child Welfare SA, the SAVF and Free State Care in Action). There is no database available of social workers and supervisors to determine the number of social workers employed by CPOs in the relevant provinces. The provinces selected are smaller provinces, and as a result, the sample is smaller too. The study therefore, aims to involve social workers and supervisors working at child protection organisations. This serves as the qualifying criteria, and thus the study primarily focuses on social workers and supervisors employed at CPOs countrywide. Since the link to the research questionnaire in Phase 2 of the research is distributed via various media platforms, the Department of Social Development employees might participate. However, the results from these officials are not analysed.

1.3.3.2.2 Data gathering

Participants from CPOs who make themselves available for participation are surveyed. Questionnaires for both social workers and social work supervisors are developed based on the analysis of the information derived from the qualitative phase. Online platforms such as Facebook for social workers and the web pages of relevant organisations are used to distribute a link to the study's online questionnaires.

1.3.3.2.3 Data analysis

During the study's second phase, the descriptive statistics of EVASYS, a cloud-based survey automation tool, is used to analyse the data collected and describe and interpret the findings. The knowledge generated by this exercise and the information gathered during phase 1 of the study are then used to develop concrete guidelines for appropriate social work supervision practices in South Africa as aligned with the Developmental Approach.

1.3.3.2.4 Reliability and validity

The questionnaire used in the quantitative phase is designed on the EVASYS program. After designing the questionnaire, a pilot study is conducted with a small group of respondents to test the reliability and validity of the instrument (Lincoln & Guba, 1985).

The abovementioned guidelines and aspects relating to the practical execution of the study acts as a guide to ensure that the study adheres to the requirements of professional research. Chapter 5 discusses matters more comprehensively.

1.4 The Value of the Research

Supervision of social workers is a pivotal factor in coping with working conditions, stressors and challenges and ultimately rendering effective service to the service user (cf. 3.1). As discussed earlier in this chapter (cf. 1.3.1), social work supervision services in South Africa is not yet fully aligned with the Developmental Approach. The result is that social work services and supervision of social workers are, at least partially, implemented from approaches that do not support the Developmental Approach (cf. 1.1). This misalliance of approach impacts service rendering on different levels. Consequently, social workers are still mainly focusing on statutory- and crisis-intervention services and not using prevention services to avoid compromising the quality of life of possible service users (DSD, 2016:310 & 330).

This research attempts to add value to social work in South Africa through the following.

- Contribute to developing local, researched information to align practises of supervision with the Developmental Approach.
- Assist in developing frameworks and guidelines for supervisors that can be used to inform supervision practices in the form of practice standards.
- Promote access to developmentally focused supervision for social workers that contribute to effective service rendering, professional development of social workers and effective self-care of social workers.
- By aligning the Developmental Approach with supervision practices, service user services will be more effective. Furthermore, supervision aiming at the progressive development of skills

and knowledge, attitude, and empowerment of social workers, could contribute to reaching the ultimate goal of supervision, namely effective social work services.

By researching this topic, the researcher aims to contribute by developing guidelines for supervision practice standards that provide a relevant foundation for supervision practices in South Africa. Well-developed guidelines for practice standards for supervision could assist supervisors in implementing supervision practices that focus on building the strengths, capacity, resources and resilience of social workers and consequently improve the lives of their service users. Furthermore, if guidelines for supervision standards exist based on local research and local realities, and the guidelines could aid in implementing *developmentally* orientated supervision, it will contribute to implementing supervision that is fully aligned with the Developmental Approach to social welfare. This research assists in the development of guidelines that can be developed into formal practice standards for supervision.

1.5 Ethical Aspects of the Study

Since data is gathered from human subjects, it is essential to consider and anticipate various ethical considerations that may arise (Creswell, 2013:132-133). The consideration of all ethical aspects and awareness of various ethical risks promotes the ethical standards of the study. The fact that human subjects are used in the study creates a great responsibility to adhere to ethical standards.

An Ethical Code regulates social work as a profession, and all activities within the research project are executed in accordance with this code (SACSSP, 2008:9-12). The General/Human research ethics committee (GHREC) of the University of the Free State approved the proposed study, reference number UFS-HSD2017/1332. Permission to engage with research participants are obtained from the directors of the various CPOs. Written informed consent are obtained from all participants, and parties are informed about their legal rights and right to terminate their participation at any stage of the research process. The ethical aspects of the study is addressed more extensively in Chapter 5.

1.6 Definition of Concepts

The terms used in this study are widely defined by several authors. Due to the large variety of definitions of these terms in social work practice, this section contextualises the definitions and

terms used to ensure that the reader and the author have a common understanding of the concepts used in this document.

The following sections will attend to the contextualisation of some of the terms used often in this study.

1.6.1 Child protection services

Services rendered to protect children in terms of the Children's Act (Act 38 of 2005) are referred to as child protection services. Organisations involved in these services are designated child protection organisations, and services are outlined in Section 105(4)(b) of the Children's Act. According to Section 105(4)(b), child protection services include prevention, early intervention, family reunification, placement in alternative care, and adoption of children. In addition, services would include the investigation, assessment, intervention and removal of children in cases of suspected abuse, neglect or abandonment.

In South Africa, these services are rendered by social workers from the Department of Social Development and Non-governmental organisations (NGOs) that applied to be designated as child protection organisations in terms of Section 107 of the Children's Act. In addition, the requirements for child protection services are stipulated in the Norms, Standards, and Practice guidelines for child protection services (DSD, 2010).

As stipulated in the White Paper for social welfare (RSA, 1997:2, 12 & 21), all services, including child protection services, should be rendered from a Developmental Approach, and human and social rights should be the focus.

This study will mainly focus on social workers employed by organisations designated as child protection organisations.

1.6.2 Guidelines

The Oxford Advanced Learner's Dictionary of current English (2022) defines guidelines as "a set of rules or instructions that are given by an official organisation telling you how to do something". The Cambridge dictionary (2022) defines guidelines as "information intended to advise people on how something should be done or what something should be".

Both these definitions highlight some aspects that are relevant to this study. The guidelines for supervision should provide supervisors with rules or instructions that will guide the outcomes of supervision. The set of general rules contained in the guidelines intend to advise supervisors on the implementation of supervision and describe the content of the outcomes that must be achieved through supervision.

1.6.3 Practice standards

Practice standards are guidelines designed to steer social workers in their practice to ensure that expectations are met. Practice standards are informed by the values and ethical responsibilities of social workers and should be aligned with the nature of social work and the Developmental Approach. Practice standards provide social workers and supervisors with an outline of what effective, professional and accountable social work is (AASW, 2014:4-7). The development of practice standards is an extensive process, that includes consultation with social workers and supervisors and could consist of best practices proved to be effective.

Practice standards should form the basis of what is expected and should also be used in the assessment of practice. In the context of this study, guidelines for practice standards should benchmark the formulation of outcomes of supervision. The outcomes should be focused and specify what is expected of social workers (Scott et al., 2004:613) and can contribute to the accountability of social workers.

This study aims to initiate the development of guidelines for practice standards of supervision. The intention is that the guidelines will inform the outcomes of supervision and that will align the supervision practices with the Developmental Approach. The principles of the Developmental Approach are embedded in the application of the guidelines for practice standards, and as a result, the supervision process will be more aligned.

1.6.4 Supervisee

This term refers to the social service practitioners, including social workers, who practice social work and receive supervision from a supervisor. In South Africa, a variety of social service practitioners receive supervision, namely social workers, student social workers, social auxiliary workers, as well as learner social auxiliary workers (DSD, 2012:30-41). Recently (2016), the registration and supervision of child and youth care workers were also mandated in terms of the Social Professions Act, Act 110 of 1978 as amended. (South Africa, 2014:14-20). Therefore,

although social workers are not responsible for supervising child & youth care workers, they are included in this document as they are regarded as social service practitioners.

1.6.5 Supervision

Many definitions of supervision by various authors are available in the literature (Kadushin, 1992:22; Munson, 2002:10; Social work dictionary, 1995:64). Although the emphasis and nuances of each of these definitions are slightly different, the critical elements found in almost all these definitions are:

- there should be a **relationship** between a supervisor and supervisee;
- supervision is a **structured process** and relies on the implementation of specific techniques;
- the **basic functions** of supervision are administrative (cf. 4.9.1), educational (cf. 4.9.2), and supportive (cf. 4.9.3). More recently, some authors added mediation as a fourth function of supervision.

The New Dictionary of Social Work (1995:64) defines supervision as: "*A process whereby a supervisor performs educational, supportive and administrative functions to promote efficient and professional rendering of services.*" This definition highlights the fact that supervision is a process. Reference is made to the three functions of supervision as described by Kadushin (1992:78-180). The outcome of supervision is also illuminated as working towards the rendering of efficient and professional social work services. This definition, however, makes no reference to the approach to supervision. This definition only highlights a few general aspects of supervision.

The definition in the Supervision Framework for the social work profession in South Africa (DSD, 2012:18), which is the guiding policy document on supervision in South Africa, also focuses on the performance of the educational, supportive, and administrative functions. It further emphasises that supervision is "*an interactional and interminable process within the context of a positive, anti-discriminatory relationship, based on distinct theories, models and perspectives of supervision whereby a social work supervisor supervise a social work practitioner....*" This definition references the relationship and the use of specific theories, models, and perspectives. However, the definition and the Supervision Framework do not clarify what theories, models, and perspectives would be appropriate for the South African context.

The Supervision Framework for the social work profession in South Africa (DSD, 2012:18) further refers to supervision as a formal arrangement where supervisees review and reflect on their work. It is related to ongoing learning and performance.

The said framework narrows their discussion and specifically refers to the term Social Work Supervision. The discussion on Social Work Supervision highlights the following concepts (DSD, 2012:18).

- The process of social work supervision is interactional within the context of an anti-discriminatory relationship.
- The process should be based on distinct theories, models, and perspectives. The framework does not stipulate what theories, models and perspectives are seen as appropriate. The document only indicates that theories and perspectives may derive from applying intervention models and extrapolating models from other fields.
- A supervisor is someone to whom specific authority has been delegated and should have the required experience and qualifications.
- Educational, supportive, and administrative functions should be performed to promote efficient and professional service rendering.

The definition in the Supervision Framework (DSD, 2012:18) seems to be an attempt to align supervision with the approach to social welfare in South Africa. The definition adds the concept of anti-discriminatory relationships to the definition and refers to distinct theories, models and perspectives of supervision. Engelbrecht (2013:458) confirms this with the statement that the Supervision Framework fails to define the concepts relating to supervision as well as the theories, models and perspectives and how that should inform supervision.

Another concern would be that supervision is defined in terms of functions described by general supervision practices based on problem-focused literature. However, as described earlier in this chapter (cf. 1.1; Engelbrecht, 2019b: 151), the problem-focused approaches repudiate the implementation of the Developmental Approach, and there seems to be a great need to explore possible new definitions of supervision to align supervision with the Developmental Approach fully.

The lack of a definition of supervision relating to the South African context of supervision seems to be one of the limitations of the literature available and, subsequently, the implementation of supervision. The concepts listed above seem to be essential elements of supervision. However, from the current definitions, there is no indication of what the appropriate models, theories and perspectives will be. The questions raised upon exploring the definition would include:

- Should supervision from a Developmental Approach be defined differently? Should the redefinition include different concepts, terminology, and a vastly different focus?
- Does the difference lie merely in a different application of the concepts and functions in the current definitions available in literature?

For this study, the following aspects are regarded as critical for the conceptualisation of supervision.

- Supervision is a **dynamic, interminable process** focusing on the development of skills and capabilities of a social worker to ensure that the services rendered to the service users are effective and efficient.
- Supervision occurs within a **formal, interactive relationship** where both the supervisor and supervisee **share responsibility** for the development of the social worker.
- The execution of the supervision is based on inputs related to the requirements for social work services, policies, and legislation. These actions might include some focus on administrative duties and managerial aspects.
- Supervision must be implemented from a specific theory that resonates with the principles of the Developmental Approach.

To summarise, the following is seen as a definition for supervision: Supervision is thus seen as a dynamic, interminable process within a formal, non-discriminatory, interactive relationship. The supervisor and supervisee have a shared responsibility for the development of the social worker. Actions/Inputs from the supervisor should be aligned with a theory and model resonating with the principles of the Developmental Approach. The focus on developing the skills and professional capabilities of the social worker should be to ensure a professional service to service users.

1.6.6 Supervisor

The Supervision framework (DSD, 2012:18) clearly states that a supervisor should have adequate training and experience and the authority to act as a supervisor. The New Social Work Dictionary (1995:64) refers to a supervisor as "*A social worker to whom the authority has been delegated to coordinate, promote and evaluate the professional service rendering of social workers through the process of supervision.*" This reflects that supervision is a formal relationship and that the authority to provide supervision should be given to a social worker who has the necessary experience and is sufficiently trained. Supervision should not take place haphazardly.

It is further accentuated that supervisors should have the required experience and be suitably qualified (DSD, 2012:17). This should imply that supervisors should complete prescribed training to specifically qualify the supervisor for the implementation of supervision. Supervisors should not only rely on their training as social workers. The Supervision Framework subsequently refers to the supervisor being accountable for the ethical and work performance of the supervisee. The supervisor also plays a role in managing the supervisee's work by implementing the supervision process.

Chapter 3 will elaborate on the process and tasks of the supervisor. In this study, the supervisor will thus be seen as the social worker with the relevant experience and training appointed to take responsibility for the supervision of social workers.

1.7 Brief Outline of Chapters

In Chapter 1, an overview of the methodology of the planned research is provided. The chapter also includes the description of relevant terminology.

Chapter 2 introduces the main approaches to welfare worldwide and focuses on the concepts that relate to the Developmental Approach. The chapter also introduces the Ecological systems approach, the Strengths perspective and the Person-centred approach as possible theoretical approaches that are aligned with the Developmental Approach.

The historical overview of social work services, focusing on international and national history, is addressed in Chapter 3. The chapter discusses the Integrated Service Delivery model, which describes the comprehensive national framework that was developed to inform the nature, scope and level of social services provision in South Africa. This discussion also includes descriptions of the principles of the Developmental Approach. The chapter continues to discuss service

integration, the levels of service delivery and conclude with a section that considers the challenges in moving from policy to practice.

Different facets of supervision of social workers are addressed in Chapter 4. The chapter starts with the background and historical development of supervision and refers to the different stages of development of supervision globally and in South Africa. Subsequently, the chapter discusses the international, national and organisational context of supervision before continuing to the significance of supervision. The chapter also highlights the critique against supervision and specific challenges in the implementation of supervision. Some of the particular challenges that are discussed include unaligned policies, lack of research, inadequate training of supervisors, working conditions and power dynamics in the supervision relationship.

The chapter introduces practice models that can be used in supervision. The practice models discussed are the Solution-focused model, the Competency-based model and the Cyclical model for supervision. After introducing the models, the chapter concludes with a discussion of the relevance of the functions for supervision and the relevance of supervision.

The last section of the chapter introduces nine skills groups that can be used to formulate guidelines for practice standards, and the chapter ends with the process of supervision.

Chapter 5 provides details of the research methodology. Attention is given to the research philosophy, the research approach and the research design. The research methodology is discussed in detail, attending to all elements of both the qualitative and quantitative phases of the study. The chapter concludes with the ethical issues and limitations of the study.

The empirical findings of the qualitative and quantitative phases are discussed extensively in Chapter 6. The chapter discusses the themes identified in the qualitative study and continues to analyse the information from the quantitative phase. The findings of both phases are compared towards the end of the chapter.

In the final chapter, Chapter 7, the researcher discusses conclusions and recommendations based on the literature as well as the empirical findings. Conclusions will inform the recommendation of future action and aim to achieve the goal of the study, to provide guidelines for the supervision of social workers in South Africa.

This research report thus consists of four sections: the orientation (Chapter 1), the literature study (Chapters 2-5), the empirical study (Chapter 6) and the final chapter with recommendations and conclusions (Chapter 7).

1.8 Summary

This chapter introduced the motivation for the study and the methodology to orientate the reader toward the study. Some attention was also given to basic terminology used throughout the study.

From the discussions in this chapter, there is a need for local research to inform supervision practices in South Africa. Western practices are incompatible with the South African context, and the result is a gap between the research and literature that inform the practices in South Africa.

Supervision is critical for the effective functioning of social workers and there seems to be a direct correlation between weak and faulty supervision and poor performance of social workers. Supervision practices in South Africa need to be aligned with the Developmental Approach. Yet, there seem to be gaps and a lack of indigenous guidelines that inform the supervision of social workers.

The research problem that guides the study raises the issue that there is a disparity between supervision and service delivery practice that have complications for the social worker, the service user and the organisation. Social workers might feel their needs are not addressed adequately and the quality of services is compromised. For this reason, this study aims to analyse current supervision practices and explore the nature, content and implementation of supervision. The study aspires to provide specific guidelines for practice standards for supervision within a Developmental Approach

The following chapter will discuss the Developmental Approach and focus on various aspects related to the approach.

CHAPTER 2 DEVELOPMENTAL APPROACH

2.1 Introduction

In this chapter, the Developmental Approach will be discussed in general terms. However, since the approach is mainly used in South Africa, South African examples will be used. Where appropriate, elements of this approach will also be linked to supervision and supervision practices to ensure that the aim of this study can be reached.

For many years, residual and intuitional approaches dominated social welfare systems worldwide (Patel & Selipsky, 2010:50). These two approaches guided research and the development of theories and practice models used in service rendering. However, other approaches like social development, critical, and feminist perspectives surfaced and changed the direction of studies on social welfare policies (Patel & Selipsky, 2010:5; Triegaardt, 2018:59).

The political changes in South Africa in 1994 led to the new government adopting a transformative, developmental framework for social welfare in 1997. Consequently, all practices and policies had to be adapted to include this approach (Gray & Mazibuko, 2002:191-192; Triegaardt, 2018:57; Lombard, 2019:48). In hindsight, the previous welfare system in South Africa is regarded as fragmented, exclusive and focused on micro social work practices that do not address the diverse needs of a South African society (Patel & Hochfeld, 2012:692).

The Developmental Approach was introduced to South Africa more than 20 years ago. Yet, after all this time, it seems that the South African welfare policy is still not well conceptualised. (Patel & Hochfeld 2012:694; DSD: 2016:20). This slows down the effective implementation of the approach in practice. Osei-Hwedi (1993:27) indicated a need to develop theories and social work practices that address the needs of society. This leaves the question: Is inadequate conceptualisation of the Developmental Approach one of the reasons practitioners find it challenging to adapt and apply it, or do other factors hamper professionals from implementing it? Various interpretations and meanings are attached to the social development approach, and there is not yet a consensus on the key concepts and theories supporting the approach (Patel, 2015a: ix). Social workers will only be able to implement developmental social work once proper conceptualisation is completed and indigenous practice guidelines are developed and shared. Van Breda (2019:13) indicates that developmental social work is the best example of an indigenous, South African approach to developmental social welfare. To implement this approach successfully, indigenous theories need to be developed to support South African history and current context. It might be more appropriate to develop new components that define and

structure developmental social work (Van Breda 2019:12-13). Developing indigenous practices that would be unique to the South African context is referred to as decolonising of theory. Schenk (2019:23) supports this statement by stating that decolonising social work theory should be a process of 'choosing' and constructing transformational theories relevant to social work practices in South Africa.

The description of supervision functions sometimes refutes the developmental focus of social work services in South Africa. The National Supervision Policy (DSD, 2012:15 & 21-22) focuses on deficits and problems which stem from clinical, first-world approaches centring on the problem-solving process of Pearlman (1957) and Kadushin's (1976) description of supervision functions (Engelbrecht, 2010b:51). There is supposed to be a correlation between the approaches of supervision and social work practice, as described in the White Paper for Social Welfare (1997). Using theories, models and practices that focus on problems and weaknesses contradicts the Developmental Approach that focuses on strengths, capabilities and the building of resilience (Engelbrecht, 2010a:331-332; Engelbrecht, 2019b: 150-156).

This chapter will provide a brief overview of the different approaches to social welfare to explain the conceptual framework for this study. Subsequently, the section will focus more in-depth on the concepts related to the Developmental Approach to social welfare that focuses on the needs of the entire South African population (DSD, 2011:7; Patel & Hochfeld, 2012: 691-692; Patel, 2014: 1, Smith: 2014:311-312, Patel, 2015a:44). The discussion of the key concepts will assist in conceptualising the Developmental Approach.

Clinical approaches still strongly impact the conceptualisation and practice of supervision. There is an imperative need for the restructuring of supervision practices to improve alignment with the Developmental Approach. The impact that clinical approaches have on the conceptualisation of supervision must be eliminated. Since supervision theories and approaches correlate with social work approaches (Engelbrecht, 2015a: 130), this conceptualisation will also guide and inform the discussion of supervision in Chapter 4.

In some discussions, various elements may overlap due to the commonality and interrelatedness of concepts in supervision, social work and the Developmental Approach.

2.2 Main Approaches to Social Welfare

The way the state responds to people's social crises and hardship is embodied in the approach to social welfare (Taylor, 2018:3-4). The approach followed in welfare systems informs the

policies, legislation, and social work practices in a particular country. As mentioned, social work worldwide mainly follows one of three focal approaches: the residual approach, the institutional approach, and the Developmental Approach (Midgely 1995:1, Patel & Selipsky, 2011:50). Both the residual and institutional approaches were prominent approaches to social welfare in South Africa before adopting the Developmental Approach in the White Paper for Social Welfare in 1997 (Chavalala, 2016:16). The inheritance of these approaches is still visible in some practices and policies in South Africa. A brief overview of the residual and institutional approaches will be provided to understand the differences between the three focal approaches. Subsequently, time will be spent elaborating on the Developmental Approach informing welfare systems in South Africa since 1997.

2.2.1 Residual approach

According to this approach, also known as the neo-liberal approach, there are two systems through which people meet their needs: the capitalist market economy and individuals and their families (Patel & Selipsky, 2010:51; Patel, 2015a:21). When these systems break down and fail to provide for people's needs, a third system is activated, the social welfare system. This system offers short-term emergency aid to assist people in meeting their needs (Weyers, 2013:434). Families and individuals qualify for services if a means test indicates a need for social welfare services (Patel, 2015a:21). Once the crisis is solved, the individual and family should again take responsibility for providing for their needs. The involvement of the social welfare system is thus minimal and only temporary (Triegaardt, 2018:56). This approach promotes a selective principle of social provision where target groups have to meet specific criteria to benefit from the services and benefits. According to this approach, limited resources are directed toward the neediest section of the population (Midgely, 1995:1). These criteria could include aspects such as age, need, and income, and the role of the state is limited (Patel & Selipsky, 2010:51). Great emphasis is placed on the individual's responsibility (Patel, 2015a:21). As an example, the welfare services in the Chinese Countryside is based on the residual approach (Selden & You, 1997:1658; Svallfors, 2004:122).

The key characteristics of the residual approach could be highlighted in terms of the following:

- the residual approach is reactive and not proactive. It intends to fill gaps and deal with needs as they appear (Triegaardt, 2018:60-61);
- it focuses on visible needs, and all other possible means should be depleted before the social welfare system is activated (Triegaardt, 2018:56);

- assistance is only short-term and should be withdrawn once the person is in a position to function independently.

Chavalala (2016:17) further states that the residual approach is not concerned with addressing the root of problems. Policies and programmes within this approach tend to disregard structural causes of social issues, such as poverty. This approach is thus focused on individuals (Patel & Hochfeld, 2012:692) and separates individuals from the environment; the approach is, therefore, not holistic.

The other approach prominent in the history of social welfare in South Africa is the institutional approach. The following section will briefly discuss this approach and highlight its central tenets.

2.2.2 Institutional approach

This approach, widely adopted in Western Europe, specifically in Scandinavian countries like Finland, Norway and Sweden, argues that it is the state's responsibility to support members who cannot provide for themselves due to circumstances beyond their control (Midgely, 1995:1; Patel & Selipsky, 2010:51; Triegaardt, 2018:61). Examples of these circumstances could include unemployment and rising food prices. In contrast with the residual approach, the state's role is paramount in this approach. This approach is often referred to as the welfare state and follows the principle of universality, where social welfare is available to all citizens irrespective of income. There are different types of welfare states, some of which are more liberal, some are conservative, and others are described as egalitarian. This approach is still used in Sweden, Germany, the USA, and the United Kingdom (Svallfors, 2004:119; Patel & Selipsky, 2010:51).

The researcher would regard the following aspects as the critical characteristics of the institutional approach.

- The perception that everybody deserves community and government support, even without a direct request for assistance (Triegaardt, 2018:62).
- This approach focuses on preventing social problems by anticipating possible risks.
- Resolving the risks as early as possible. This concept can also be regarded as a viewpoint in the social development approach (cf. 2.4.3 Social development approach).
- Needs are accepted as a normal part of life, and welfare is provided for the population and not just for the poor (e.g., public services and education) (Triegaardt, 2018:62).

As mentioned earlier, the approaches to social welfare have different policies on how resources and assistance should be allocated and who is eligible for assistance. However, they are both similar in their concern with social interventions that rely on the economy for funding; neither of these approaches gives attention to how these funds are generated or the financial problems that ascend when economic hardship arises (Midgely, 1995:1).

The third approach that emerged more recently is the social Developmental Approach. The following section will briefly introduce this approach.

2.2.3 Social Development Approach

Social work practices, theories and models from the United Kingdom and the United States heavily influence social work in South Africa, despite repeated calls for "indigenous" approaches by Bar-on (2003:26) and Schenk (2019:22). That is why South Africa needs to engage in choosing and constructing theories and practices true to the South African context. The indigenous approaches and practices could be referred to as decolonised theories and practices. The White Paper for Social Welfare (1997) indicated that social welfare services should change from the residual approach (stemming from the influences of the United States) to a Developmental Approach. However, the disparity between economic growth and the increase in poverty still impacts many of the population. This necessitated the development of a different approach to social welfare where a balance is created between social policies and promoting economic growth (Midgely, 1995:13). Gray (2010:75) states that developmental social work is the dominant approach in South Africa and is probably the most 'indigenous' model to emerge and referred to in contemporary social work literature (Gray, 2010:75).

Patel & Selipsky (2010:52) indicate that the roots of this approach can be traced back to the developing countries of the 1960s that had to reconstruct their countries after years of colonialism. As a result, all these countries developed national development plans with objectives and timeframes. However, these countries faced a bottleneck of needs, corruption, problems with democracy, weak states, a lack of capacity, and the oil crisis of the 1970s. All these factors negatively impacted the countries' ability to develop equitably (Patel & Selipsky, 2010:52). Many of these problems are also prominent in South Africa (World Report, 2018).

In the 1980s, the World Bank and the International Monetary Fund advised countries to implement structural adjustment programmes to promote economic development. These programmes, however, impacted negatively on social development as governments were required to cut back on social spending (Patel & Selipsky, 2010:52).

In 1995, 160 countries adopted the Declaration of the Copenhagen Conference of the United Nations World Summit for Social Development. This declaration urged social and economic development and the social integration of societies (United Nations, 1995:1).

Subsequently, the White Paper of Social Welfare (RSA,1997:2,12 &21) was issued, indicating that South Africa had adopted a Developmental Approach to social welfare. This approach grew from the country's unique history of inequality and human rights violations due to colonialism and apartheid (DSD, 2013a:12).

The social work approaches implemented in South Africa pre-1994 are condemned by the critics as inappropriate, creating dependency and not aiming at developing people. According to critics (RSA,1997:6-7; Gray & Mazibuko, 2002:194; Visser, 2009:225; Patel, 2014:1; DSD, 2013a:8), services were not relevant, individualistic and aligned with a medical model that focused on the diagnosis and treatment of the service user. The service user was a passive recipient in the process of service rendering (DSD, 2013a:13).

The need arose for an approach focusing on the strengths of individuals, groups and communities that promote the building of capacity and aid the development of individuals. The increased focus on strengths implies that social work should be rendered from a strength perspective (Lombard, 2019:48). This approach was referred to as the Developmental Approach, regarded as person-centred and sustainable. Sustainability is achieved by developing the strengths and capacities of members of communities to address their needs in future. The Developmental Approach focuses on the potential of people, fostering self-reliance and participation in decision-making. Services are community-based, integrated, and focused on families (DSD, 2013a:14).

Generally, the following aspects are regarded as the foundational aspects of the Developmental Approach (DSD, 2013a:12-13; DSD 2005:21):

- social processes should result in changes in relationships and increased access to resources. The aim of the developmental paradigm is for the poor and vulnerable to gain increased control over their lives;
- attitudes, institutions and structures must be transformed;
- the formulation and implementation of appropriate policies at micro-, mezzo-and macro levels;

- social processes should support people's potential, indigenous knowledge and expertise in pursuing their development;
- the social services sector personnel should continuously be re-orientated towards the developmental paradigm.

Within the developmental paradigm, social welfare services take two directions. The first direction is social welfare, and secondly, community development. These two directions in social welfare services inform the structuring of social welfare services in South Africa through the policies and practice models based on the two courses. This is also illustrated in Figure 2.1, which provides an overview of the structure of social welfare services according to the Integrated Service Delivery model, one of the leading welfare policies (DSD,2005:40). This diagram adds a third pillar, namely, professional support. The professional support reflects the activities included in the social welfare system that should ensure the quality of services. Professional support provides the rendering of supervision services and links with the overall aim of supervision: to deliver quality services to the service users.

Patel & Selipsky (2010:52) refer to five fundamental features identified by Patel (2005) of Social Development in South Africa:

- The approach is anchored in a rights-based approach to development, drawing on the instruments provided by the United Nations. These instruments are concerned with ensuring a minimum standard of living and equal access to resources and services. This fundamental feature also relates to Chapter 2 (sections 7-39) of the South African Constitution, which emphasises the rights of people living in South Africa (RSA, 1996:6-24).
- Social development strives toward creating a balance between social and economic policies. Economic growth will not automatically lead to an improvement in people's lives. Economic growth should be accompanied by social investments in human capabilities such as skills development, education and health care (Patel & Hochfeld, 2012:692).
- Promotion of participation in development. Opportunities should be created for citizens to be actively involved in promoting their wellbeing and development. Social development is a pro-poor approach that promotes people-centred development.

- Social development is based on the partnership model. Development is promoted through partnerships between families, individuals, the private sector, civil societies, donors, and public sectors that are all in a collaborative partnership to promote development.
- Lastly, the social development approach in South Africa focuses on intervention on a micro and macro level aiming at promoting skills and empowering individuals and families to aid social and economic development. However, the state will still play a central role in social and economic development and empowering families and individuals (Patel & Hochfeld, 2012:692).

In South Africa, the Department of Social Development is the government department responsible for social welfare services. The view of the Department (DSD, 2005:40) is that services are rendered in three broad programmes or workstreams, namely social welfare services, Professional support and Community development. There is expected to be an interdependent relationship between these programmes (DSD, 2011:40). The success of social welfare services in South Africa relies on integrating the three comprehensive programmes to address complex, multi-dimensional social issues.

The three broad programmes or workstreams can be illustrated as follows (Figure 2.1):



Figure 2.1: Illustration of the three workstreams of Social Welfare services in South Africa
Source: DSD (2005:40)

As illustrated in the figure, all welfare-related services are categorised in one of these mainstreams. As the Developmental Approach highlights, specific focus is given to vulnerable groups (women, youth, and children).

Poverty is also identified as one of the main streams, which relates to the Developmental Approach where the economic development of communities plays a critical role. Lombard (2019:57-58) states that integrating social and economic development enhances the possibility of sustainable development. In social work service delivery, this would focus on promoting human rights, creating opportunities and strengthening the capabilities of people (cf. 2.2.3). Social workers will thus need to use intervention strategies that target the masses to ensure a more significant impact on ending poverty. Instead of focusing on micro-practices, an integration of micro- and macro-practices will be required to guarantee that the aim of developmental social work is actively pursued.

The impact on the content of supervision is enormous. Supervision will have to work on the perceived reluctance of social workers to implement practices aligned with the development approach. Social workers must be empowered, encouraged and guided to integrate micro- and macro practices and work towards sustainable development. Supervisors must embrace the Developmental Approach and adapt supervision practices to actively address the challenges in service integration referred to in Chapter 3 (cf. 3.5 & 3.6). Supervisors cannot expect social workers to adapt to a Developmental Approach in service rendering if the supervisor did not make the mind shift herself.

Within these broad work streams, various role players, such as government, non-governmental organisations and the private sector, are responsible for rendering welfare services. The precise nature of the involvement of each role player is determined by the history, expertise, statutory requirements and cost (DSD, 2005:6). All service providers are expected to render integrated, coordinated, and managed so that society gets maximum benefits from services. In addition, duplication and fragmentation of services should be prevented (DSD, 2005:6).

Social work supervision is crucial in integrating, coordinating and managing social welfare services. DSD (2012:13) confirms that adequate supervision of social workers is essential to ensure that a quality service is provided to service users and declares that social workers' supervision is mandatory (DSD, 2012:31). Various authors (Kadushin, 1992:20, 30-43; Engelbrecht, 2015a:125, 138; Munson, 2002:23; Botha, 2000:2) inveterate the necessity of supervision. There is also a direct correlation between the effectiveness of supervision of social workers and social work practice (Botha, 2000:2; DSD, 2006:33). It is thus critical to study the

implementation of supervision from a Developmental Approach and analyse if it is aligned with current supervision practices. Implementing supervision from a Developmental Approach will subsequently result in social workers that render a service of a higher quality that is aligned with the national policy framework.

Social work must develop a unique character and focus within the Developmental Approach. As indicated in this chapter, the theories and models guiding social work in a Developmental Approach should differ from those guiding clinical social work. The following section will expound on the term 'developmental social work' to clarify the character of developmental social work.

2.3 Key Concepts Relating to the Developmental Approach

The lack of clear conceptualisation of the Developmental Approach in social work seems challenging. Most of the theories and models used by social workers to inform practices are focused on problems and weaknesses that contradict the philosophy of the Developmental Approach that requires a focus on strengths (Patel & Hochfeld, 2012:694; Engelbrecht, 2010a:331-333; Engelbrecht, 2019b:150-156). The confusion regarding the lack of clear conceptualisation could result in practitioners using theories and concepts of social work based on residual or institutional approaches and attempting to conceptualise and implement developmental social welfare.

Poor conceptualisation might not be the only challenge in implementing the Developmental Approach. Although newly qualified social workers are specifically trained in the Developmental Approach, it still seems that there is apathy towards implementing it. During an interview with a social worker working in Child Protection (Du Plessis, 2019), the social worker indicated that they (social workers) realise that they should work differently. She approached her work in child protection with high ambitions to change the approach and implement the Developmental Approach and work 'differently'. However, she soon experienced that she implemented services different from her original intentions. She indicated that she soon adapted her practices to "old ways". She stated that she tends to revert to familiar ways. The lack of resources, high caseloads and the current focus on micro-practices are overwhelming for social workers.

This was confirmed by two supervisors (Beyers-Jakobs & Morrison, 2019) responsible for supervising child protection social workers. They indicated in an interview that they experience that young social workers entering practice are trained in the Developmental Approach. However, shortly after they enter practice, they are influenced to revert to old practices focusing on micro-

practices. This could relate to the fact that new professionals entering the practice are overwhelmed by the realities and the magnitude of social problems.

Training institutions started to align the curriculum with the Developmental Approach more than 20 years ago. Social workers have been trained in developmental social work for many years. Yet the social workers revert to problem-focused practices as opposed to implementing what they have learnt. This contradiction may very well be a result of supervision practices that are not yet fully aligned and some supervisors that are not adequately trained in developmental social work. Social workers are no longer trained in problem-focused approaches, and they are not familiar with anything other than developmental social work.

Another contributing factor to the reluctance in implementing the approach could be that supervision practices are not yet fully aligned with the Developmental Approach. Some supervisors might be trained in a clinical era of social work, and it might be that they are not good role models or teaching supervisees to implement the Developmental Approach. This could contribute to the Developmental Approach not being implemented correctly after 25 years after the introduction of this approach.

However, the unique angle and view of the Developmental Approach within the context of South African society need to rely on the precise definition of the terms and concepts relevant to the approach and the consistent use thereof, especially in policy documents that guide practices in South Africa. Irregular or inconsistent use of terms leads to the unreliable application of the approach and would hamper its effectiveness. There seems to be a dire need for theories and concepts that are decolonised and focused on the unique situation that social workers in South Africa face.

The following section describes key concepts that underpin the Developmental Approach.

2.3.1 Social Welfare

Social welfare is the term used to describe the government's services designed to protect citizens of that country from economic risks and insecurities of life. This term refers to conditions of social wellbeing when people manage their social problems satisfactorily, their social needs are met, and social opportunities are created to meet the needs of individuals, families, groups and communities (Midgely, 1995:13, DSD, 2013a:12-13).

Social welfare also relates to the quality of life of individuals and families (Midgely, 1995:25; DSD, 2005:22). The quality of life of people is influenced by their ability to use resources effectively to address their needs and environmental factors such as access to resources, crime and poverty. Social welfare is thus concerned with an individual's total well-being within the environment. In addressing the well-being of people, a holistic approach is essential.

Midgely (1995:14) identifies three elements of the condition 'social welfare':

- the degree to which social problems are managed;
- the extent to which needs are met;
- the degree to which opportunities for advancement are provided.

These three elements apply to all levels of society: individuals, families and the community. The balance between the three elements determines the condition of social welfare in a community (Midgely, 1995:14). Social welfare is a very complex term, and it is difficult to set standards to measure the condition of social welfare. The particular approach in a country, the Developmental Approach in South Africa, determines how the elements related to social welfare are conceptualised and implemented.

As discussed, the elements identified by Midgely (1995:14) provide the indicators for developing a framework for social work practices in South Africa. Subsequently, supervision should be informed by the elements of social welfare to ensure that both social work and social work supervision are aligned with the Developmental Approach.

2.3.2 Social Welfare Services

Services and programmes should meet social needs and create opportunities for people to realise their potential. Social welfare services should focus on meeting the needs and building the strengths of individuals, families, communities and social groups and include a comprehensive range of services (Gray & Mazibuko, 2002:191&194; DSD, 2007:112). In South Africa, these services include prevention and promotion of social welfare, social assistance and social relief, protection, statutory social support, restorative, rehabilitative and therapeutic continuing care and reintegration and aftercare services (DSD, 2013a:12-13). Figure 3.1 in the next chapter will discuss these aspects in more detail.

If this focus is applied to the supervision of social workers, the strengths of social workers should be one of the priorities in supervision. Through the development of strengths, social workers would become better equipped to meet the demands of practice. Supervision practices that stem from the Developmental Approach should concentrate on the dual focus of supervision and encourage social workers to apply the Developmental Approach in their professional development and wellness and direct services to service users (cf. 2.5.2). Empowered social workers could develop the skill of designing new practice models focused on the principles of the Developmental Approach.

Social welfare services refer to various services and programmes that enhance people's capabilities to address the causes and consequences of poverty and vulnerability (DSD, 2013a:12-13). There is a range of professionals responsible for providing these services. However, the critical profession responsible for social welfare services is social workers. According to the South African Council for Social Service Professions (SACSSP), other professions registered with the South African Council for Social Service Professions (SACSSP) play a supportive role in social work (SACSSP, 2008: 4-5).

The White Paper of Social Welfare (1997) dictates that social service professionals should render social welfare services from a Developmental Approach. The implementation of critical elements of this approach should be visible in welfare services and must include the following aspects (DSD, 2013a:12-13).

- recognise the need for an integrated and strength-based approach to service delivery;
- sustainability of intervention efforts should be ensured and promoted;
- appropriate services should be available to all, especially the poor, vulnerable and those with special needs;
- recognise that social work, among other social service professions, plays a significant role in addressing the developmental needs of South Africans.

These fundamental elements should characterise all welfare services in South Africa. This transformation introduced a pivotal change in service delivery in South Africa. Social welfare services pre-1994 were critiqued as inappropriate, only available for selected groups in society and mainly based on the residual approach for Black South Africans and a Western Institutional approach for White South Africans (Patel & Hochfeld, 2012:691; DSD, 2013a:12-13). Social

services had to adapt and conceptualise social welfare services (including social work services) to be aligned with indigenous needs and practices and the Constitution of South Africa. The implementation of the Developmental Approach would require a greater focus on addressing poverty, access to services, partnerships, economic empowerment, rural development and recognition of the multi-cultural nature of the South African population (DSD, 2005:5-7; Patel & Hochfeld, 2012:697-699; Gray, 1996:3-4).

The Global definition of social work emphasises that the profession should promote social change and problem-solving in terms of relationships, empowerment and liberation of people to enhance well-being (IFSW, 2014). Social work intervenes where people interact with their environment using human behaviour and social systems theories. The principles of social justice and human rights are eminent to social work (DSD, 2005:15). The concepts of social justice and human rights were not explicitly focused on in applying the residual model (cf. 2.2.1). Human rights became a focal point in the underlying philosophy toward governance in South Africa. The acceptance of the new Constitution of South Africa in 1996 resulted in social justice and human rights being crucial points in the approach to social welfare (RSA, 1996:3-14). The content of the Constitution supports the focus of social work that is verified by the scope of practice for social work (SACSSP, 2008:5-9). Section 28(1)(c) of the Constitution and the Preamble of the Children's Act confirm that social services are a human right for children.

With the implementation of the Developmental Approach, social workers should use non-remedial forms of intervention with a greater focus on community development (Gray, 1996:11; Gray & Mazibuko, 2002:193; Gray 2010:79;). Strategies for implementing the social development approach should focus on individuals, small groups and communities, which correlate with the three primary methods of social work (DSD, 2005:23; Midgely, 1995:103-138; Gray & Mazibuko, 2002:191&194). In addition to this, administration and research are indicated by the Integrated Service Delivery Model as secondary methods that focus on supporting the social work professional in service delivery (DSD, 2005:15; Patel & Selipsky, 2010:53; Gray, 2010:97). The Integrated Service Delivery Model does not explicitly refer to the supervision of social workers as a secondary method. The reason for this is not apparent, and it might be an important factor to address in future policies. In the Supervision Framework (DSD, 2012:5), the Department of Social Development does refer to the importance of supervision. However, the Supervision Framework for social service professionals (DSD, 2012:6) subsequently regards the supervision of social workers as mandatory and sees it as an academic discipline on its own. Mandatory supervision could be valuable if the implementation of the supervision is according to the Developmental Approach and adapted according to the social worker's needs, skills, and knowledge. Training in

processes, theories, techniques, and the nature of supervision would be essential to implementing supervision effectively.

This paradigm focuses on promoting integrated services and therefore emphasises the collective responsibility of various role-players, including government, non-governmental organisations, and the private sector (DSD, 2005:7). In practice, this is reflected in the involvement of other professionals, such as psychologists, religious leaders, teachers and pastoral counsellors that render services that complement the services of social workers.

2.3.3 Social development

According to Payne (2005b:208), social development is the main form of social work, mainly developed due to colonial and postcolonial approaches in resource-poor countries. Social development refers to a dynamic, planned process of social change that promotes an entire population's well-being. The process of social change includes a focus on economic development (DSD, 2012:13; Patel & Selipsky, 2010:78; Payne, 2005b:208). Social development is the responsibility of all sectors of government. The focus areas of social development are poverty and social exclusion (Payne, 2005b:209). Therefore, South African social workers must take great care to implement well-planned, structured services focused on the community's needs.

To conclude, the term social development does not only refer to needy individuals but also seeks to enhance the development of the entire population by increasing social capital and capacity building (Midgely, 1995:23, Payne, 2005b:209). Social development focuses on integrating social and economic processes and considers both social and economic processes as essential aspects of the dynamic development process (Midgely, 1995:23, Payne, 2005b:209). A policy document of the Department of Social Development (DSD) confirms that the overarching goal of social development is to promote social welfare, where the term 'welfare' is used in the broadest form and refers to a condition of social wellbeing. This document identifies indicators of a state of social well-being as a condition where communities are in a position to manage social problems satisfactorily, meet the social needs of community members and create social opportunities (DSD, 2007:28). Subsequently, this will directly impact on the way social work is implemented. In residual and institutional approaches, services and interventions mainly focus on the individual and, to a lesser extent, the individual's immediate family. Social development implies that all members of communities should be developed through services to ensure optimal functioning or a condition of improved social well-being (DSD, 2007:28). Social development refers explicitly to the holistic development of individuals, families and communities. Implementing the Developmental Approach in South Africa would thus require social service professionals to

address needs systemically, in other words, widen their scope of practice to include all facets of a person, family and community's functioning.

2.3.4 Social development approach

A social development approach is an approach that uniquely integrates economic and social objectives (Midgely, 1995:23, Payne, 2005b:208-210). It recognises the critical importance of economic and social development in raising living standards. The approach also seeks to harness economic development for social goals and has its roots in the developing world (Patel & Selipsky, 2010:52; DSD, 2012:13).

Midgely (1995:26-27) identifies critical elements of the social development approach as:

- the fact that it is *linked to economic development*. As indicated earlier, the residual and institutional approaches mainly focus on how the resources will be used; no attention is given to the origin of the resources. In developing countries, the availability of resources is one of the main challenges experienced and one of the reasons why the institutional and residual approaches are regarded as fragmented and ineffective;
- *inter-disciplinary focus*. Social problems are evaluated from various disciplines, including politics and economics. The approach also addresses issues at multiple levels and from various disciplines. The balance between all the different aspects of life is essential to improve the social welfare of communities;
- the notion of growth and change is central to the approach and implies that social development is a *process*;
- the process of change is *progressive*. The approach aims to better the social welfare of individuals and society. The intention is thus to change towards a better standard of living;
- change is the result of *organised, purposeful actions* working towards specific improvements. Change is not something that occurs naturally;
- *various strategies* that are linked to economic development should be designed and implemented. As indicated later in this discussion, economic development is a specialised field (Lombard, 2008b:140). All social workers might not be interested in or have the capacity

to engage in economic development. This is one area where social workers need to develop skills, knowledge and a greater focus to link strategies successfully;

- the approach is inclusive and focuses on *improving society as a whole*;
- social welfare services should focus on *promoting social welfare*. It focuses on how problems and challenges are addressed, the extent to which needs are met and the opportunities created for all members of society;

These fundamental elements all appear in the current social welfare policies of South Africa, which include: The White paper for social welfare services (1997), The Norms & Standards for Social Welfare Services (2007), The Integrated Service Delivery model (2011), the norms, standards and practice guidelines for statutory services (2010) and The Framework for supervision of social service professionals (2012). However, the abstract nature of the elements complicates the conceptualisation of this approach, leaving social workers in South Africa in a position where they have to change to a social development approach without a clear understanding of what is expected of them in practice. Although the abovementioned documents provide some guidance on implementing the Developmental Approach social workers are still wary of integrating the approach with practices. The role of the supervisor would be to clarify the expectations of the social worker and to align these expectations successfully with the Developmental Approach. If the supervisor has a poor conceptualisation of the Developmental Approach and limited knowledge in this regard, it will result in social workers that are confronted with conflicting or unclear expectations. This can further add to their stress and demotivation for social work.

According to Mupedziswa (2019:280), research has established six reasons for this reluctance to implement the development approach. The first reason Mupedziswa (2019:280) listed is a lack of clarity about what a social development approach entails and how it should be implemented. Secondly, Mupedziswa (2019:280) indicates that some social workers regard social development as a different discipline. Other reasons include a lack of resources, ignorance about the potential benefits of the social development approach, and the political environment restricting the implementation of the Developmental Approach. The supervisor's role in implementing the Developmental Approach is not explored in Mupedziswa's research. It is believed that the supervisor can play a significant role in ensuring that social workers are not reluctant to work developmentally in their practice.

As indicated earlier, approaches to supervision have to be aligned with the National welfare policy. Social work supervisors thus have the responsibility, not a choice, to implement the approach and work towards promoting the social welfare approach. Social work supervisors should thus have a clear understanding of the Developmental Approach to ensure they can actively guide the social workers in implementing the approach and all its facets.

Bradley, Engelbrecht and Höjer (2010:780) indicated that most South African supervisors are older, which could mean that their training focused on problem-focused models and residual and institutional approaches to social welfare. Younger supervisors that are not trained in supervision still rely on their personal experiences in supervision. Their role models were most probably trained in the problem-focused models. Formal training for supervisors in the Developmental Approach might thus be essential. Supervision from a Developmental Approach would not merely guide the implementation of the Developmental Approach but should also ensure that direct services are rendered from this approach. Besides, social work supervisors would need to apply the principles of the Developmental Approach in the supervision of social workers to ensure that the dual focus (cf. 2.5.2) is infused with the Developmental Approach.

The acceptance of the White Paper for Social Welfare (1997) and the Developmental Approach to social welfare mandated the involvement of social workers in economic development (Lombard, 2008b:123-124; Lombard & Wairire, 2010:100). This involvement raises several issues and challenges. Lombard (2008b:123) believes that social workers should be challenged to accept their shared responsibility in economic development and addressing poverty. Social work is concerned with the poor and the vulnerable and therefore has a direct or indirect role in economic development.

However, the increased involvement in economic development would require social workers to adopt a "business-like" approach and acquire financial and business skills. Training of social workers in South Africa does not provide skills and knowledge in the field of economic development (Lombard, 2008b:140). Lombard (2008b:140) further concludes that economic development is a specialised field. Therefore, not all social workers will be motivated to embark on economic development, and not all social workers will be able to focus their practice on economic development.

In the supervision of social workers, supervisors will have to spend time encouraging social workers to expand their knowledge and skills about economic development. The supervisors might also be challenged by this aspect of social work, as economic development was not part of the knowledge base of social work before 1997. Although the issues related to economic

development are emphasised more in the current training of social work students, social workers are still not trained with sufficient knowledge and skills in economic development.

2.3.5 Developmental social welfare

This term focuses on the causes and effects of social vulnerability and marginalisation. Developmental social welfare aims to deliver services integrated into communities, families, and individuals affected by these phenomena. It focuses on social protection, maximisation of human potential, fostering self-reliance and participation in decision-making (DSD, 2005:07; DSD, 2007:28).

The principles of the social Developmental Approach should be applied in social work. Developmental social welfare is measured by criteria such as promoting human rights, using partnerships in service delivery, integrating socio-economic programmes, and bridging micro-macro divides in service delivery. Social workers are challenged to find a balance between the rehabilitative, promotional, preventative and developmental roles of social work (Lombard & Wairire, 2010:104). It seems, however, that implementing the Developmental Approach requires a greater focus on community work as the preferred method, in contrast to social workers that mostly prefer working with individuals (casework) (Gray, 2002:5; Patel & Hochfeld, 2012:698).

In the application of developmental social welfare, the empowerment of individuals, families, groups and communities act as active participants in the developmental process (DSD, 2013a:12-13). This approach is vastly different from other approaches to welfare, such as the residual and the institutional approaches, and great emphasis is placed on the partnership with the service users and a holistic approach integrating all facets of society. The Developmental Approach wishes to enhance access of all people to resources and correct previous imbalances created by the previous political regime (Lombard, 2008a:168). However, the extent of social problems, including poverty, places additional pressure on resources and requires definite action and collaboration between all social institutions and individuals to develop capacity, resources, and access to resources in the communities.

However, social workers are challenged by the fact that most theories and practices are based on research done from problem-focused approaches (cf. 1.1, 2.3.2 & 2.3.4). Developmental social welfare requires social workers to focus on strengths, assets, capabilities, abilities, and concepts such as partnership, facilitation, and participation. The problem-focused approaches contradict this by concentrating on pathology and deficits (Engelbrecht, 2010b:49). The lack of resources

also places enormous limitations on implementing the Developmental Approach to social welfare (DSD, 2005:5).

2.3.6 Community development

According to the Integrated Social Delivery Model (DSD, 2005:13), the term community development refers to the process and method that works towards enhancing the capacity of communities to respond to their own needs. It also aims at improving communities' development ability through community mobilisation, strength-based approaches and empowerment programmes.

These principles also apply to social work supervision. Suppose the mobilisation of role-players in the community, strength-based and empowerment programmes were the central focus of supervision. In that case, a more significant emphasis could be placed on the skills and capabilities needed by social workers. As developmental social work refers to an integrated, holistic approach which responds to the interconnection between the person and the environment, there should be a link between micro and macro practice. The implementation of community development further supports the use of strength-based and non-discriminatory models and interventions as required by the Developmental Approach (Lombard & Wairire, 2010:100). It is believed that all communities and individuals have strengths and are experts on their needs. Therefore, the community and individuals living in specific communities should be empowered to improve the quality of life in the community by exploring and developing innate potential and resources.

The previous dispensation mainly focused on micro social work practices with a focus on individuals and families (Patel & Selipsky, 2010:51). The shift to a social development approach introduced a new focus on community development and, subsequently, the introduction of community development workers. As a result, the current approach to social welfare emphasises the importance of addressing the needs of the entire community.

Community development is a dynamic, complicated process. The essential elements of community development are:

- people of communities should participate in efforts to improve their quality of life. They should develop a sense of ownership of the process and take the initiative and make meaningful contributions to the planning, decision-making, implementation and evaluation of community

development projects implemented in communities to improve quality of life (Lombard, 2019:51 & 59);

- resources should be mobilised, and access to resources should be created to encourage initiative and self-help for mutual benefit (Weyers, 2001:31; DSD, 2005:07; DSD, 2005:15-16);
- community development is multi-sectoral and multi-disciplinary (Lombard, 2019:59);
- programmes developed in community development should be people-driven and community-based, involving various role players in communities;
- capacity building and economic empowerment programmes should be facilitated (DSD, 2005:15-16).

The elements of community development support the aspects of developmental social work. Therefore, implementing community development as part of social work services will amplify the overarching approach to social welfare. The conflict, however, arises as social workers prefer casework as an intervention method (Patel & Hochfeld, 2012:698).

As the Developmental Approach aims to enhance the entire community's capacity, there is a close link between social services and community development (DSD, 2005:13). Community work is a method in social work with distinct processes and models. Weyers (2001:118-145) identifies the Community Development model as one of the distinctive models in community work. The process of community work as a method in social work can thus successfully be used by social workers to implement community development as part of social welfare services.

A clear distinction should be made between the terms 'community development' and 'community work'. According to Weyers (2001:7), there are mainly two aspects differentiating the terms. First, it should be acknowledged that the roots of community development fall outside social work. Initially, community development mostly referred to mass education and later developed a stronger focus on economic development. The second aspect that differentiates between community development and community work as a method of social work is the focus. Community work as a method of social work focuses on social functioning, while community development focuses on all spheres of community life.

It could thus be argued that social workers' involvement in community development should still focus on the 'core business' of social work, namely the improvement of the social functioning of individuals, groups and communities. As the Developmental Approach requires the involvement of all sectors in communities, it will allow different industries to develop communities within the scope of their industry. The social worker, however, plays a significant role in facilitating the process of community development and mobilising community resources (Weyers, 2001:32; SACSSP, 2008:8-9; DSD, 1997:68). The introduction of community development workers as a scope of social service practitioners could result in the need to clarify the roles of social workers and community development workers in the field of community development. Social workers should not use the existence of community developers as an excuse not to implement community work.

The researcher believes that the focus of social work services within community development should be demarcated. The term used to provide this demarcation of services to social workers is 'social services'. The following section will elaborate on what social services mean within the South African context.

2.3.7 Social services

This term refers to the comprehensive, overarching range of services relating to social welfare and community development provided in a continuum to ensure the integration and sustainability of intervention efforts (DSD, 2005:20). The term social services are an umbrella term, including a range of services related to the development of communities. In laymen's terms, reference is made to the basket of services rendered across a continuum of services, from prevention to aftercare and reintegration (DSD, 2005:20). The success of social services in the Developmental Approach relies on the integration of services and a focus on community development.

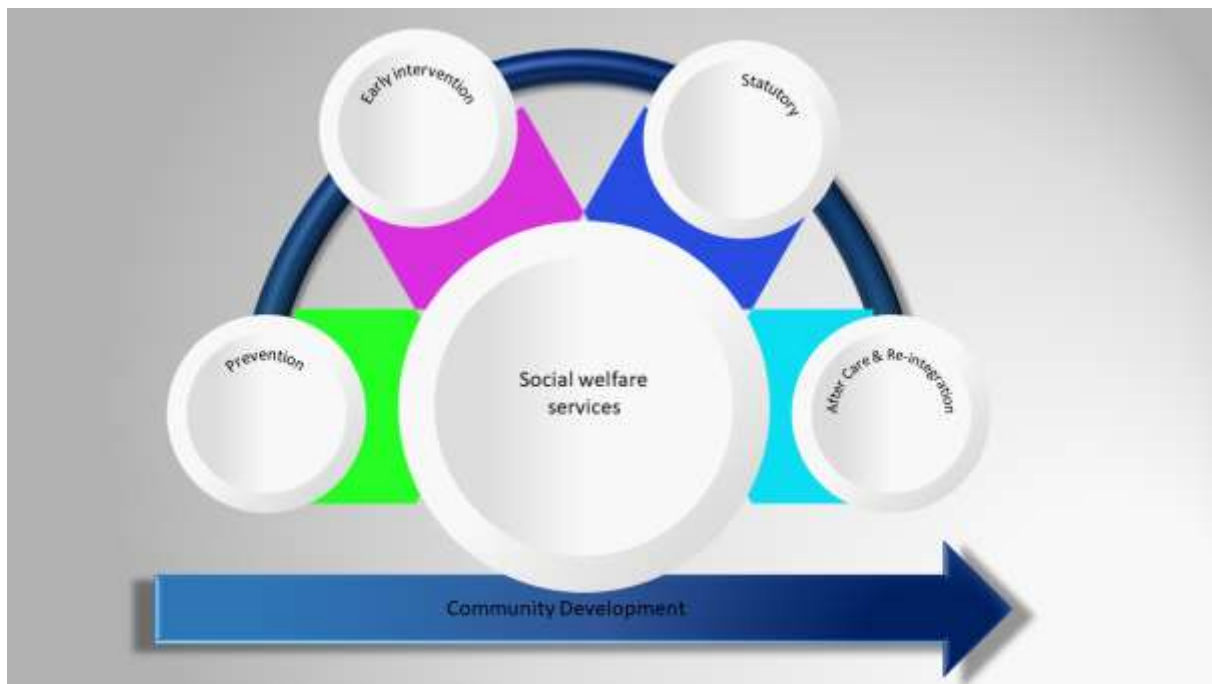


Figure 2.2: Continuum of Social Welfare services

The Integrated Social Delivery Model (DSD, 2005:29) emphasises that social services are the collective responsibility of all role-players in South Africa, including government, non-governmental organisations, and the private sector.

2.3.8 Social Institutions

Social institutions are the bodies that address the physical, economic, educational, religious and political needs of citizens. Family structures are regarded as an institution that provides for the needs of individuals, as mentioned above. Social institutions in communities include the family, education, economic and social welfare institutions (DuBois & Miley, 2005:18).

The social welfare institution responds to the needs of society and its members for health, education, economic and social well-being needs. Different role players provide these services that respond to the needs mentioned (DuBois & Miley, 2005:18). In South Africa, the policy documents of the Department of Social Development repeatedly emphasise the importance of collective responsibility and inter-sectoral collaboration between government institutions and other institutions in communities (DSD, 2005:7,16; DSD, 2013a:6,19,27).

Government institutions involved in social welfare services include the following departments: health, justice, education, home affairs and South African Police Services. In addition to government departments, the role of various non-governmental organisations (NGOs) is recognised in facilitating social development and addressing the needs of communities (DSD, 2005:29). The complexity of social issues and the need to approach these issues in a multi-dimensional, holistic approach necessitate the involvement of all role-players in communities.

The social Developmental Approach also emphasises the involvement of the entire community, and all its systems, in addressing the needs of community members (DSD, 2005:07; Patel & Selipsky, 2010:78). Social development aims to enhance the capacity of community members to address the community's needs more effectively. The social institutions in communities thus also refer to structures such as religious institutions (e.g., churches), families, clubs and other supporting structures in the community.

2.3.9 Social Service Practitioners

Traditionally social workers were the only professionals responsible for social welfare services. However, the Developmental Approach to social welfare makes provision for other practitioners to play a role in social welfare services (DSD, 2013a:22; DSD,2017:43). These could include social auxiliary workers, child and youth care workers, early childhood development practitioners, caregivers and community development practitioners (DSD, 2017:3). Each of these groups focuses their services on a specific target group and range of services within the social welfare sector. Therefore, the success of service delivery in the social welfare sector relies on each of these occupational groups understanding their specific role and contribution concerning their particular field of expertise and experience. Moreover, the different groups must work together and render services that complement the other groups and avoid duplication of services (DSD, 2013a:22). The social work supervisor is expected to ensure no duplication of services.

A new approach to social welfare services implies that all practices within the welfare sector must be implemented differently. The terms discussed in this section define the Developmental Approach and guide the services. Although policies were adopted, the social work professionals seem to have struggled to put these policies into practice (Lombard, 2008a:158; Patel, 2019:3). This inability to apply policies and the inadequate conceptualisation of social development could be factors that led to a situation where social workers had to base practices on a "make-do" approach (DSD, 2005:5; Earle, 2008:67). Instead, proper application and conceptualisation should be followed by social workers and social work supervisors. This could be done by developing and implementing practices that adhere to the Developmental Approach.

The drastic change in approach left social workers with a dilemma. It was expected of social workers to implement services in South Africa along the lines of the Developmental Approach, while the conceptualisation of the approach was vague, and the guidelines for implementation were lacking. Some of the drastic changes thus implied that social workers must shift their focus to macro practices, including community development, although their training was not specifically focused on macro practices.

To promote the successful implementation of the Developmental Approach, practitioners, supervisors and policy developers must clearly understand the Developmental Approach's concepts. Suppose practitioners and supervisors lack a uniform, clear understanding of the Developmental Approach's concepts, it might lead to a haphazard implementation of actions and theories that do not advance the effective implementation of the Developmental Approach. As a result, services to service users will be of poor quality. The guidance given to social workers might not be appropriate and focused on outcomes formulated according to the context of social work in South Africa.

2.4 Developmental social work

What is meant by the term "developmental social work"? Developmental social work is a unique form of practice developed in South Africa. However, there are various interpretations and understandings of what this means. For example, Gray (1996:10) states that developmental social work embraces a non-remedial intervention with community development as an effective intervention strategy.

Gray (2010:79) highlights the following links regarding developmental social work made in the White paper for Social Welfare (1997):

- poverty eradication through discouraging dependency;
- promoting the active involvement of people in their development;
- a multi-sectoral, multi-faceted involvement;
- partnerships between different levels of government and other stakeholders.

Implementing the Developmental Approach with the abovementioned links implicates a pivotal change of direction in social welfare services. Developmental social work focuses on prevention, primary care, and community development. This approach has a strong emphasis on human capital and the strengths of people. Services should unleash potential, build capacity and help communities organise themselves around issues of concern (Gray, 2010:79).

Previously social workers worked with individuals, applying therapeutic techniques and theories, a micro practice focusing on residential care (Patel & Hochfeld, 2012:692). The new approach expected social workers to focus on the development of capacity and engage in economic development and implement macro interventions to change structures and institutions that cause social and economic injustice (Patel & Hochfeld, 2012:692; Lombard, 2019:51). As indicated in earlier arguments (cf. 1.1, 1.2 & 2.1), developmental social work is not yet fully implemented. There are still some discrepancies regarding the conceptualisation and expectations in this regard.

The Developmental Approach in social work also emphasises:

- A people-centred philosophy
- Welfare as a human right
- Prevention of social problems
- Community awareness through education
- Equal distribution of resources
- Community involvement in intervention, including community development and community participation in all stages of care (Gray, 1996:9-13).

In applying the Developmental Approach in social work, the focus should be on the abovementioned aspects. Practices should move away from the remedial, services-orientated focus. The direction of services focuses on rights, empowerment and prevention rather than only on immediate relief of needs (Gray, 1996:9-13).

In defining developmental social work, it should be noted that developmental social work deviates from a residual, remedial, services-orientated approach that was directed toward special categories of people in need (Gray, 1996:9-13; Gray, 2010: 79). Instead, developmental social

work focuses on non-remedial, holistic, planned interventions which place human and social concerns at the centre of welfare policy and planning.

In practice, social workers are left with inadequate conceptualisation and lack of strategies of what is expected of them in terms of implementing the Developmental Approach. As a result, social workers are compelled to implement a Developmental Approach with limited resources and an overwhelming caseload that mainly focuses on statutory intervention and aftercare services (foster care) (Alpaslan & Schenck, 2012:377-379). Social workers might find it impossible to implement the Developmental Approach with these challenges. The lack of resources to implement developmental social work and the overwhelming focus on statutory intervention and aftercare might be some of the main reasons for social workers' reluctance to apply social welfare policies. Another argument could be that social workers find it impossible to implement social welfare policies because of the statutory caseloads that are still a reality. Social workers are forced to focus their time and resources on managing statutory cases and providing feedback to Court. In addition to the statutory caseload, the high prevalence of poverty and the need for social security create an administrative burden for social workers. The combination of the statutory caseload and the administrative burden of social security leaves little time and resources for effectively implementing community work and group work. The researcher will elaborate on some theories supporting the Developmental Approach.

2.5 Theories Supporting the Developmental Approach

Social work is a profession, and therefore, all actions of social workers must be guided by theoretical frameworks. Teater (2010:1) confirms this with the following statement: "*Theory is an essential ingredient in practice that guides how social workers view and approach individuals, groups, communities and society*". It is indispensable that social workers have a sound knowledge base to describe and understand people, society and phenomena that influence people's quality of life. Social workers should practice from a well-researched and established theoretical knowledge base, not personal and professional experiences. Social workers must guard against guidance from their own beliefs and assumptions (Teater, 2010:1). Every social worker has an ethical responsibility to be well-informed about theoretical frameworks and to apply them in social work practice to ensure high-quality professional service to the service user systems. Theories used by social workers to understand and describe people's behaviour and phenomena directly impact the social work practices they implement in social work services. Social work is recognised as a profession (Greenwood, 2010:74), and to be known as a profession, one of the requirements is that theoretical frameworks should guide all actions of social workers.

Social workers should have a grounded knowledge of various theories to assess the service user's needs and determine which theory will best address the service user's needs. In deciding which theory will be appropriate, the general approach of the guiding policies and legislation should be considered. Although social workers might have a preference for specific theoretical intervention models and methods, the choice of appropriate theory will be based on what will suit the service user best (Teater, 2010:6).

The context in which services are rendered, the history, and the needs strongly influence the development and use of theory. Thus, social workers should not see theory as an abstract concept or idea.

As indicated in this chapter, the successful application of the Developmental Approach to social welfare relies on using a theory base that supports the principles and desired outcomes of developmental social welfare services. However, social service professionals in South Africa are challenged because most practice models, theories and techniques are the results of research conducted internationally in countries that apply either the residual or institutional approaches to social work. Furthermore, the desired outcomes of the residual, institutional and Developmental Approaches to social work are different, and the conceptual frameworks of each approach seem incompatible.

South Africa is unique because the Developmental Approach is adopted as national government policy (Patel & Hochfeld, 2012:691) for social welfare. This welfare approach requires an increase in local research and the development of practice frameworks true to social work in South Africa. Thus, social workers must re-align social work services and not depend on therapeutic models and theories that are not compatible with the developmental nature of social welfare services in South Africa.

Social workers must thus find and apply theories that honour the principles and characteristics of the Developmental Approach. These theories could include the ecological systems theory and the strengths perspective (Gray, 2002:9; SACSSP, 2008:24). The following section will attend to the central tenets of each of these theories and the use thereof in developmental social welfare.

2.5.1 Ecological systems theory

This theory was introduced by Bronfenbrenner in the 1970s and focuses on the complex reciprocal interactions and relationships between the elements of systems. Systems are the relationships with other individuals, families and resources such as schools, clinics and housing

in the community (Trevithick, 2012:323; Mbedzi, 2019:87). This theory further acknowledges the mutual influence a variety of factors have on the social functioning of the individual, family, groups and communities. The ecological systems theory stresses the importance of the individual within the environment and the continuous interaction and transactions between people, families, groups and communities (Payne, 2005b:143; Teater, 2010:24; Trevithick, 2012: 323).

The term transactions refer to the processes, input, outputs and outcomes among the different systems. The homeostasis and effective integration of the various systems directly impact the social functioning of communities. Implementing this theory requires focusing on the individual's potential to grow and develop. The success of development relies significantly on the effective interaction and transactions between the individual and other groups, individuals and systems in the community. The aim of the intervention is thus to improve these interactions and transactions and improve the social functioning of the person, family or community. The effective operation of people/groups is influenced by the cultural, social and physical aspects. These factors and their influence on people/groups should be considered when rendering services (Teater, 2010:24; Mbedzi, 2019:87).

2.5.1.1 Key Characteristics of the ecological systems theory

Teater (2010:25) and Trevithick (2012:324-326) highlight three (3) basic principles that guide the ecological systems theory. These basic principles are:

- **The interdependence of networks and collective efficiency.** Persons in families and communities are interrelated and interdependent. The effective functioning of all individuals in communities relies on valid transactions and interactions with other people, groups and resources. If the exchange and transactions are ineffective, it will hamper the individual's functioning. Relationships can be described as positive, negative and neutral.
- **Cyclical nature of ecological processes.** All individuals, families/groups and communities should examine the relationship and exchanges between the different parties. Weak interaction and relationships harm the social functioning of the individual, family, group or community.
- **Non-linear.** In short, this refers to the fact that changes in the individual or environment impact others too. This principle emphasises the interrelatedness and interdependence of the various individuals, groups and communities.

Suppose relationships, interactions or transactions are distorted. In that case, social workers should aim at restoring these relationships or interactions in such a way that it would improve the social functioning of the individual, group/family or community (Teater, 2010:25). According to this point of view, the provision could be made to apply casework within the Developmental Approach. Although implementing the Developmental Approach includes a greater focus on communities and the resources in communities, the empowerment of individuals through casework also has a place in delivering social work services. The effective functioning of all systems is essential; if one system is left out or not functioning at an expected level, it will impact all the different subsystems. For example, communities are often challenged because people do not have access to appropriate resources or some systems do not function properly (Trevithick, 2012:325). The consequence is that the other systems (families, individuals, and children), including the vulnerable groups in the communities, experience challenges in improving their social functioning.

This researcher believes that this theory echoes the principles of the Developmental Approach by focusing on empowering the person and working towards a better fit between the person and the community. In addition, the theory focuses on the strengths and abilities of individuals and negotiates improved access to resources in the community. This theory could also successfully be applied to the group work method in social work.

This approach distinguishes between micro, mezzo-, exo- and macro-systems in communities. Microsystems refer to the context that service users create around them. The term mezzo-systems relates to the interactions between macro systems that influence the individual development of the service user. Macro-systems include all other systems in the community, such as the cultural and societal context. Finally, exo-systems incorporate formal and informal social structures that indirectly influence the person because it affects one of the microsystems (Trevithick, 2012:325).

The principles of the Developmental Approach (cf. 3.3.1-3.3.14) that are reflected through the ecological systems theory include the following:

- **the collaborative relationship** between the social worker and the service user. Both parties have responsibilities to work towards goal achievement and to improve the social functioning of the service user;
- **the service user is the expert** and not the social worker. This is based on the assumption that the social worker recognises the knowledge and experience the service user contributes to the process;

- **empowerment.** All interventions should aim at improving the service user's skills and empowering them to actively work towards the improvement of the social functioning of the service user (Teater, 2010:25-33; Trevithick, 2012:325).

The strengths of this approach include the fact that it is empowerment-based, a holistic approach where the social worker works with the service user in a partnership. The goal of the relationship with the service user is to improve their ability to function effectively. This theory is also very flexible and could focus on services in various settings (Teater, 2010:33).

This approach is culturally sensitive (Teater, 2010:24) and provides for utilising the community's indigenous knowledge. The social worker sees the service user as the expert, and therefore, the rich indigenous knowledge of societies could be used to benefit the service user.

In implementing supervision from a Developmental Approach, the researcher believes that the ecological systems theory could be appropriate for the supervision of social workers. All elements, as discussed, relate to supervision (Chapter 4). The key characteristics of the ecological systems theory could relate to the supervision of social workers in the following manner:

- **The interdependence of networks and collective efficiency.** Social workers render services in a variety of systems that are interrelated and interdependent. The effective functioning of social workers relies on valid transactions and interactions with service users, other professionals, groups and resources in communities (Mbedzi, 2019:87&98). If the interaction and transactions are ineffective, it will hamper the functioning of the social worker and services to the service user will suffer. Relationships with professionals such as attorneys, teachers and medical personnel, supervisors, colleagues and service users can also be positive, negative and neutral. In supervision, the emphasis would be on the interrelated and interdependent systems such as the Department of Social Development, other welfare organisations, and resources that would assist the social worker in her well-being and direct service rendering to service users (DSD, 2005: 29-33; Greer, 2016:117).

In supervision, interdependence and collective effectiveness are reflected in the fact that the supervisor is co-responsible for the services rendered by the social worker (O'Donoghue, 2003:14). The core focus of supervision also exhibits this key characteristic in ultimately working toward empowered social workers that have the skills and emotional capacity to render excellent services to the service users (cf. 2.5.2; O'Donoghue, 2003:14-15).

- **Cyclical nature of ecological processes.** Supervisors and supervisees should examine the relationship and exchanges between the different professionals, organisational structures, community resources, and the social worker and service user system. The implementation of child protection services relies on effective interaction and exchanges between attorneys, teachers, medical personnel and private social worker. Weak interaction and relationships are detrimental to the effectiveness and quality of social work services. The supervision process is dynamic and is influenced by various variables (cf. 1.6.1). This would imply that the supervision process would move back and forth between multiple phases and functions (Engelbrecht, 2019c:175-176).

The cyclical nature of the ecological processes allows supervisors and supervisees to return to previous steps of the process as the need arises.

- **Non-linear.** In supervision, the interrelatedness and interdependence (cf. 1.6.1) of the various professionals such as teachers, doctors, lawyers, systems in communities and resources are emphasised. Social workers should develop the capacity to create and maintain a network of support and resources to improve their effectiveness. The supervision process is non-linear, and the developmental plan of the social worker is informed by changing needs and practice realities (Engelbrecht, 2019c:175-176).

Concerning the supervisor/supervisee relationship, the following features of the ecological systems theory also apply to supervision:

- **The collaborative relationship** between the social worker and the supervisor. Both parties have responsibilities to work towards goal achievement and to improve the social functioning of the social worker (Turner-Daly & Jack, 2017:45; DSD, 2012:18, cf. 3.3.6 & 3.3.8).
- The **social worker is an expert.** This is based on the assumption that the supervisor acknowledges the knowledge, needs and experiences of the social worker as part of the supervision process (cf. 3.3.6 & 3.3.8).
- **Empowerment:** The main focus of supervision is to improve the skills and capabilities of the social worker to ensure high-quality, effective services to service users (Engelbrecht, 2010b:52; Everett, Miehl, DuBois, Garran, 2011:253; DSD, 2012:21; Engelbrecht, 2015a:131-132, 160; Jacques, 2019:192). Therefore, all inputs in supervision should work towards the empowerment of the social worker.

The effectiveness of social workers relies on the efficacy of the individual (the social worker as a professional and part of the social work team), a group (the office and other personnel, the supervisor and the organisation) and the community, which includes the service user system. Organisations can contribute to an effective working environment by ensuring that supervision policies are clear, supervisors are trained, and frequent quality monitoring practices are implemented (Jacques, 2019:193).

As indicated in the discussion, this theory honours the principles and values of the Developmental Approach. Furthermore, the stance about the empowerment of people, cultural diversity, and the interrelatedness of different role players can advance the application of the Developmental Approach in supervision. Therefore, this approach and model could successfully contribute to developing social work practices.

2.5.2 Strengths perspective

Saleebby (2009:03) indicates that social work and other helping professions were influenced by problem-based and disorder-based thinking, and as a result, many theories and practices developed around these ideas. In short, the belief is that service users become service users because of specific deficits, problems and pathology. This belief influenced the approaches of social workers and the allocation of resources. As discussed, (cf. 1.1, 2.2.1, 2.2.2 & 3.2.2), the residual and institutional approaches mainly focus on deficits, and interventions should address these deficits. However, the Developmental Approach to social welfare (cf. 2.2.3 & 2.3.5) focuses on service users' strengths and empowerment to increase their quality of life.

The strengths perspective challenge this focus on problems and deficits by focusing on strengths, hopes and possibilities. The main feature of this theory is refocusing services from a problem-orientated approach to service rendering to a practice focusing on the strengths, abilities, resources and accomplishments of service users (Saleebby, 2009:7; Teater, 2010:38). The implementation of the strength's perspective can be challenged because of a lack of resources and the lack of information. Therefore, the specific focus of the strength's perspective echoes the direction of the Developmental Approach to social welfare service.

This perspective also identifies with the core focus of the supervision of social workers. The aim of supervision has a dual focus. Firstly, the focus is to develop social workers' strengths and capabilities and secondly, to ensure that service users receive a high-quality, ethical service (cf. 1.1). This dual focus cannot be separated. Still, the implication is that the supervisor's input will

impact both the social worker and the service user. Thus, supervision has an outward focus (service user-centred) and an inward focus (social worker/supervisee focused).

In implementing supervision and using theories and approaches, this dual focus of supervision should be balanced to ensure that the ultimate goal of supervision can be reached.

At the core of this perspective are the following principles:

2.5.2.1 Every individual, group, family or community have strengths.

According to this principle, the individual, group or community already hold wisdom, skills and knowledge that the professional might not know about (Van Breda, 2019b: 245). During a crisis or challenge experienced by people, these strengths are suppressed, limiting the ability of the individual, group or community to implement these strengths toward reaching goals. The practitioner should show genuine interest in the individual, group or community to assist with the discernment of resources to positively impact the achievement of goals. The narratives and experiences of the persons involved should guide the practice of the social worker (Saleebey, 2009:15).

This principle could also apply to the social worker in the supervision relationship. It can be accepted that every social worker already has wisdom, skills and knowledge that the supervisor needs to explore (Engelbrecht, 2015a:133). Saleebey (2009:15) indicated that a crisis or challenge that is experienced limits the ability of an individual to implement strengths towards reaching goals; the social worker's capacity could be limited by the difficulties encountered in practice. Saleebey (2009:15) further indicated that the person's narratives and experiences should guide the professional's practice. In the application of supervision, this principle in supervision could thus imply that the supervisor should be guided by the experiences the social worker had. In the event of social workers with limited or no experience, the supervisor must guide general aspects based on the experiences of other social workers and allow the social worker to gain the necessary experience. As the social worker gains knowledge, the supervisor will have more opportunities to use the personal experiences of the social worker as practice examples in supervision.

2.5.2.2 Challenges, problems and crises

This perspective moves away from a passive approach to challenges, problems and crises and encourages people to discover strengths and opportunities amid difficult times (Saleebey,

2009:16). In direct services to the service user, the focus should be on the service user's active participation in the identification and development of strengths. Developing strengths will empower the service users to deal with challenges more effectively.

Social workers may experience trauma, challenges and problems in practising social work (Greer, 2016:2-3). If this perspective is implemented in supervision, the supervisor will encourage the social worker to discover strengths and opportunities rather than being hindered by the experiences causing the trauma and challenges. It could thus imply that the supervisor would refrain from a passive approach towards the challenges experienced and actively work towards creating growth opportunities.

2.5.2.3 *Practitioners' work with clients and their potential .*

Practitioners should never use information or knowledge to limit the aspirations of the people with whom they work (Saleeby, 2009:17). The social worker's point of departure should be that every person can grow and develop strengths to be more effective and deal with challenges they might experience more successfully.

Applying this principle in supervision, supervisors should be open to the potential of the social workers they supervise. The aspirations of the social workers, if known to the supervisor, should be respected, and the implementation of supervision should guide the social workers in developing skills and knowledge to reach their expectations. The ability of the social worker to change and grow should be taken seriously in supervision (Engelbrecht, 2019b: 163-164).

2.5.2.4 *Service users are partners in service rendering, and the best results can be obtained by collaborating with service users.*

Although practitioners might be experts on theoretical knowledge, the service user remains the expert on skills, needs and understanding of the situation (Saleeby, 2009:18-19). Social workers should engage service users in the helping process and actively involve service users as partners in service rendering. Both the social worker and the service user should accept responsibility for the intervention and the outcomes of interventions.

The supervision-supervisee relationship should be seen as a partnership where both the supervisor and supervisee have responsibilities working towards results (Engelbrecht, 2015a:132). This could be achieved if the supervisor and supervisee were seen as experts. The supervisor would be the expert in implementing the supervision process and guiding the

development of the social worker. The social worker would be the expert on their practice, knowledge, experience and ambitions for professional development.

2.5.2.5 *Every environment has a wide variety of resources*

According to Saleebby (2009:18), resources should be explored, developed and mobilised to overcome challenges experienced. Every environment where social workers function has abundant resources that could be explored, developed and mobilised.

Applied to supervision, every organisation and society where the social worker operates has resources. Therefore, the supervisory process should facilitate identifying and activating resources needed to render a professional service to the service user.

2.5.2.6 *Care, caretaking and context.*

Communities and individuals should be allowed to care for each other. Their potential should be recognised, explored, and mobilised to address challenges experienced effectively (Saleebby, 2009:18). When applied to direct services within the service user system, this would imply that the social worker should guide service users to create caring communities to allow them to deal with challenges and crises experienced daily.

Social workers should be allowed to create caring communities to provide support and care to colleagues. Supervisors and social workers should be able to recognise, explore and mobilise caring communities to address the challenges and limitations experienced by social workers daily.

The abovementioned principles emphasise the Developmental Approach's basic principles (cf. 2.2.3 & 2.3.4). The previous discussions focused on applying the principles of the Developmental Approach to social work supervision. The Developmental Approach to social welfare encourages a focus on strengths and moving away from deficit approaches and the labelling of service users (Teater, 2010:39). Both the developmental and strengths approach seeks to shift the focus from challenges and deficits to potential and opportunities. They re-focus attention and resources on the ability of service users to cope and be more resilient. Strengths could be regarded as any personal or environmental attribute that enables the service user to cope when faced with difficulties. As indicated in discussions of the principles, it could apply to the supervision of social workers.

Practitioners developed the strengths perspective in an attempt to challenge the problem-orientated approach (Teater, 2010:39). This perspective emerged after criticism was received that social workers focus a great deal on deficits, problems and pathology, resulting in the implementation of the remedial model of social work (Teater, 2010:39). Practitioners are challenged through this approach to move away from problem-focused approaches to a process looking at challenges and problems in a new way.

This perspective aims to assist individuals or communities in a context of a collaborative partnership to identify, secure, and sustain a range of internal and external resources needed to reach goals and objectives (Saleeby, 2009:48). The researcher believes that it could resonate with the aim of supervision. In contrast, the perspective could regard a supervisee as an individual with the knowledge, skills and wisdom needed to reach the practice goals. In a collaborative relationship, supervisors would assist social workers in identifying, securing and sustaining internal and external resources to pursue goals in practice. This perspective could challenge the current supervision approaches as most theory and practice models are based on problem-focused approaches (Engelbrecht, 2010a:333).

2.5.3 Person-centred approach

A person-centred approach is a non-directive approach that is empowering and anti-oppressive (Kondrat, 2010:112). This approach effectively aligns with the principles of the Developmental Approach, including participation, partnership, sustainability, accountability, transparency, empowerment and self-reliance (Mbedzi, 2019:199-202). According to Kondrat (2010:112), the person-centred approach was primarily applied in communities that experienced intercultural tensions and poverty.

Carl Rogers initially developed this approach for counselling, not social work (Trevithick, 2012:337). Rogers based his work on the humanist belief that all individuals have the inherent motivation to grow, develop and change. People desire to discover their true identity (Kondrat, 2010:102; Trevithick, 2012:337). People will live to their full potential and develop the ability to use their inherent potential when they experience a conducive environment where they feel safe (Mbedzi, 2019:199).

According to this approach, a person's ability to bring about change in their own life should be mobilised. As a result, the service user has the necessary resources for positive movement and growth and is regarded as his change agent. Social workers following the person-centred approach separate the person from the behaviour. In intervention, it would mean that the social

worker actively seeks to place themselves in the service user's shoes without losing sight of their individuality and sense of the world. This does, however, not mean that the social worker does not confront inaccuracies, reflect on inconsistencies and that the service user is not held accountable for their behaviour (Kondrat, 2010:102; Trevithick, 2012:337).

The aim of the person-centred approach includes that service users should be guided to realise that they can make choices about their lives and subsequently take responsibility for their own lives (Kondrat, 2010:102). The centre of the approach is the person's self-concept and the relationship of the self to others and other aspects of life. A person's self-concept acts as a platform from which they attach meaning to their world and their place in the world. People experience challenges when the balance between the self and experience is distorted (Kondrat, 2010:102).

In supervision, an example could be a discussion between a supervisor and a supervisee about how the social worker manages intervention with a specific family. The supervisor could praise the social worker for handling the matter in a competent, professional manner. However, suppose the social worker does not perceive her inputs in line with her conditions of worth. In that case, she will discard the supervisor's comments and believe her contributions were not valuable. This will continue to filter through in supervision sessions, and the social worker's practice and the result could be that the social worker does not practice and develop according to their ability. In this case, supervision would aim to guide the social worker in using her innate potential to grow, develop and change to align her self-worth with experiences. In terms of the functions of supervision described by Kadushin, this would refer to the supportive role of supervision (Kadushin, 1992:225-227; Engelbrecht, 2019b:159).

In this approach, the professional should be congruent, have unconditional positive regard, and have an empathic understanding of the person. In addition, the individual receiving intervention must acknowledge the innate desire to grow and change to react to the intervention positively. Some of the components essential for the success of the intervention in this approach include (Kondrat: 2010:106-107; Mbedzi, 2019:206-209):

- the individual must be open to experiencing life as it is at any moment without distorting it or forcing experiences into preconceived structures that are congruent with their own distorted self-concept;

- there must be some degree of incongruence, perceived or subceived, between the person's concept of self and their experiences (the person will thus be in some state of anxiety or emotional distress);
- the therapist (social worker/supervisor) must be congruent in the relationship;
- the therapist (social worker/supervisor) must experience and express unconditional positive regard in the helping relationship;
- the therapist (social worker/supervisor) must experience an accurate empathic understanding of the person;
- the service user (social worker/supervisee) must experience an awareness of this empathy and unconditional positive regard.

The similarity between the person-centred approach and the Developmental Approach is apparent. Firstly, reference is made to respect, which refers to a non-judgemental attitude and acceptance of each individual, group and community with their strengths, weaknesses and personal knowledge (Mbedzi, 2019:208-209). In supervision, respect is one of the cornerstones of supervision (cf. 1.6.1) embedded in the positive, anti-discriminatory relationship. Secondly, the uniqueness of each individual is emphasised by both the developmental and person-centred approaches. The similarities between the tenets the person-centred approach (Mbedzi, 2019:208-211) and the core principles of the Developmental Approach (cf. 2.2.3) are evident and confirm these two approaches' compatibility.

2.6 Summary

From this chapter, it seems that the residual and institutional approaches dominated social service globally. Social work in South Africa historically developed from structures based on characteristics of the colonial history of South Africa. It led to practices and policies that did not address the needs of all the people living in South Africa. The previous welfare dispensation is critiqued as fragmented, ineffective, inappropriate and inequitable and not responsive to poverty, basic human needs and the social development priorities of all people in South Africa (DSD, 2016:29). These developments necessitated a different approach to welfare services, hence the rise of the Developmental Approach to accommodate the uniqueness of the South African society.

With the unique direction of social work services, this approach should filter through to all levels of service rendering, including supervision. In addition, the different policies should filter through to theoretical models and be visible in the practical implementation of social work.

Supervision is seen as an essential part of social work in South Africa. It is also a legal requirement that all social workers should be supervised. Social work supervision should reflect the Developmental Approach's principles, underlying theories, and practice models. This will acknowledge the appropriate method for social welfare in South Africa and empower social workers to render services from the Developmental Approach. There is a need to align supervision practises with theories honouring the Developmental Approach. In practice, it could mean that some theories can be adapted for the appropriate application; in other instances, it might mean that practice should be informed by indigenous developed knowledge. Some approaches that could be explored and adapted for implementation according to the Developmental Approach include the Ecological Systems theory, the Strengths perspective and the Person-centred approach.

This chapter focused on the elements of the Developmental Approach and some theories that is compatible and can be used to align practices with the Developmental Approach. The following chapter will attend to the current context of social welfare services in South Africa. The information in the two successive chapters will specifically focus on the gaps between the current implementation of supervision and the Developmental Approach.

CHAPTER 3 SOUTH AFRICAN CONTEXT OF SOCIAL WELFARE SERVICES AND THE CONTRIBUTION OF SUPERVISION TO THE RENDERING OF THESE SERVICES (POLICIES AND REALITIES)

3.1 Introduction

South Africa needs a social welfare system that is flexible and creative and meets the needs and unique context of people living in the country. There has to be a scale down on the use of Western Practices, and practices need to be adapted to fit the South African context (Osei-Hwedi, 1993:27; Gray & Mazibuko, 2002:147, Van Breda, 2019a:8). Van Breda (2019a:8-11) further indicates that some theories can be adapted to suit the South African context. However, theories created in other countries with a different approach to social welfare, like America and England, might not be completely compatibility with developmental social work. The ideal would be to develop new theories, models and practices unique to South Africa. Developing practices, models and theories that are unique and indigenous might be one way to work towards the decolonisation of social work in South Africa (Mathebane and Sekudu, 2018:1-2;19).

The realities faced by social workers in the context of child protection services in South Africa place high demands on the emotional well-being of practitioners. Therefore, supervision of social workers is one of the critical factors that should be utilised to help social workers cope and render a professional service to the service users. However, extremely high caseloads, the increasing complexity of matters social workers are dealing with, the implementation of policies and legislation and the lack of resources are testing the skills, creativity and resilience of social workers and supervisors (Osei-Hwedi, 1993:27; Alpaslan & Schenck, 2012:367 & 383).

The challenges mentioned above necessitated the National Department of Social Development to issue the Recruitment and Retention Strategy for Social Workers (2006). The strategy highlights concern about the decline in the productivity of social workers and a decrease in the quality of services rendered. The deterioration is partly due to the weak application of supervision (DSD, 2006:23,33;40; Shokane et al., 2017:285). Other issues contributing to the decrease in productivity and effectiveness of social workers are high-stress levels due to personal, professional and societal demands (DSD, 2006:33;40). These challenges are further burdened by the fact that organisations experience extreme financial pressure and are often in no position to appoint sufficient professional personnel to execute the required services according to the required standard (DSD, 2016:287).

Some of the most prominent policy documents regulating social services and supervision are the Integrated Service Delivery Model (ISDM) (2005) and the Supervision framework for the social work profession in South Africa (2012). These documents, amongst others, will be used in this chapter as guidance to compare the theory of the Developmental Approach to social welfare, as discussed in Chapter 2, with the implementation and challenges of policies related to the Developmental Approach.

The change from a residual to a Developmental Approach in social welfare required drastic changes. This chapter will attend to a brief historical overview of social work services in South Africa to assist with a clear understanding of the impact of these changes in social welfare services. In addition, the historical overview will briefly refer to the history of social work in an international and local context to assist in understanding the influence of theory development internationally on the implementation of social work practices in South Africa.

This chapter discusses a unique combination of historical forces, colonial and apartheid practices in South Africa leading to the development of a welfare system catering for specific segments of the population (DSD, 2005:7; Patel & Hochfeld, 2012; Patel, 2014:14, Smith: 2014:311-312, Patel, 2015a:44). Today, this system is regarded as fragmented and exclusive, focusing on micro social work practices. These did not address the diverse needs of South Africa (Patel & Hochfeld, 2012:692). The political changes in 1994 led the new government in 1997 to adopt a transformative, developmental framework for social welfare. Practices and policies had to be adapted to include this approach (Gray & Mazibuko, 2002:191-192; Triegaardt, 2018:57; Lombard, 2019:48, cf. 2.1).

Furthermore, this chapter will specifically focus on practice settings and attempt to draw the correlation between these practice settings and the implementation of supervision in child protection.

3.2 Historical Overview of Social Work Services in South Africa

Social work has been the primary social service profession in South Africa since 1920. In 1937, social work was officially approved as the only social service profession in South Africa (DSD, 2005:7).

The history of social work, internationally and nationally, played an essential role in contributing to the current trends, challenges, and changes social welfare faces in South Africa. It is essential to understand how social work originated and how historical developments impact on the current

implementation of social work. For this reason, the next section will give background to the development of social work and its impact on the development and trends in South Africa. The chapter will also give attention to the global history of social work and its effect on the local development of the profession.

3.2.1 National History

The history of social work in South Africa can be grouped into three eras: Pre-colonial, colonial, and post-colonial. Each of these eras has distinct characteristics which impact social welfare today.

During the pre-colonial era, from the 1400s until around 1856 (Smith, 2014:308), traditional forms of social welfare were characterised by the fact that the wider society met the needs of individuals, cooperation, mutual aid, kinship, communalism and social groups (Visser, 2009:225; Patel, 2015a:44). Community support systems and women played a crucial role in meeting the needs of people. Because of the patriarchal dominance, men were in control of the land and group relations, while women were responsible for social reproduction, which included care, nurture and social support (Patel, 2015a:44).

The Dutch East India Company established a commercial colony at the Cape in 1652. This introduced a new culture influenced by large numbers of people of Dutch, English, Portuguese and French origin who landed on the South African coast between 1500 and 1650 (Nicholas, 2010:40).

In 1664 the Dutch settlers faced poverty, and assistance was organised for them. The Dutch East India Company then transferred the responsibility of caring for the poor to the church (Visser, 2009:225; Nicholas, 2010:40). The church provided monthly allowances and housing to the poor. In turn, the church expected recipients to display moral conduct. The church mainly focused on care for children and the elderly (Nicholas, 2010:41).

Once South Africa became a Dutch colony, the socio-economic organisation was adapted to the interest of the Dutch to create sustaining conditions for economic activity (Patel, 2015a:44). Indigenous people had to adapt to the views, culture, political and legal structures, and welfare system of the colonial powers. The indigenous people had to be “civilised” and act according to the Dutch and British customs. With their rich culture of social organisation, the indigenous African people were judged to be inferior to the Dutch (Patel, 2015a: 45). The result was the foundation

for racial discrimination, disparagement of indigenous customs, and favouring the whites as the elite group of society (Patel, 2015a:45).

Once the Cape Colony became a British Colony in 1806, organised social welfare services were established. In addition, religious organisations, particularly the Dutch Reformed Church (DRC), established institutional welfare resources, such as the first orphanage in 1814 (Visser, 2009:225). This influenced welfare policies and structures for the next two centuries.

In 1860 the discovery of minerals introduced the industrialisation of South Africa. As a result, social and Political structures were transformed from an agricultural society to a highly developed industrialised society in a short period (Patel, 2015a:45). The result was that some groups (mainly blacks and some whites) were impoverished, which laid the foundation for social welfare and capitalism differentiation.

Due to the nature of the mining industry, a large labour force was required. Primarily blacks were employed in the mines. Through poll and hut taxes, many peasant farmers were forced to relinquish their land, resulting in less than 10% of the land being reserved for Africans. As a result, subsistence farmers were deprived of their primary source of production (Nicholas, 2010:41).

Migrant mine workers lived in compounds, earning low wages and working under deplorable conditions. These migrant workers were also not allowed to bring their families with them. These reserves fulfilled the social reproduction of the mineworkers. It also became the repository of the poor, disabled, the youth and women (Patel, 2015a:45).

The fact that mineworkers were paid low wages promoted the financial growth of the mining industry and rapid economic development. The mineworkers did not benefit from this growth because of the poor remuneration. Patel (2015a:46) believes that industrialisation and urbanisation led to considerable poverty, housing and health problems. In this era, the needs of people were met by institutions such as religious organisations and institutional care, especially for vulnerable children. During this time, the first legislation was promulgated to address the needs of vulnerable groups such as children, people with disabilities and the poor. Patel (2015a:46) continue to emphasise that the benefits of the social welfare system were mainly reserved for the whites, and other groups did not have access to welfare services. Churches and religious organisations provided support, and the women's organisations later joined this initiative. However, this support continued to be provided mainly to the white population. In 1910 the Union of South Africa was formed. Welfare services were planned through continued cooperation

between the churches and the state. This laid the foundation for the relationship between the state and voluntary sector as it is known today.

Social welfare services responded to the disruption of families, especially where sustainable livelihood becomes impossible. Political agendas were informed by economic goals, which often marginalised citizens without political power to ensure their basic nutritional and security needs were met (Patel, 2015a:51). The Anglo-Boer war (1899-1902) resulted in blacks losing their land and their access to profitable employment was limited. Poverty was a national issue, and much of the attention was focused on the poor whites with little focus on the poor blacks (Smith, 2014:311; Visser, 2009: 226). The Dutch Reformed Church responded to poverty, and the community responded by forming women's organisations (Visser, 2009:226; Patel, 2015a:46).

Between 1910 and 1960, Parliament implemented various laws to keep blacks constrained in competition with a free white society. The origins of social work in South Africa led to support of the apartheid welfare structures and the active advocacy of separation. Smith (2014:312) states that some view that social work as a profession was established in South Africa in the early 1900s when Emily Hobhouse came to the country and worked in the British concentration camps between 1899 and 1900. Some refer to Hobhouse being the first social worker in South Africa. From this, various services were established, forming organisations rendering services in communities.

The Second World War increased family instability, and subsequently, there was a growth in black squatter settlements. Finally, in 1948 the National Party took power and formally established the apartheid system (Triegaardt, 2018:28).

Before social work was a recognised profession in South Africa, actions focusing on helping people and families in distress were mainly philanthropic actions taken by people in communities. The Government of this period, from 1948 onward, created structures focusing on the needs of white people. The development of social work in South Africa is mainly documented around the actions taken and promoted by the government of that time. However, some sources also refer to the philanthropic actions taken by Charlotte Manye (Maxeke). She campaigned actively in the early 1900s for women's rights and is referred to as a "native welfare officer" (Smith, 2014:312). Although the formal structures in South Africa thus mainly provided assistance and access to welfare to the whites, informal movements and campaigns lodged by non-white individuals also contributed to the development of social work in South Africa.

According to Nicholas (2010:42), the person who is most probably responsible for establishing social work in South Africa is Dr H.F. Verwoerd. Verwoerd completed his MA and PhD in Psychology and worked at the University of Stellenbosch in the Psychology Department and later at the new Department of Sociology and Social Work. Verwoerd distinguished himself in the training of social workers, and the findings of his postgraduate students often served as the basis for the policies of welfare organisations.

Verwoerd delivered a paper on “Combating poverty and the re-organisation of welfare work” at the National Conference on the Poor White problem (*Volkskongres oor die Armblankevraagstuk*) in Kimberley in 1934. This paper was regarded as one of the foundations of social work in South Africa. His paper, *Social Workers in South Africa and their training* (1936), at the National Conference on Social Work, was influential in developing social work training in South Africa. Verwoerd proposed a three-year university degree that would provide prospective social workers with a broad foundation of knowledge and equip them to work in specialised fields (Nicholas, 2010:43).

At that time, social work was not presented as a separate subject. Therefore, Dr Verwoerd advised an intensive study of Sociology and either Psychology or Economics. He emphasised the combination of research and service; he also recommended the formation of a professional association of social workers. However, he warned against short courses. The professional association of social workers was formed in 1951 (Nicholas, 2010:43). Afterwards, the standards for training were established at the then eight universities and training centres for social workers (Gray & Mazibuko, 2002:198; Sewpaul & Lombard, 2004:539; Nicholas, 2010:43).

The Department of Social Welfare announced in 1938 a contribution of 75% subsidy towards the salaries of trained social workers employed by charity organisations. The report on the Review of the White Paper for Social Welfare (DSD, 2016:298) indicates that non-profit organisations are receiving programme funding instead of funding for social work posts. From the report, it is evident that organisations experience various challenges relating to the subsidy. Some of the challenges include late payments, an insufficient annual increase in subsidy to cover the rising costs of rendering the service, as well as the disparity in salaries between social workers working for the Department of Social Development and those employed by non-profit organisations (DSD, 2016, 287-289; DSD, 2016:369). Furthermore, there are disparities in the funding received by organisations in different provinces. For example, an e-mail from a director of a welfare organisation indicated that the subsidy received in Mpumalanga for child protection services comprises 45%-60% of the organisation's operating budget (Louw, 2019), while the organisation receives subsidies up to 90% in Limpopo. A child protection organisation rendering services in

Gauteng indicated that the subsidy they receive for child protection services is between 50% and 60% of the organisational budget (Van der Merwe, 2019).

The first social work journal, "Journal of Social Work/Maatskaplike Werk", was also established 30 years after a memorandum by Dr Verwoerd. Professor Erika Theron (UNISA) followed in the footsteps of Dr Verwoerd. Verwoerd and Theron were pioneers in establishing social work as a profession in South Africa. Theron made efforts to ensure social workers were aware of their "proud background", and she advocated respect for Dr Verwoerd as a welfare planner (Nicholas, 2010:44).

In 1928 the president of the Carnegie Commission (Dr F.P. Keppel) established a fund for a project investigating the economic, psychological, educational, health and sociological aspects of poor whites in South Africa. The fund's establishment resulted from Dr E.G. Malherbe's statements that poverty amongst whites was the most urgent social problem in South Africa. Furthermore, Malherbe expressed his concern that the approximately 100 000 poor whites threatened the preservation of the so-called "prestige of white people" (Nicholas, 2010:44).

From 1929, the Suid Afrikaanse Vroue Federasie (South African Women's Federation) funded lectures on social work at the Transvaal University College. By doing this, the organisation played a significant role in establishing training. Friedenheim College (later Huguenot College) in Wellington was the only non-university training centre for social work (Nicholas, 2010:43).

Verwoerd headed the Carnegie Commission on the Poor White problem, and the outcome of this Commission was the establishment of the Department of Social Welfare in 1937. The conference was attended by 253 organisations involved in social work and 700 delegates. The meeting resulted in a 400-page report in which Verwoerd recommended a separate government department and raised concerns about social workers' training. His recommendations regarding the training included that training should consist of a three-year degree and practical exposure. However, full-time practical exposure after completing training was not required (Nicholas, 2010:43).

According to Nicholas (2010:44), this commission and conference laid the groundwork for apartheid legislation, which sadly suggests that social work in South Africa does not have a proud history of advocating the rights and access to services for the vulnerable. Some of the recommendations in the report included that Blacks should be prevented from competing for employment with whites. Some categories of work were reserved for whites (Nicholas, 2010:45).

The presentation of Verwoerd most probably contributed to the first formal call for the training of social workers made by the Carnegie Commission (Nicholas, 2010:42-43). The American Board Mission established the Jan Hofmeyr School for Social Work in 1941 in Johannesburg. The Jan Hofmeyr College presented diploma-level training for blacks. During apartheid, ethnic universities were established; these colleges were University Colleges of the North, Zululand, Fort Hare, Western Cape and Durban; the Jan Hofmeyr College closed (Nicholas, 2010:45).

The minister appointed a special committee on social work training after the “Post–War Planning of Social Welfare Work Conference” in 1944. Some of the recommendations of this committee included:

- Sociology, Psychology, Social Work, Social Economics and Hygiene should be compulsory subjects. The current qualification makes provision that learners can include a subject in Economics as an elective in obtaining a degree in Social Work (Lombard, Grobbelaar & Pruis, 2003:13; Council on Higher Education, 2015:7). The current qualification still requires learners to obtain practical work experience during their studies (Lombard, Grobbelaar & Pruis, 2003:6).
- Training centres should encourage students to be bilingual, and to those that planned to work in a Bantu area, a third language was vital.
- Fieldwork training should include visits to institutions and welfare agencies, the diagnosis and treatment of several cases over a period, collection of data for research, office procedure, written and oral reporting, handling of correspondence and economical use of working hours.
- A qualified person should be appointed to plan, organise and supervise fieldwork training (Nicholas, 2010:45-46). This correlates with the functions of social work supervision and might be some of the first references in South African literature on supervision.

Reference to terms such as diagnosis and treatment relates to the residual approach to social welfare (cf. 2.2.1). Specifically, it refers to the reactive nature of the residual approach and the fact that intervention is for a limited period and is terminated once the required outcome is achieved.

Many of these recommendations still influence the training of social workers today. Although the details of practical training were refined, elements of the recommendations are still visible. In the current exit level outcomes of a degree in social work, prospective social workers should obtain

480 credits to obtain the qualification, of which 50% of the curriculum proportional to the total credits consisting of cognate disciplines such as psychology, sociology, anthropology, political science, criminology, economics and gender studies (CHE, 2015:4-5; Lombaard, Grobbelaar & Pruis, 2003:6-14) also emphasises the professional's ability to be able to practical apply advanced skills, which implies practical training in the field. Although most of the recommendations are still valid and appropriate for social work training, the content needs to be adapted to fit the South African context. Mathebane & Sekudu (2018:15-16) concluded in their study that there is an undesirable state of incongruences and discrepancies in the South African education of social workers. The training of social workers is still driven by Eurocentric knowledge at a micro (national and lower) and macro (global) level. They further conclude that the African knowledge that should underpin South African social work education is limited and narrow-minded. There is a need to incorporate indigenous knowledge and practices in social work. Section 1 of the SAQA Act, Act 58 of 1995, required all qualifications to be registered by 30 June 2006 (Lombard, Grobbelaar & Pruis, 2003:2). The regulations determine that the process should be managed by Standard Generating Bodies that need to be established to develop standards for all qualifications in South Africa. The requirements and developments in the training of social workers in South Africa were thus formulated, documented and registered by the SGB for social work and documented in the Qualification Standard for Bachelor of Social Work.

The new political dispensation that came to power in 1994 led to drastic changes in the welfare system in South Africa. As a result, the South African welfare policy changed from a residual approach to a Developmental Approach that focuses more on the empowerment of people. This drastic change significantly impacted the training and practice of social workers (Gray & Mazibuko, 2002:191; Rankin & Engelbrecht, 2019:12).

It seems clear to the researcher that the political views of a specific time directly impact the welfare policy and the execution of social work.

After the changes in the welfare, policy provisions were made to include other social service professionals such as community development workers, probation workers, child- and youth care workers and social auxiliary workers. Although social work still plays a critical role, additional social service professionals were identified and now play a role in service delivery after the social welfare policy changed after the 1994 elections. With the change in the welfare policy, South Africa moved from a purely residual approach to a social development approach (RSA, 1997:5; Patel & Hochfeld, 2012:691). The social development approach aims to balance social objectives with economic development (Rautenbach & Chiba, 2010:6). The focus on economic development is vital to contributing to the war against poverty. The social welfare approach provides the context

in which social work practice is understood in South Africa (Rautenbach & Chiba, 2010:7; cf. 2.3.4).

It seems that the challenges faced in societies worldwide lead to people spontaneously assisting fellow citizens in need. These caring actions often result from disasters that lead to poverty and children being left vulnerable and orphaned. Groups in societies faced with these kinds of problems decided to take action and assist people facing these problems. These groups of people organised themselves, giving structure to their community efforts, resulting in the formation of Charity Organisation Societies (COS). This started as early as the nineteenth century (Smith, 2014:312).

The turmoil caused after 1994 by the expected changes in social welfare was far-reaching. Organisations had to develop new strategies, policies and operational plans to adhere to the requirements of the new welfare dispensation. Challenges were experienced because the drastic change had to be implemented in a short period. Developmental social work was ambiguously defined, and previous practices were mainly founded on Western social work theories (Bar-on, 2003:28, 32 & 33, Lombard & Wairire, 2010:107, Rankopo & Osei-Hwedi, 2011:140; Patel & Hochfeld, 2012:695;). Once social workers in South Africa were expected to implement the Developmental Approach, the faint conceptualisation and lack of practice examples that could act as references left social workers in the dark and insecure.

As indicated in the history of social work in South Africa, the approach to social services in the past was critiqued by the new political dispensation and subsequent policy documents drafted for social services. Therefore, the following section will refer briefly to the main approaches used worldwide to assist the reader in developing an understanding of the different approaches to social welfare.

3.2.2 International development of social work

The discussion of the international development of social work emphasises the impact these developments had on the development of social work in South Africa. Throughout history, all societies experienced challenges and disasters. In difficult times people tend to experience an impulse to help the less fortunate and do good to others (Payne, 2005a:13; Holscher, 2008:114; Sheldon & McDonald, 2009:6-7), and although it is often regarded as a moral impulse, it seems to be rooted in all cultures. People's actions and reactions to these impulses to help others could be a precursor to social work. Looking at the history and development of social work, it is evident

that political and economic influences at specific times and in a particular country direct the development and implementation of social work at that exact time.

These actions were seen as charity and often originated from religious groups, as charity is a tenet of all the great faiths in the world (Sheldon & Macdonald, 2009:7). The first indications of social work as organised attempts to assist with the need of people are being documented around the 1800s.

Payne (2005a:23) highlights five overall trends in social work during the 1800s and 1900s:

1. The industrialisation of manufacturing goods and agriculture led to unemployment in rural areas. People moved to the cities to obtain employment and to better their living circumstances.
2. As people moved to cities, the middle class was raised to take responsibility for local governance. This led to the municipalisation of local government and activity.
3. There was a decline in the power of churches and religious beliefs. Welfare work that churches previously did became more secularised.
4. Charity and women's welfare work developed into social work, becoming more organised (Patel, 2005a:14). This allowed women to become educated and provided them with opportunities to participate in society and to experience a sense of freedom after an era of social domination by men.
5. People felt a growing need to maintain social order, and societies became more complex, which resulted in governments taking greater responsibility for social interventions.

Social work emerged, nationally and internationally, from religious, philanthropic acts in communities. In South Africa, there was no formalised social work training yet, and most “social workers” would apply their leadership skills, social commitment, liberal ideals and educational advantage, mostly in white communities faced with poverty (Smith, 2014:313). Spontaneous, philanthropic assistance of people in need led to the formal development of social work as a profession and the training of social workers.

The first training for social workers was a diploma presented by the University of Cape Town in 1924. The first degree was offered by Stellenbosch University in 1934 (Smit, 2014:313). The

trends stipulated above were experienced in countries such as Britain and the USA, which led to the development of a particular form of western social work (Payne, 2005a:23). It seems as if the social work practices that developed historically focused on individuals (micro practice) and mainly were reactive. The assistance was provided when problems such as poverty were already present (Payne, 2005a:31-33). As a large part of these developments took place in America and England, the institutional and residential approaches implemented there influenced the development of the theory base of social work. This was the theory that social workers used in South Africa to implement social work service delivery (Engelbrecht, 2015: XV).

The international development of social work mirrors the trends of the profession's development in South Africa. Across the world, it seems that social work resulted from philanthropic actions of charity organisations that reacted to poverty in communities (Payne, 2005a:13; Sheldon & McDonald, 2009:6-7; Smith, 2014:313). Assistance was made available to a selected group in a specific community. In return, moral obedience was expected of those receiving assistance. To a large extent, the political dispensation of that time influenced the selection of the group that would receive access to the services. As in South Africa, the result was that certain portions of society would not have access to services.

3.3 Integrated Service Delivery Model

Implementing the Developmental Approach posed several challenges for South African welfare organisations, social work supervisors and social workers. First, the very nature of developmental social welfare has been a matter of debate, misunderstanding and misinterpretation (DSD, 2005:7; Lombard & Wairire, 2010:101&17). According to Shokane et al. (2017:279), the social welfare services (including social work) were neglected in the past. Therefore, a comprehensive national framework was developed to inform the nature, scope and level of social services provision in South Africa. This framework that the Department of Social Development developed is known as the Integrated Service Delivery Model (Shokane et al., 2017: 279), and the outcome the Department wishes to achieve is to ensure that comprehensive, efficient, effective and high-quality services that would contribute to self-reliant societies, be rendered by all social workers in South Africa (DSD, 2005:9).

According to the Integrated Service Delivery Model (ISDM) (DSD, 2005:5), social service practitioners were forced to adopt a “make-do” approach which resulted, amongst others, in poorly developed services, inadequate social service professionals, poorly developed prevention and early intervention services, high caseloads and an inability of the NGO sector to render services because of insufficient remuneration (Lombard & Wairire, 2010: 101-103; DSD, 2005:8; Shokane,

et al., 2017:278). With the ISDM, the Department of Social Development attempted to provide a guideline for social services within a developmental paradigm (DSD,2005:8). This document seeks to provide clarity on the nature, scope and level of services in the welfare sector (DSD, 2005:7) and advocate for the improvement of service delivery to the poor and all other vulnerable groups such as women, children, older persons and persons living with disabilities (DSD, 2005:02).

The ISDM (DSD, 2005:10-11) outlines the following principles that underpin social services in South Africa and all organisations, and, subsequently, social workers are expected to comply with this. The ISDM provides an overview of the services that could be rendered to service users, the point of entry, and the point of exit when involved in service delivery. A brief illustration of the Integrated Service Delivery Model could be introduced as follow:

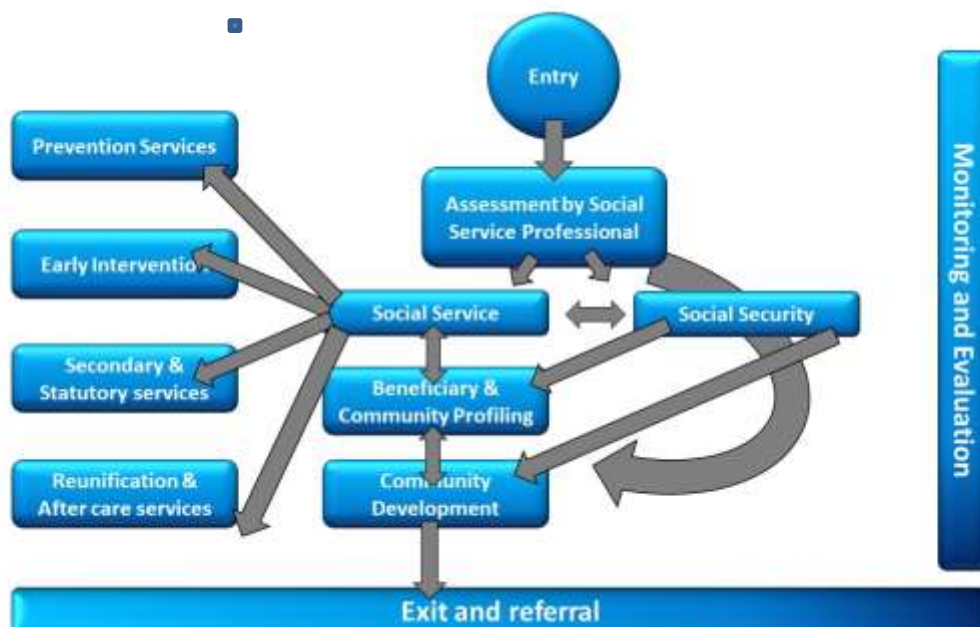


Figure 3.1: Illustration of the Integrated Service Delivery Model
(Source: DSD, 2005:27)

As indicated in this figure, a person approaching the social service professional for help should be assessed to determine the type of service that will address the person's needs. The person could either be referred for social welfare services on any of the indicated intervention levels or could be referred to social security or community development. However, the preferred outcome or focus should be that communities would be empowered to meet the needs of their members and not become reliant on social grants. As this is an integrated service delivery model, service

users can move between the different types of services available as their need changes. All sections in the service delivery model are interrelated and work towards empowering the service user. All services rendered within this model are subjected to monitoring and evaluation (DSD, 2005:29).

The ISDM (DSD, 2005:09) aims to ensure comprehensive, efficient, effective, high-quality social welfare services. The principles that are listed are subsequently discussed. Theories used in social work influence how the context of practice is understood and explained (Van Breda, 2019a:6;11). The context of social work in South Africa requires social workers to implement services from a Developmental Approach, implying that the context of supervision is influenced and guided by the approach and its theories. The context of practice thus shapes social work practices and social work supervision. In South Africa, the context is vastly different from countries where problem-focused theories are used. The Integrated Service Delivery Model (2005) highlights the principles of the Developmental Approach. The following subsections will introduce each of the principles, which should thus also inform and guide the supervision of social workers (Engelbrecht, 2010b:5; cf. 1.1). The shared focus of the supervision of social workers and the ISDM is quality service to the service users (DSD, 2005:9; Botha, 2000:2; DSD, 2006:33; Shokane et al., 2017:279) and therefore, the supervision of social workers and the execution of social work services as described in the ISDM should be aligned.

The principles that will be discussed are:

- Participation
- Self-reliance
- Empowerment
- Universal access
- Equality
- Transparency
- Appropriateness
- Accountability

- Accessibility
- Efficiency and effectiveness
- Partnership
- Social Integration
- Sustainability
- Social Justice.

3.3.1 Participation

People should engage and actively participate in matters concerning their lives and contribute to their process of learning, growth and change (DSD, 2005:10; Rautenbach & Chiba, 2010:12; Lombard, 2019:51,59-60). The service user must be able to give input in intervention regarding the desired outcomes, steps to be taken and pace of intervention. The service user is thus seen as a partner in service delivery and not a mere receiver of social welfare services. The implication is that the service user will have some responsibilities regarding formulating objectives, inputs and identification of resources in services as well. The social worker and the service user must agree on what contributions will be required from the service user as a partner in the service rendering process to reach the desired outcomes.

This principle thus suggests that service users have a voice and, after input from the social worker, will have the opportunity to indicate the desired outcomes, the required intervention strategies and the support needed from the professional. Service users are no longer passive and entirely influenced by the social worker; they have a voice that needs to be heard. Subsequently, it necessitates that service users have a responsibility in service rendering; it is a process and activity that must be co-owned by the service user.

In practice, this principle is implemented by involving children (and parents) in multi-disciplinary team discussions when decisions need to be made (DSD,2012b:10,26,120,146,167; Patel, 2015a:128, 330-332). It is expected of the service user to fully participate and guide the professional on the desired outcomes and the objectives of service rendering. Social workers are often confronted by the fact that the best interest of children must be a priority. This would imply

that the caregivers of children do not feel they actively participate in the process, and their needs are not recognised. This conflict between the priority of protecting children and the involvement of caregivers could pose an ethical dilemma. Parents mostly disagree with the actions of the social worker and display resistance towards the services being rendered. From the perspective of the parents, there might be limited or no participation in service rendering. This conflict of interest, parents vs best interest of the child, strongly impacts the implementation of participation in practice.

This principle is also highlighted in the roles and responsibilities of the supervisee as stipulated in the Supervision Framework for the social work profession in South Africa (DSD, 2012a:23). Firstly, in supervision, the supervisor should ensure that the social worker encourages and implements service users' participation in service rendering. The supervisor should ensure that the planning and implementation of services support service user participation. Secondly, social workers need to accept responsibility and take action in their professional development. To increase the resilience of social workers, attention should be given to the responses of social workers to opportunities and threats (Greer, 2016: 20). To successfully address the development of social workers, the supervisors need to understand the needs of the supervisee. Supervisors expect social workers to be informed of their needs in supervision. Active involvement in planning supervision, identifying objectives and needs, and planning the agenda for supervision is essential. Supervision is an interactive process that requires active participation by the supervisee (DSD, 2012a:18).

Challenges in implementing this principle in supervision could include reluctance from the social worker to participate in supervision actively. In the past, a greater emphasis was placed on the supervisor's administrative (managerial) role that focused more on ensuring service standards (Engelbrecht, 2019b:158-160; Kadushin, 1992:60-62), adherence to legislation and policies and measuring if goals are reached. The supervisor would thus be responsible for quality control, performance evaluation and control. Supervisors are senior personnel members with experience and are seen by most social workers as authoritative figures. In performing these tasks, supervisees might be experienced as authoritative. The current situation still reflects a great focus on procedures and the standard of services (administrative function). There is some focus on the supportive function too.

The functions and roles of the supervisor are discussed comprehensively in Chapter 4. The fast-paced nature of social work also could add to the fact that processes are implemented in a less participatory nature. If social workers do not work in a participatory way, one of the core concepts of the Developmental Approach is compromised. Although the social worker might experience

that the service rendering proceeds much quicker, the implementation would not be according to the Developmental Approach. As a result, supervision could quickly become a discussion where specific attention is given to step-by-step instructions to the supervisee on dealing with particular cases. There is a risk that the social worker only applies the guidance received to the specific case. The internalisation of the advice to allow the social worker to gain experience and develop generalised skills might be hampered. Social workers might struggle to apply the advice to future similar situations.

In some instances, social workers develop the ability to generalise guidance and apply it to similar situations in the future. The participation and cooperation of social workers in supervision are incorporated in most definitions of supervision and are one of the contributing factors to the success of supervision (cf. 1.6.1).

If a social worker does not actively participate in supervision sessions, there is a possibility that they might not take responsibility for their growth and development. As a result, the supervisee would become an inactive partner, and development would be regarded as an external process inflicted on the supervisee, and the supervisee would become an inactive partner.

3.3.2 Self-Reliance

The Developmental Approach emphasises the development of human capital (DSD, 2004:3). Service rendering should focus on identifying strengths and weaknesses to empower service users by developing the ability to effectively navigate strengths toward improved quality of life.

People should be connected to their environment to benefit each other and make them more effective individually and collectively in efforts toward a better life (DSD, 2005:10; Lombard, 2019:59). This includes leadership development, decision-making and planning skills. The available resources must be developed and mobilised to meet the needs of people living in communities. Individuals should be supported in identifying and mobilising resources to meet their needs.

The Developmental Approach—the person-in-environment approach—sets out to empower service users to effectively use resources in their personal lives and immediate environment, effectively dealing with challenges they face (Rautenbach & Chiba, 2010:10). Resources that the service user should utilise, include various role-players in the community and intra-personal resources.

Social workers need to manage the involvement of various role players to manage the service rendering process effectively and develop the service user's ability to deal effectively with challenges. In child protection services, this is often one principle that brings some challenges. Social workers often have to safeguard a child and work on the development of self-reliance of the parents. The child protection social worker may experience conflict because of the contradicting perceptions and needs of children and parents (cf. 3.5.3-3.5.4). Social workers could find themselves torn between caregivers and children. Due to the nature of services, service users are seldom willing to participate in service rendering and improving their self-reliance. The result is that children often become inactive partners in the helping process. Empowerment requires active participation in the development process to achieve sustainable change.

In supervision of social workers it will mean that the supervisor should use the strengths of the social worker as point of departure and create an enabling environment to facilitate growth and development of the social worker. Social workers should be developed and empowered to effectively use strengths and capabilities to manage challenges appropriately and provide professional service. The resources referred to include role players and intra-personal resources. Supervision is also an important resource that should be utilised effectively to ensure optimal development.

Due to the emotional strain of social work, social workers have to find, develop and explore resources in their personal and professional lives (Greer, 2016:2-3). The resources vested in the lives of social workers should assist them in coping with the demands of their careers and preventing burnout (Van Zyl-Edeling, 2006:165). Social workers need to identify and explore the relevant resources in their lives to cope with stress, complex decision-making, vicarious trauma, and the profession's demands (Van Zyl-Edeling, 2006:165-177). A study by Alpaslan & Schenck (2012:376-378) indicated that social workers are overwhelmed with the job demands and struggle to balance that with the resources to promote self-care. The challenges and overwhelming demands of working as a social worker are also indicated by various other documents relating to social work practices in South Africa (DSD, 2006:33; DSD, 2016:53, 86, 88,122; Shokane et al. 2017:278-279; Alpaslan & Schenck, 2012:367; cf. 1.2)

Social workers need to manage the involvement of various role players to manage the service rendering process effectively and develop the service user's ability to deal effectively with challenges. In child protection services, this is often one principle that brings some challenges. Social workers often have to safeguard a child and work on the development of self-reliance of the parents. The child protection social worker may experience conflict because of children and parents' contradicting perceptions and needs (cf. 3.5.3-3.5.4). Social workers could find

themselves torn between caregivers and children. Due to the nature of services, service users are seldom willing to participate in service rendering and improving their self-reliance. The result is that children often become inactive partners in the helping process. Empowerment requires active participation in the development process to achieve sustainable change.

To promote self-reliance and resilience, the supervisor needs to assist the social worker in identifying strengths and weaknesses. The developmental plan should include a focus on enhancing strengths and developing coping mechanisms.

3.3.3 Empowerment

The New Dictionary of Social work (Terminology Committee for Social Work, 1995:21) defines empowerment as “*a process whereby individuals or groups attain personal or collective power that enables them to actively improve their living conditions.*” The ISDM support this when the empowerment of individuals, groups and communities is indicated as a primary focus of social welfare services in South Africa. According to this document (DSD, 2005:2,7,11), people should no longer be helped traditionally with handouts. Instead, people, groups and communities should become more self-reliant and actively take part in meeting their needs. People should become equipped to achieve greater control over decisions and resources that impact the quality of their lives. The principle of empowerment implies that intervention should progressively work towards an increased ability of individuals to deal more effectively with challenges and implement strategies or actions to improve the quality of life. Individuals should gain greater control and influence over decisions and resources that impact the quality of their lives by establishing increasingly interdependent relationships (DSD, 2005:11; Patel, 2015a:128; Lombard, 2019:57; 59). Dependency on external systems to meet needs should be avoided. Service users must be empowered to address their needs more effectively without depending on inputs from external sources such as the welfare system.

To increase resilience, social workers need to be empowered to gain greater control and influence in their decisions regarding services to service users and the use of resources in social work. Social workers face complex situations daily, and effective decision-making is essential. In child protection, these decisions often involve the best interest and safeguarding of children, as described in the Children’s Act 38 of 2005. Social workers need to develop their skills, strengths and competencies to improve the outcomes of service rendering (Engelbrecht, 2010b:6; Everett, Miehl, DuBois, Garran, 2011:253; DSD, 2012a:21; Engelbrecht, 2019b:160-163; Jacques, 2019:192-193). Although supervisors are mostly approached for advice and co-responsible for the decision, the social worker should be able to decide *in situ*. Social workers who are

experienced and empowered to analyse the information and critically assess the risk could be more confident in making these difficult decisions.

Supervision should be planned and implemented in such a way that it promotes the empowerment and resilience of social workers. Social workers should be dedicated to implementing the Developmental Approach and empowered to do so.

3.3.4 Universal access

The services provided in terms of social development should be available to all vulnerable groups. No one should be denied access because of a lack of resources or knowledge on accessing the needed services. Universal access refers to focused interventions on poor and socially excluded groups and may include public, private and community-orientated strategies (Patel, 2015a:124). An example of implementing this principle in daily practice could be organisations taking services to the geographical environment where service users live (RSA, 1997:22; DSD, 2013a: 11, 25). The result of this principle was that social work offices established service points in communities, and social workers would go to different communities on certain days, depending on the need for services in the community.

In terms of the supervision of social workers, universal access could pose some challenges. The supervision framework for social workers (DSD, 2012a:32) makes provision for newly qualified/less experienced social workers to have formal supervision at least twice a month. In contrast, more experienced social workers could have supervision monthly. Challenges experienced by Non-profit organisations include a lack of human resources, and often supervisors would travel long distances for supervision which has a cost implication and place pressure on the supervisor in terms of time. The social worker-to-supervisor ratio proposed by the supervision framework (DSD, 2012a: 31) is one supervisor for every ten social workers if supervision is the only key function of the supervisor. If the supervisor has additional responsibilities, the proposed ratio is one supervisor for every six social workers. This ratio does not consider the realities of supervisors travelling long distances to provide supervision.

The experience in practice is that supervisor positions could be vacant for an extended period. For example, the organisation that the researcher works for had two vacancies for supervisors for almost 12 months. All attempts to fill the positions were unsuccessful, mainly because of the remuneration package the organisation could offer and the area that the supervisor has to cover.

In many instances, the NGOs do succeed in honouring the supervisor: social worker ratio, but supervisors must travel great distances to visit offices in small towns. The effect is that supervision has to be planned well to address all the needs of the social workers in the time that the supervisor can visit the specific office. The use of technology to counter the challenge of travel times is underutilised in practice. The reasons for this will have to be explored.

3.3.5 Equality

Resources should be distributed based on needs, priorities and historical imbalances (DSD, 2005:11; Patel, 2015a:355-358). Communities and groups that previously had no access to services should have priority access to services available to correct previous imbalances. Organisations often establish service points in communities to ensure an equal distribution of services. This will give service users more access to social welfare services in rural communities. Projects and services are taken to the communities where the greatest need is and where services were historically unavailable.

Through supervision, social workers should be steered to render services and distribute resources to advance equal access. Supervision should assist social workers in directing their focus on areas where services are most needed. Supervision of social workers should be based on the needs and priorities of the social workers and the service rendered to the community (Engelbrecht, 2010a:333; Engelbrecht, 2010b:6; Everett et al., 2011:253; DSD, 2012a:21).

3.3.6 Transparency

There should be access to information and openness regarding administrative and management procedures (DSD, 2005:11). The service user is seen as a partner in service rendering. Therefore, transparency is one of the critical principles of the integrated service delivery model.

Transparency in supervision is one of the principles embedded in various aspects of supervision. Firstly, supervision should advocate and enhance transparency in services to the service user. Social workers should be assisted in implementing the principle of transparency effectively in service rendering. Furthermore, the supervision relationship should also reflect transparency. The core of supervision reflects transparency through the following aspects.

- The Supervision framework (DSD, 2012a:10) refers to supervision as an interactional process which should imply that both parties are actively involved in the supervision process and that openness and access to information are essential.

- The Supervision framework (DSD, 2012a:27) further refers to the supervision contract that should be negotiated by the parties and also that both parties should sign records, notes and significant decisions in supervision.
- The Supervision framework thus communicates the principle of transparency in assessing the supervisee's needs, planning and conducting supervision, evaluating the performance and subsequently drafting a developmental plan for the social worker.
- The supervision framework is also clear that supervisees should be involved in the planning of supervision, drafting of the developmental plan and, subsequently, performance appraisals. This implies that supervisees are required for the entire process of supervision. Supervision is thus intended to be a transparent process.

As indicated, supervision places a strong emphasis on transparency by encouraging the involvement of the supervisee in planning and implementing supervision. In addition, the supervision process relies on an active, reciprocal partnership, as indicated in the discussion. Honouring all these aspects in supervision, will further assist in a focus on increasing the resilience of social workers. Transparency in supervision will ensure that the supervisor and supervisee align the needs and capabilities of the supervisee and the inputs of the supervisor to ensure the development of resilience.

3.3.7 Appropriateness

Services should respond to social, economic, cultural and political conditions. The focus of services should be based on the needs and resources appropriate to the community where the service user lives. Services should thus be customised and uniquely shaped to address the needs within the community (DSD, 2005:11; DSD, 2013a:10). The principle of appropriateness also implies that social welfare programmes should be planned and focused on the needs expressed by the service user. Supervision for the social worker should ensure the appropriateness of services, and social workers should be assisted and held accountable for appropriate services.

This principle supports ideologies such as participation (cf. 3.3.1) and empowerment (cf. 3.3.3) as it encourages input from the service user and the fact that services should fit the general conditions of service users.

Engelbrecht (2019:10-13) supports the principle of appropriateness in supervision when referring to:

- the fact that an authentic definition of supervision should be constructed for South Africa based on the Developmental Approach implemented in South Africa;
- supervision should be based on appropriate theories, perspectives and practice models guided by distinct values and ethics. Social work as a profession places a high value on ethical practice guided by appropriate values (SACSSP, 2007:4). As supervision is one of the secondary methods of social work, values and ethics are essential aspects of supervision too;
- point 5.4.5 (c) in the policy guidelines for the course of conduct, code of ethics and rules for social workers (SACSSP, 2016:39) refers to the fact that staff supervision should be appropriate. Appropriate supervision could refer to the fact that supervision has to be informed by the Developmental Approach and the context of social welfare services in South Africa. The challenges experienced by supervisors and supervisees should be addressed within the context of the lack of funding, human resources and workloads. The impact of problem-focused theories should be minimised, and supervision should be informed by indigenous, decolonised theories to address the supervision of social workers appropriately (Engelbrecht, 2013:462-465, Engelbrecht, 2019a:17-20);
- the implementation of appropriate educational strategies in supervision that focus on promoting the Developmental Approach in social work. Appropriate educational strategies that could be implemented in supervision will be addressed in Chapter 4.

The definition of supervision in the Supervision framework (DSD, 2012a:18) also proposes that supervision should be appropriate when indicating that supervision aims at promoting effective, efficient and professional rendering of social work services. To ensure that the inputs of the supervisor contribute toward effective services, supervision must focus on building resilience in social workers to enable them to respond more effectively to the adversities they have to face in social work (Greer, 2016:20-22). It is thus clear that appropriateness is intrinsic to supervision. Supervision should thus easily align with this principle of the Developmental Approach by being true to the core expectations and definition of supervision.

3.3.8 Accountability

Social work is a highly regulated profession, and social workers' accountability as professionals is continuously emphasised. Therefore, service providers are expected to comply with all legislation, policy and regulations (DSD, 2005:11; DSD, 2013a:11), and services rendered to the community should adhere to all relevant legislation, policies and regulations.

The Policy guidelines for the course of conduct, code of ethics, and rules for social workers (SACSSP, 2016:7) use the term professional responsibility, whereby social workers are required to uphold professional standards and accept appropriate responsibility for their behaviour. The Code of Conduct further emphasises that social workers should take responsibility for adapting their methods to the needs of different service user systems.

In supervision, the supervisor should thus ensure that social workers take appropriate responsibility and that skills and knowledge be developed so that social workers are empowered to adapt methods to meet their needs as required. In addition, the supervisor should be concerned about the social worker's ethical compliance during the social worker's practice.

Supervisors are accountable for supervisees in at least two ways: Firstly, the supervisor is accountable for rendering a supervision service that will ensure that services rendered are of high quality, and secondly, supervisors can be held liable when there is a complaint about possible misconduct by the social worker (SACSSP, 2016:38). Ethical behaviour and -decision making should thus be a frequent topic of discussion during supervision.

3.3.9 Accessibility

Services should be accessible in terms of physical and geographical conditions, time, language and need (DSD, 2005:11; DSD, 2013a:10). To ensure accessibility, information about services should be communicated openly and transparently to service users and communities (SACSSP, 2016:8). The location of services needs to be easily accessible for those who need the services. This implied that social service organisations had to re-evaluate the location of services. In many instances, it suggested that social service professionals visit communities in need more often and offices establish service points and mobile offices to make services more accessible to communities (RSA, 1997:22; DSD, 2013a: 11, 25). This posed challenges regarding physical resources, such as fuel and vehicles, and specific challenges were experienced concerning remote communities. The accessibility of social welfare services is seriously compromised by the lack of funding from the Department of Social Development. The lack of funding leads to

insufficient numbers of social workers and social work supervisors employed and challenges regarding physical resources (vehicles, office equipment and office space) to implement accessible social welfare services (DSD, 2016:331-332).

Implementing this principle requires social workers to be actively involved in removing barriers preventing people from accessing the services they need. The Scope of Social Workers (SACSSP, 2016:5-9) repeatedly refers to the fact that it is a core responsibility of a social worker to improve access to resources, strengthen relationships between role players and resources in communities as well as mobilising the collaboration between individuals, groups, communities and resources in communities. The said document specifically refers to the skills needed by social workers to empower and assist all spheres of communities in enhancing social functioning and problem-solving capabilities. Developing the skills of social workers in this regard must be a particular focus area in supervision to ensure that this core purpose of social workers is implemented effectively.

Accessibility of supervision would refer to the requirements for supervision stipulated in the Supervision framework for the social work profession in South Africa that, amongst others, require that the duration and frequency of supervision of social workers (DSD, 2012a:27) are determined by the level of experience, the complexity of the work and the number of hours worked by the supervisee. The said framework also postulates a social work supervisor: social worker ratio that should be implemented. The accessibility of supervision in terms of geographical conditions, time and need are, however, often frustrated due to structural supervision issues that would include scarce resources, unmanageable workloads and counter-productive working conditions of both supervisors and supervisees (Engelbrecht, 2013:456; Shokane et al., 2017:278, 279 & 285). The realities faced by supervisors that would limit the accessibility of supervisees to supervision could include the great distances that supervisors have to travel, the number of supervisees that supervisors are responsible for and exceeding the ratio provided by the Department of Social Development (2012a:32). Detail of specific challenges impeding supervision in South Africa is discussed more comprehensively in Chapter 4 (cf. 4.5).

3.3.10 Efficiency and effectiveness

Objectives should be achieved cost-effectively. Organisations and social service professionals must balance the available resources and the growing need in communities to provide a service that ensures the organisation's survival and addresses the vast needs of communities (DSD, 2005:11).

The Supervision Framework (DSD, 2102a:10-13) stipulates that the desired outcome of supervision would be social workers being effective and efficient in service rendering, resulting in excellent quality services to the service users. Various authors confirm that the effectiveness of social work practices is in direct correlation with the quality of supervision received by a social worker (Hughes, 2010:1; Howe & Gray, 2013:1; Engelbrecht, 2015a:127,160; DSD, 2016:257; New Dictionary of Social Work, 1995:64; DSD, 2012a:13; Noble, Gray & Johnston, 2016:18; Shokane, et al. 2017:279; Silence, 2017:14; Hafford-Letchfield & Engelbrecht, 2018:329).

The decline in productivity and quality of services due to a lack of supervision is also widely documented (Botha, 2000:1; DSD, 2006:23,33; DSD, 2012a: 8; Engelbrecht, 2015a: 138; DSD 2016: 257). The following challenges relating to the implementation of supervision could impact the effectiveness and efficiency of supervision negatively:

- Supervisors are not trained as specialists in supervision (Engelbrecht, 2013: 460-461; Shokane et al., 2017:279). Supervisees referred to the implementation of supervision as outdated, which is not implemented professionally with specialised knowledge and skills from the supervisor.
- Workloads of supervisors cause sessions to be delayed or cancelled (Engelbrecht, 2013:462; DSD, 2016:280; Shokane et al., 2017:279).
- Supervisors experience conflict between the performance of managerial tasks and supervision, resulting in problems with power dynamics and uneasy alliances (Engelbrecht, 2013:462; Shokane et al., 2017:279).

It seems, however, that the effectiveness and efficiency of supervision in South Africa are challenged by scarce resources (Engelbrecht, 2013:456; Shokane et al., 2017:285). In addition, social workers and supervisors globally are challenged by excessive workloads and challenging working conditions (DSD, 2016:331-332, cf. 3.3.9) that seriously hamper the effect of supervision on the social worker and the quality of services rendered to the service user.

3.3.11 Partnership

It is the collective responsibility of the government, civil society and the business sector to deliver services (DSD, 2005:11). All role players in communities are collectively responsible for services and collaboration in addressing the needs of community members essential. The Developmental Approach stretches the importance of partnerships in addressing the needs of communities. The

social worker's role would be to establish and strengthen partnerships in implementing the Developmental Approach. The essence of supervision is that it takes place within a positive, anti-discriminatory, interactional relationship (DSD, 2012a:18). Subsequently, the Supervision framework for social work professions refers to the different practice environments and the organisational structure that apply to the implementation of supervision (DSD, 2012a:21; Jacques, 2019:196-198). To function effectively in the practice setting, a social worker must have the ability to form partnerships with a supervisor, colleagues, other role players and service users. All these parties would have specific responsibilities. Skilful management of partnerships will thus contribute to the quality of services rendered to the service user.

As indicated earlier, the Supervision framework also refers to aspects such as contracting, accountability and negotiating the nature of supervision, which all imply that supervision relies on a partnership between the supervisor and the supervisee (cf. 3.3.6 & 3.3.8). Supervision is an interactive process with distinct responsibilities for both the supervisor and the supervisee (cf. 4.10).

3.3.12 Social integration

According to the White Paper for Social Welfare (RSA, 1997:58), the circumstances and changes in South Africa generated considerable social costs for individuals, families and communities. These could be seen in family disorganisation and social disintegration, leading to various problems experienced in society and negatively impacting the well-being and quality of life of families and individuals.

The Scope of Practice of social work (SACSSP, 2016:5) indicates that social work specifically focuses on the interaction between people and the socio-political, economic and cultural environments, which affect the ability of the individual to accomplish life tasks, deal with challenges and improve their quality of life. The said disintegration implies that social workers have to focus on the social integration of distressed people. According to the Developmental Approach, communities and individuals have the inherent capacity to develop internal and external resources to meet the population's needs (Engelbrecht, 2010b:48-51). Therefore, the integration of different role-players and social institutions (e.g., schools, churches and families.) should work towards meeting the needs of individuals in the community (cf. 3.4). All services, policies and programmes must encourage social justice (DSD, 2005:11).

Supervision aims to ensure that effective and efficient services are rendered to the recipient (Botha, 2000:1; DSD, 2006:23,33; DSD, 2012a: 8, 13; Engelbrecht, 2015: 138; Jacques, 2019:194-195; DSD 2016: 257). Supervision should guide social workers to promote social

integration and the mobilisation of resources in communities that would increase the capacity of individuals, families and communities to deal with challenges effectively.

3.3.13 Sustainability

Long-term maintenance of desired goals should be possible (DSD, 2005:11; Lombaard, 2019:53-54). The effect and impact of services should last even if the services are terminated. Resources that are developed, established and mobilised should continue to address the needs of community members without the welfare system's continuous involvement.

Sustainability in the supervision of social workers is fundamental. Social workers are expected to be resilient and to cope gradually more efficiently and effectively with the decisions they have to make and the pressures of being social workers. Supervision should not foster dependence (DSD, 2012a:43; Engelbrecht, 2019b:155; Jacques, 2019:192-194) but rather prevent social workers from becoming dependent on the guidance of a supervisor in every situation before decisions can be made. As professionals, social workers must be able to transfer experience and knowledge from previous situations to resemble situations in the future (DSD, 2012a:43; Engelbrecht, 2019b:155; Jacques, 2019:192-196). Supervision should thus focus on developing general skills and knowledge of social workers that could be applied in similar future situations. Focusing on case-specific actions without generalising and reflecting on the sustainability of experiences compromises the effectiveness of supervision.

3.3.14 Social Justice

As a value of social work's professional, ethical code and a key concept in the Developmental Approach, social justice is different from the other values of social work (e.g., human dignity, worth, humanity, integrity) (Jordan, 2013:241; SACSSP, 2016:6; Lombard, 2019:53-54;58). Most of these values are concerned with the intrinsic value of individuals, ethics of practice, honesty and proficiency. Social justice focuses on the relations between members of a society, the distribution of resources and access to resources (Jordan, 2013:241). The other mentioned values involve actions managed and implemented by social service practitioners, while political decisions and economic processes influence social justice.

Social justice (and injustice) refers to how members of society treat each other in families, communities and society as a whole. These relationships are often built into institutions and cultures, e.g., subordination of women, exclusion of disabled people and unequal access to resources (Jordan, 2013:242). It is challenging to change community habits and how society is organised. The only way community organisation and habits can be changed is by altering

perceptions, collective action and legal reform (Jordan, 2013:242). Lombard (2019:52) further emphasise that the interconnectedness between micro- and macro-practices is one of the cornerstones of social development in promoting social justice.

Social service professionals often have direct contact with the most vulnerable people in communities. Therefore, they are in a position to influence the debate in communities and the media by making people aware of the challenges experienced by social injustice. Social service professionals must advocate for the most vulnerable of communities, make them aware of their rights, and enable them to access community resources. It is also expected of social workers to challenge social justice issues in societies and pursue social change that positively impacts the quality of life of vulnerable groups (SACSSP, 2016:6). It, however, seems that social workers spend most of their time with statutory cases resulting in them not advocating for social justice. Community awareness and advocacy are some aspects that do not get sufficient attention (cf. 3.5).

Given that the focus remains more on statutory, reactive practices suggest that supervisors should give specific attention to the reluctance of social workers to promote social justice. The scope of practice of social workers diligently refers to the promotion of social justice as a core activity of social work (SACSSP, 2007:5-7; SACSSP, 2016: 3,4,8,17-18,25). Therefore, supervisors must more robustly empower, encourage and regulate the efforts of social workers advocating for social justice.

In implementing supervision, the supervisor and supervisee should adhere to ethical principles and ensure that the implementation reflects honesty, human dignity and integrity (SACSSP, 2007:5-7; DSD, 2012a: 21-23). Ethical principles should be visible in direct services to the service user and form the supervision relationship's foundation. The supervisor should instil ethical values in the supervision relationship and ensure that the social worker implements these values in rendering services to service users.

A supervisor is often employed in a middle-management position, and care should be taken that the supervisor distinguishes between power and authority (Reyneke, 2019:42-43). In supervision, care should be taken not to use managerial authority to motivate employees. Furthermore, the supervision relationship should not be used in a coercive way. The misuse of power by the supervisor will reflect social injustice towards the social worker.

As discussed above, these fundamental principles provide the direction for social welfare services. The application thereof will have a specific angle when social welfare services are

rendered from a Developmental Approach. Although social workers and supervisors have a general understanding of these principles, there might be a lack of clear conceptualisation of the principles and subsequently practice guidelines for implementing these principles both in social work and supervision practice. Social workers coming from different cultural backgrounds and different social spheres could interpret these principles in different ways. The supervisor must promote self-awareness and sensitivity to prevent conceptual confusion that will hamper the progress of the Developmental Approach (Lombard, 2019:52).

Although the generally accepted principles of social work are still honoured within a developmental social welfare framework, it is evident that the principles indicated in the Integrated Social Delivery Model (DSD, 2005:10-11) are much more specific and explanatory of what is expected within developmental social welfare. However, the challenge for social workers and supervisors seems to remain translating these principles into practice and to implement it effectively to contribute to the resilience of social workers. There appears to be a lack of consensus on how to apply the Developmental Approach to social work. There could be several variables contributing to the lack of consensus. Two factors that could play a vital role seem to vary in interpreting each value. First, a lack of consensus might exist in the meaning and application of each value. A second prominent variable is an application of the international theory base that stems from residual and institutional approaches. Although the theory might not be entirely inappropriate, social workers and supervisors would have to apply it purposefully and adapt the said theory to fit the context of services that should be rendered in South Africa.

3.4 Service Integration

The pre-1994 welfare dispensation in South Africa was, amongst others, critiqued for being fragmented. The Developmental Approach aims to integrate three broad programmes: Social Security, Social Welfare Services and Community Development (Figure 3.1). Integrating these three programmes and access to all three should enable target groups to deal effectively with social problems and issues they experience (DSD, 2005:16; DSD, 2012b:22).

Within the Developmental Approach, the needs of target groups should be addressed in a holistic and integrated manner. The integration of the three programmes aims at relieving the immediate emergency needs of vulnerable households and subsequently assessing the cause and effect of vulnerability (DSD, 2005:16; DSD, 2012b:21; DSD, 2013a:28). In the process, the focus should be on identifying strengths and the development of appropriate strategies for sustainable socio-economic development.

Integration of services aims at creating various points of entry for people requiring services (DSD, 2005:16; DSD, 2012b:21). At the point of entry, the assessment must be done by social service professionals, and people should then be referred appropriately to either social security or social services. In addition, an exit strategy should be in place to enhance the sustainability of intervention strategies to prevent dependency and ensure capacity development. The need for an exit strategy could also be linked to the lack of finances available to address the needs of people for extended periods. The biggest challenge in implementing the integration of services is the interrelatedness of social issues that will require a variety of Government Departments effectively integrate the developmental efforts. These Government Departments could at least include the Department of Health, Department of Justice and Constitutional Development (DSD, 2005:16-17).

The integration of social welfare programmes identifies five critical areas of importance. The ISDM (DSD, 2005:17) emphasise these five critical areas:

1. Early identification of needs and provision of emergency relief.
2. The needs of target groups should be assessed effectively; data should be captured on a database, and target groups must be referred to appropriate services.
3. Communities and beneficiaries should be profiled to identify opportunities for sustainable socio-economic development.
4. Exit strategies must be planned for and implemented at all levels.
5. Outcomes must be monitored and evaluated.

The integration of services further implies that welfare services are not a linear process. It is a dynamic process, and service users should be able to enter and exit the system at any point. Intervention at all levels should aim to achieve the desired social functioning level. The model also recognises that some will only have the functional capacity and require continued intervention (DSD, 2005:18).

3.5 Services at Different Levels of Intervention

To ensure that the needs of individuals are met and the desired outcomes in terms of empowerment and improved quality of life are reached, services should be rendered at different

levels. The Manual for the Management of Statutory Cases (DSD, 2012b:22; DSD, 2013a:29) emphasises that services to children and their families must incorporate a wide range of services such as prevention and early intervention, statutory intervention, family reunification, and aftercare services. Each level will focus on specific outcomes (DSD,2011:29). These different levels are not separate. They should be viewed as a continuum aimed at improving the level of functioning. The family should be preserved through a variety of intervention strategies, techniques and approaches (DSD, 2012b:22; DSD,2013a:29). The expectation is that the social worker and the service user involved assess the current level of functioning of the service user, the needs, and challenges and use the information to determine what kind of services and inputs are needed to improve the level of functioning of the service user.

As supervision focuses both on the capability of the social worker to render proper services; and the quality and effectiveness of services received by the service user, the classification of services are also relevant for the supervisor (Kadushin, 1992:20; Hughes, 2010:1; DSD, 2012b:53-54; Engelbrecht, 2015b:160). The supervisor should steer the social worker's focus and contribute to the capacity of the social worker to render services that are in line with the classification that will be discussed in the rest of this section. Subsequently, it is also vital that the supervisor ensures that the actions and interventions in service rendering are appropriate and focused on the proper sphere of the continuum. For example, in child protection, the child's safety often depends on the social worker's actions. It is often required of a social worker to determine if statutory services are necessary or if prevention services are in the child's best interest to ensure the child's safety. An erroneous decision could have detrimental effects on the child and the social worker.

The supervisor's role is often to give guidance and support in the decisions the social worker in child protection has to make (Bradley, Engelbrecht & Höjer, 2010:774-775). Supervision contributes to objective, ethical decisions aligned with legislation and current social welfare policies. The supervisor also has an ethical responsibility to protect the service user, the social worker, the organisation, and the profession.

The discussion of the continuum of services within the Developmental Approach in South Africa is thus highly relevant to effective supervision. The following sections will provide a brief breakdown of the different levels of intervention as proposed by various documents such as the Children's Act 38 of 2005 and policy documents (DSD, 2013a:18-19, 29-30). The different sections will provide a discussion to clarify the relevance of each level with supervision.

3.5.1 Prevention services

According to DSD policy documents, the objective of prevention services is to assist the service user in addressing individual, environmental and societal factors in a way that will improve the service user's wellness (DSD, 2001:9-10; DSD, 2005:18; DSD, 2013a:29). This level of service rendering aims to build the capacity, self-reliance and resilience of the beneficiary or service user. The general perception seems to be that prevention services are rendered before specific risk factors are present. Prevention services could be delivered at a macro, mezzo or micro level and include the general awareness of members of the society regarding factors that could affect a service beneficiary (DSD, 2012b:22; DSD, 2013a:29).

In some instances, terminology in policy documents still reflects elements of the residual approach to social welfare, which contradicts the Developmental Approach. For example, the use of terms like “symptoms” (DSD, 2013a:29-30) and disease refers to a model that does not reflect the social development principles. The use of these terms confirms the presence of the residual approach and raises the question if the policy documents succeeded in transforming all elements of social welfare services into the Developmental Approach. The mere fact that terminology still confirms the presence of the residual approach could hamper the shift of focus of social workers in moving from the residual to the Developmental Approach. It suggests that moving from the residual to the Developmental Approach might not be completed yet and that policymakers should ensure that their policies are congruent with the models and philosophies social workers are required to use.

This level of intervention is seen as essential to social service delivery (DSD, 2013b:18). It is a significant departure from the residual approach to social work, as that approach focuses on short-term emergencies, whereas the Developmental Approach focuses more on prevention (Patel & Selipsky, 2010:51). The Integrated Service Delivery Model (DSD, 2005:08) refers to poorly developed prevention and early intervention services, thereby increasing pathologies and problems. It highlights an insufficient focus on prevention services. Social workers also continuously indicate that they have to cope with extremely high caseloads and complex cases (DSD, 2006:33; Alpaslan & Schenck, 2012:376-378; DSD, 2016:53, 86, 88,122). Social workers specifically indicate that they do not have time to do prevention services. The fact that this is one of the significant differences from the residual approach could lead to the question if prevention services are well-defined and understood by social workers. The new focus on prevention services and the motivation of social workers to implement these services could also be a matter of concern in supervision. Supervisors should address this as a matter of urgency in supervision, and much time and effort should be put into the change of perception of social workers to facilitate the move to focus on implementing prevention services.

Prevention services are not getting sufficient focus on social welfare practices in South Africa (DSD, 2016:310 & 330) as the caseloads of social workers still reflect a high percentage of statutory cases. The supervisor should guide and support social workers to increasingly focus on prevention services and develop and implement relevant prevention programmes. The supervisor also plays a critical role in the decision if prevention services should move to statutory intervention.

Moving from a residual/ institutional approach to a Developmental Approach in social welfare could be one of the most challenging changes in direct services that social workers have to make. The focus of services must shift to prevention services to prevent remedial actions in an attempt to prevent the possible removal of children, as well as to increase the level of functioning of the service users to prevent future problems. It is, however, a matter of concern that the increased focus on intervention services could not sufficiently take place since the implementation of the Developmental Approach in 1997. The lack of focus may be a result of systemic challenges social workers have to face. The implementation of prevention services is challenged by the requirements in terms of statutory work, feedback to the court, administration relating to grants and a lack of resources, including a lack of social workers.

Section 149 of the Children's Act requires social workers to include the range and effectiveness of prevention services in their reports to the Children's Court, should the need arise to approach the Children's Court to make an order in terms of Section 152. However, the effectiveness of prevention services is also often questioned (cf. 3.5.4).

The question would be if this matter should be attended to by the supervisor in supervision or is this a managerial responsibility. Given the reality that supervisors are, in most cases, also responsible for the management of the service, the supervisor should address this aspect (Engelbrecht, 2019a:7; Bradley, Engelbrecht & Höjer, 2010:778).

3.5.2 Early Intervention services

In this level of service rendering, the early identification of specific risk factors, behaviour or symptoms in individuals, groups and organisations could negatively impact social well-being (DSD, 2013a:29-30). Early intervention services should envisage limiting the impact of the risk factors and preventing the progression of a problem. Early intervention services aim to identify risk factors and, subsequently, service rendering that would prevent the development of greater risk (DSD, 2005:19, DSD, 2012b:13).

Service delivery at this level should make use of developmental and therapeutic programmes to assist those that are identified to be at risk and prevent statutory services, more intensive intervention or placement in alternative care (DSD, 2005:19). A supervisor could assist the social worker in determining and developing the most appropriate therapeutic programmes. The supervisor also could play a role in identifying risk factors from an outside perception. Adequate supervision would assist the social worker in being empowered to effectively incorporate theoretical knowledge, practical experience and effective implementation of skills. As indicated in Chapter 1 (cf. 1.2), social work is rendered in a fast-paced environment with various impacting factors. Reflection and support from a supervisor would contribute to the ability of the social worker to cope and deal with experiences in child protection.

3.5.3 Secondary intervention and statutory services

Secondary intervention and statutory services are rendered where the social functioning and quality of life are compromised, and social worker(s) have to intervene in some level of statutory action. In terms of child protection services, this could include the movement of the children to a less restrictive and more empowering care position (DSD, 2001:16; DSD, 2013a:30, 33-34). The ideal is that prevention and early intervention services would prevent secondary intervention in most instances and that secondary and statutory intervention should be the last option (DSD, 2012b:19).

Not all secondary intervention services include statutory intervention. This level of service rendering could consist of rehabilitative and continued care services. In practice, this could implicate that a parent might be sent for a programme in a rehabilitation centre, parents may be required to attend parental programmes, and the child concerned might be referred for therapy without the child being removed from the care of the parent(s). Secondary intervention services could implicate that a social worker is involved in service rendering, and an intervention plan is implemented over an extended period to assist the family without statutory intervention. Ultimately these services should actively work towards reducing the impact of existing challenges or problems by restoring the level of social functioning and quality of life of the beneficiary (DSD, 2005:19).

As indicated earlier (cf. 2.5.2), supervision has a dual focus, firstly the development and empowerment of social workers, and equal to that, the responsibility to ensure effective, ethical services to protect the service user, organisation and the profession (SACSSP). In statutory services, the supervisor should ensure compliance with the relevant Acts, organisational policies and policies of the Department of Social Development. In child protection services, the child's

best interest, as indicated in Section 7 of the Children's Act, 38 of 2005, is paramount. Supervisors should confirm that decisions are in the child's best interest. Children's Court matters are often complicated, and decisions must be made on various risk factors present. Social workers often must make quick decisions. The supervisor's involvement would assist in meeting legal requirements, objectivity and the social worker's ability to cope with various emotions through reflection and support.

The supervisor is faced with the daunting task of balancing the development of the worker with meeting the required standards of service. The implementation of supervision aligned with well-formulated guidelines focused on specific outcomes could assist in reaching the goals of supervision and help the supervisor to have a balanced approach to the implementation of the supervision functions (cf. 4.10.1-4.10.9).

3.5.4 Reunification and aftercare

Family reunification services are specifically focused on supporting and empowering the parents and caregivers of the child to reach the goal of returning the child to the parents (DSD, 2012b:38). The best interest of the child is still paramount. The issues that contributed to the child's removal should have been addressed successfully, and risk factors should be eliminated as far as possible (DSD, 2012b:38; DSD, 2013a:30 & 35).

From a Developmental Approach, services at this level should aim at enabling service users to regain self-reliance and reach the optimal level of social functioning in the least restrictive environment. In addition, families and individuals should be reintegrated into communities and families after separation (DSD, 2013a:30).

The Developmental Approach intends that the main focus of services should be aimed at prevention services, and the least of the services should be focused on reunification services and aftercare. The reality, however, is that reunification and aftercare services are often implemented haphazardly and not focused and goal-driven as prescribed by the Manual for the Management of Statutory Cases (2012b:37-38). Again, it is unclear if this weak application of reunification and aftercare service is due to poor supervision or whether it is more of a management problem. Given the current reality in South Africa, where most supervisors are also responsible for managing services, the matter could be one of the focus areas addressed by the supervisor.

Below (Figure 3.2) is an illustration of the desired implementation of the levels of service rendering:



Figure 3.2: The desired focus of services in terms of the Integrated Service Delivery Model
SOURCE: (DSD, 2011:29-30)

According to Figure 3.2, the ideal would be if most inputs, resources and efforts in social welfare services, which include the services of social workers, could be focused on prevention and early intervention services. These services could result in a decline in the need for statutory, reunification and aftercare services.

The researcher believes that inherited high caseloads of social workers and the slow implementation of the Developmental Approach in service delivery could contribute to the fact that the current caseloads and services of social workers still reflect a greater focus on statutory intervention, reunification and aftercare services. The Comprehensive Report on the Review of the White Paper for Social welfare (DSD, 2016:84) confirms this statement by indicating that the focus on statutory services contributes to the entire continuum of services, starting with primary prevention, which is not implemented as intended. As a result, the need for statutory services is not reduced as expected.

The abovementioned report further (DSD, 2016:282) refers to the fact that social workers still have to deal with caseloads of up to 300. This report also indicates that social workers spend much of their time on foster care (statutory services) and ongoing crisis management (DSD, 2016:282-283). Although the policy documents of the Department of Social Development, as indicated in the text, provide some guidelines for implementing the approach in service delivery. In practice, the application of the approach, however, seems to be insufficient. The reason for the weak application is not apparent; it could be resistance to changing the way service should be rendered, or it could be a lack of sufficiently focused supervision and management, or maybe it could be a structural problem where an issue such as HIV/AIDS has created so many children in foster care that small numbers of social workers can't turn the tide and start to do more preventative work. However, the challenge remains that services are not adequately aligned to the Developmental Approach. The role of supervision would thus be to enhance the conceptualisation and implementation of the social development approach and to provide guidance and support to social workers in this regard. The current reality can be thus illustrated:

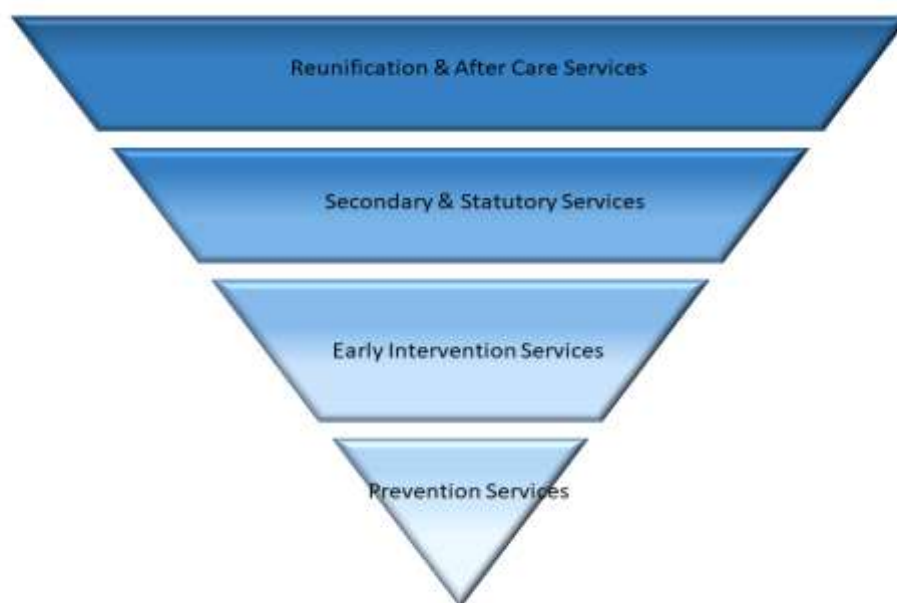


Figure 3.3: Current focus of services
SOURCE: (DSD, 2011:29-30)

The Ministerial Committee for the Review of the White Paper (DSD, 2016:284) supported this view in the report issued after consultation with social workers in the country. According to this report, social workers referred to specific problems experienced with foster care (statutory and aftercare services). In this report, it is indicated that social workers struggle with backlogs and pending cases. The result was that some provinces appointed additional social workers and social

auxiliary workers to assist specifically with investigations, compiling statutory reports and finalising children's court enquiries (cf. 3.5.1). This report (DSD, 2016:284) further estimated that more than 5300 social workers and more than 1600 social work supervisors focused on foster care, which forms part of the levels of statutory and aftercare services.

In a study by Alpaslan & Schenck (2012:377), social workers expressly indicated that there is no time to do developmental work because they spend all their time on children's courts and statutory work. In the same report, the lack of resources in communities, poverty and a lack of development is emphasised repeatedly (Alpaslan & Schenck, 2012:377-379). The focus on statutory services was also confirmed in a study by Patel & Hochfeld (2012:698), where social workers indicated that statutory services increased over ten years preceding the study and that casework is still the most implemented method in social work in South Africa. The concern, however, is that the non-professional tasks, administrative duties, and the number of reports social workers have to write are overwhelming, and social workers complain that there is very little time, if any, left for actual counselling of individuals and subsequently prevention services (DSD, 2006:33; Alpaslan & Schenck, 2012:376-377; DSD, 2016:122).

Various studies refer to challenges experienced with a lack of resources: high caseloads, the ratio of a supervisor to supervisees; an overwhelming expectation to manage foster care orders, lack of personnel and insufficient funding for DCPOs to allow them to provide sufficient numbers of social workers to meet the requirements set in policy documents (DSD, 2006:33 & 90; Alpaslan & Schenck, 2012:377-379; Shokane et al. 2017:278-279).

The challenge with the implementation of the Developmental Approach is more than only a challenge with conceptualisation and poor implementation. Social workers are faced with various systemic problems, as described in the previous paragraph (cf. 3.5.1). A lack of resources, excessive workloads and challenges with working conditions are all underlying contributing factors to the current realities of social workers. Social workers are caught between the expectations to move to a Developmental Approach and the reality of the requirements of statutory caseloads. Although the poor conceptualisation adds to the challenge, the systemic challenges make it nearly impossible to implement developmental social work.

There is a gap between the expectations of the Department of Social Development regarding the management of statutory orders and the expectations related to implementing the Developmental Approach that requires a different approach. These contradicting expectations could lead to confusion and frustration among professionals and, subsequently, weak implementation of the Developmental Approach as they have to spend most of their time managing statutory orders.

In both the Review of the White Paper (DSD, 2016:279-282) and the article by Alpaslan & Schenck (2012:381-383), specific references were also made to challenges concerning the lack of supervision as well as the content (nature) of supervision contributing as one of the challenges experienced by social workers. In this regard, supervision should empower social workers to re-align practices from a residual to a Developmental Approach. This would include effectively managing caseloads, implementing all levels of service rendering appropriately, efficient decision-making, and coping with the emotional challenges of social work.

However, supervisors and social workers are challenged by the realities they face in practising social work in South Africa (cf. 1.2). Although training and policies adopted a Developmental Approach, practitioners and researchers identified the fact that the Developmental Approach is not adequately formulated to allow proper implementation (Patel & Hochfeld, 2012: 699; Engelbrecht, 2015: 2; DSD, 2106:20) and, as argued earlier the realities faced by professionals seriously frustrate the implementation of the Developmental Approach.

Without a clear and comprehensive conceptualisation of developmental social work, well-defined policies and sufficient resources, and a system that does not require so many statutory interventions with so few social workers, implementing the Developmental Approach to social welfare would not succeed. Although most policies are aligned with the Developmental Approach, the conceptualisation and the availability of resources raise concerns. Therefore, supervisors should ensure that social workers know how to develop and implement appropriate prevention programmes in service rendering.

The White Paper for Social Welfare is critiqued for inadequate conceptualisation, leading to confusion among social workers and, subsequently, discrepancies in the interpretation and implementation of the approach (Lombard, 2008a;158-159; Patel & Hochfeld, 2012: 697-698). When policy documents are studied, traces of residual and institutional approaches are still found in the policy documents. The Supervision framework still refers to the functions of supervision as defined by problem-focused approaches. Some elements in policies relating to direct services still have a secure link with the residual approach. The requirements of statutory services and the inherited and continuing increase in caseloads (of which most cases are statutory) still cause services to mainly be rendered on a micro, statutory level, making it impossible for social workers to implement the Developmental Approach with a focus on prevention and developmental services on a macro level.

It thus seems that there is a mismatch between policies, realities, implementation and resources available to sufficiently implement the Developmental Approach. The following section will highlight some of the challenges experienced by social workers in this regard.

3.6 Challenges in Moving from Policy to Practice

The Developmental Approach adopted as national policy in South Africa (1997) challenged social workers and how social work was practised. The homeostasis in services was disturbed as social workers were familiar with practising from a residual approach and based their actions on the problem- and deficit-focused theories. Social work mainly focuses on micro-interventions aimed at families and individuals. The Developmental Approach now requires macro practices and generalist interventions that involve multiple methods (Lombard & Wairire, 2010:101 & 107; Patel & Hochfeld, 2012:692). All the social service professionals had to adapt to the new roles and responsibilities of the different role players that are regarded as part of the social work team.

In studying the literature, a variety of problems surface.

- Social workers have to implement a Developmental Approach in rendering services while there seems to be a gap between the policies and knowledge and theoretical guidelines to enforce these policies (Engelbrecht, 2015: 2; Patel & Hochfeld, 2012: 699, DSD, 2016:20; cf. 3.5-3.5.4).
- Social workers are faced with extremely high caseloads that they still have to manage, while a vastly different approach is required in the current approach (Developmental Approach) (Alpaslan & Schenck, 2012:377-379; DSD, 2016:90; Shokane *et al.* 2017:279). Another contributing factor to the high caseload of social workers is that children in South Africa face several challenges in society, including abuse, exploitation, poverty and the emergence of HIV/Aids. Foster care is part of the Child protection system where children need to be protected. As a result, many children enter the foster care system, which results in extremely high caseloads for social workers (DSD, 2012c:7).
- Limited resources in organisations and communities to execute the Developmental Approach (Alpaslan & Schenck, 2012:377-379). This also reflects the limited resources in supervision. Studies show that the supervision ratio is not sufficient to provide for the needs of social workers (Shokane et al. 2017:284-285).

- There is a lack of cooperation among role-players in communities, while the Developmental Approach indicates that institutions in communities should be empowered to develop the community and its members (Alpaslan & Schenck, 2012: 379-382).
- Shokane et al. (2017: 279, 285) also refer to poor working conditions, inadequate training and a lack of structural support. This was confirmed in the Review of the White Paper (DSD, 2016:90).
- Lack of uniform understanding, challenges with conceptualisation and implementation of policies and the Developmental Approach create additional challenges (Lombard, 2008a:158; Shokane et al. 2017:285, DSD, 2016:20).
- The theories used by older social workers are based on the context of North America and Europe (cf. 1.1, 1.2). These countries have a different approach to social welfare; they mainly implement social welfare services from a residual and institutional approach, focusing on micro-practices and therapeutic interventions. The result is that social workers implement theories based on therapeutical contexts in a developmental setting. However, the main aims of these approaches are vastly different, and most of these theories are incompatible with the Developmental Approach. Therefore, there is a need for theories developed for the South African context focusing on the Developmental Approach.

It seems that challenges are experienced in operating at three interconnected levels. Engelbrecht (2015:3) connect the obstacles on the three levels directly to the management and supervision of personnel. Engelbrecht (2012a:3) identifies the following three levels:

1. macro-level – the challenges that relate to the Macro level include challenges with National policies, which reflect inadequate financial policies, underfunding services and an increased pressure to meet the demands of social developmental practises. This result in a lack of sufficient resources in direct practice as well as supervision. The lack of resources referred to includes a lack of social workers to implement services according to the required standards;
2. mezzo level – At an organisational level, organisations struggle to implement policies and meet policy goals. Different interpretations of policies and aspects of the Developmental Approach because of inadequate conceptualisation led to confusion among social workers as well as social work supervisors;

3. micro-level – In this instance, the micro-level refers to the individual social service professional. This study focuses on the social worker and the social work supervisor. These parties experienced the change processes to be confusing and demotivating, especially since there are not enough resources available to do more prevention work and the system, on a macro level with all the statutory demands, does not support developmental social work.

3.7 Summary

This chapter has demonstrated a disjuncture between the theory of the Developmental Approach, policies, the resources to implement the desired approach and the realities of high statutory loads and a shortage of social workers. One of the challenges slowing down the implementation of the approach would be a lack of clear conceptualisation of the theory. The discussions in the chapter, however, indicate that some documents do provide an attempt to conceptualise the Developmental Approach. However, these documents fail to provide sufficient insight into the Developmental Approach. The implementation of the Developmental Approach is further challenged by the shortage of human and physical resources to implement the approach.

There is a gap between social welfare policies in South Africa, the realities social workers face regarding available resources and the application of theories in social work. Is South Africa utterly ready for the implementation of the Developmental Approach? Do we have sufficient resources to implement the Developmental Approach? These questions seem unanswered currently. The reality, however, is that the gap between policies and realities requires action from practitioners and supervisors to attempt to align activities with the policies and create best practices that would honour the core nature of the social welfare approach in South Africa.

The challenges experienced relate to the implementation of social welfare services and the supervision of social workers. As the main focus of this study is the supervision of social workers from a Developmental Approach, the following chapter will attempt to conceptualise supervision.

The following chapter will focus intensely on the significance of supervision in the practice and guidance of a social worker. The researcher believes supervision could contribute to the successful transition from residual to the Developmental Approach. This could, however, not be successful if supervision still relies on problem-focused methods and theories. Moreover, the reliance on problem-focused methods and theories could lead to conflict in implementing supervision practices.

CHAPTER 4 SUPERVISION OF SOCIAL WORKERS

4.1 Introduction

Social work supervision should play a significant role in ensuring the transition from the residual approach to implementing the Developmental Approach. Nonetheless, various authors indicate challenges with the application, suggesting that the expected changes did not yet filter through sufficiently. Moreover, most practices, including supervision, are still entrenched in Western remedial approaches contradicting the Developmental Approach (Lombard, 2008a:163; Rankin & Engelbrecht, 2019:15-17; Mupedziswa, 2020:280; Ncube & Noyoo, 2020:343; Turton, 2020:315-321).

This chapter will introduce the essential elements of supervision. Firstly, a brief background on the history of supervision will be discussed. Knowledge of the historical development of supervision, global and local, contributes to understanding current trends. Therefore, the current understanding and implementation of supervision will be linked to aspects of the historical development of supervision.

The global, local and organisational context significantly impacts the development of supervision. Therefore, exploring and analysing the context of supervision will assist in identifying the effects of advancements and influences that the different contextual environments have on the implementation of supervision.

Supervision has been a recognised part of social work for more than 80 years. However, the value, implementation and the need for supervision have been widely debated factors for more than five decades. This chapter will reflect on the contribution of supervision in general social work practice and the development of social workers as professionals.

It, however, seems that critical questions and concerns are not addressed adequately. These questions must lead to research and changes to address the issues raised, which does not seem to happen sufficiently. For example, Engelbrecht (2019b:152-153) asked if supervision in South Africa is keeping up with the times. This section will focus on an attempt to answer this question.

The last part of the chapter will attempt to align the supervision- and theoretical frameworks used in supervision with the Developmental Approach. Attention will be given to the approaches to supervision and the functions of supervision and end with a discussion of the supervision process.

The chapter will compare the tenants of the Developmental Approach (cf. chapter 2), the South African context and policies (cf. chapter 3) and the alignment with theoretical aspects of supervision. This comparison will inform the quantitative and qualitative studies to follow.

4.2 Background and History of Supervision

Munson (2002:49) states that supervision in social work has a rich, diverse history that cannot be captured in a brief discussion. Each of the different areas in the development of supervision had distinctive ideas and themes that were central at that specific time. These themes and concepts set the tone for supervision within that particular era. As discussed previously, the context of supervision practices has a strong influence, suggesting that the current time in history calls for an adaptation of previous practices, ideas and themes in supervision (cf. 1.1, 1.2, 2.2.3, 2.5, 3.1,3.6, Noble, Gray & Johnston, 2016:11, 25; Engelbrecht 2019:1: 5-10). This section will highlight a short overview of supervision's main eras and themes.

It is unclear from which field social work supervision originated or how the original supervision model developed. Munson (2002:51) indicates that supervision might have evolved from the model used for supervision and consultation in the medical field.

4.2.1 Global development of supervision

Tsui (1997:191-198) identified five developmental stages in the global evolution of supervision. Each of these stages had a specific focus that was dominant. These stages and themes can briefly be illustrated as follows:



Figure 4.1: Stages of development of supervision
Source: Tsui (1997:191-198)

4.2.1.1 Stage 1: Administrative Roots (1878-1910)

Scattered references to supervision were made in the literature before 1920. However, these refer to a process quite different from supervision today (Kadushin, 1992:1). Some authors state that Supervision in social work practice was initiated in the Charity Organisation Societies (COS) and mainly focused on overseeing volunteers (and later on, paid staff), coordinating and inspecting programmes within the organisation (Kadushin, 1992:2). During this section of history, volunteers were rendering direct services. Each volunteer was assigned a small caseload. The challenges experienced by the COS were a high turnover of volunteers and difficulties with recruiting, training and directing new volunteers.

The paid agents were responsible for addressing these challenges (Kadushin, 1992:2). These could be seen as early predecessors of modern supervisors. There is a strong correlation between this task of the paid agent and what is known as the administrative function of the contemporary Supervisor (Kadushin, 1992: 2 & 44-77, cf. 4.7.1). The text further indicates that the administrative-managerial representative of the organisation was immediately responsible for the work of the direct service worker (Kadushin, 1992:3). This corroborates Tsui's statement that the administrative focus was the first prominent theme of supervision (Tsui, 1997:192). This

echoes the current view of supervision. The supervisor shares social workers' decisions and actions and some responsibility for actions in direct services (DSD, 2012a:32).

Kadushin (1992:1), Munson (2002:49) and Engelbrecht (2019b:150) also indicate that supervision as part of social work services surfaced between 1878 and the early 1900s. Munson (2002:49) highlights that the developments in practice knowledge and ideas on supervision are closely related and cannot be separated. From this statement, it can be derived that there might be a connection between social work practice trends and the trends that supervision has followed. This statement is corroborated by the goal of supervision, aimed at ensuring the best service to service users (cf. 1.61).

Bracket (1904) published a book titled *Supervision and education in charity*, which resulted in the emergence of the educational function as part of supervision. This publication was followed by the book of Virginia Roberts (1936) and various other publications that focused on the educational function of supervision (Kadushin, 1992:11).

4.2.1.2 *Stage 2: Change of Context: Supervisory training & emergence of literature (1911-1945)*

Stage 2 portrayed the emergence of training of social workers and the trend of exposing social work students to fieldwork instruction (Tsui, 1997:193). Training of service workers was initially offered in summer training programmes. Around the 1920s, the training of social workers shifted from agencies to universities. As a result, supervision became essential in learning the necessary values, knowledge and skills for social work practice. During this period, the first course in supervision was also offered. According to Tsui (1997:194), the strong educational roots of supervision probably led to the development of the tutorial method and individual supervision.

Tsui (1997:194) further stated that social work literature had no reference material on supervision before 1920. Only when students' training and supervision emerged, the need for a theoretical foundation be identified, which led to the development of the first literature on supervision.

4.2.1.3 *Stage 3: Influence of practice theory and methods (1930-1950)*

The period between the 1920s and 30s is described in stage 3. During this stage, significant changes took place in social work practices. These changes had a profound impact on supervision (Tsui, 1997:194). The psychoanalytic theory was prominent in social work practice and supervision; supervision was implemented as a therapeutic process. Casework was the

preferred method, and the supervision format was structured according to the casework process. Tsui (1997:194) mentioned that the impact of this stage is still evident in supervision. Two characteristics derived from this stage of development are the interactiveness of the relationship and the strong emphasis on the confidential nature of the supervision relationship.

4.2.1.4 *Stage 4: Debate between interminable supervision and autonomous practice (1956-1970)*

A debate on interminable supervision and autonomous practice is portrayed in stage 4. Around the 1950s, the strong therapeutic focus of supervision was replaced by a focus on the professional development of the social worker (Tsui, 1997:195). Supervision was seen as a lifelong process throughout the social worker's career. Critiques highlighted that social workers were professionally trained, and independent learning was a cornerstone of well-developed professions. Some regarded lifelong supervision as an insult to social workers' professional status (Munson, 2002:66; Engelbrecht, 2012:).

4.2.1.5 *Stage 5: Back to the administration function in the age of accountability (1980-1995)*

The last stage, described by Tsui (1997:195-197), indicates a return to the administrative function of supervision between the 1980s and 1995. The increased focus on the administrative function due to increasingly harsh demands from the government and the community to render cost-effective services and value for money pushed supervision thinking in this direction. Effective and efficient services determine funding received, and a return to the administrative function was a way to ensure effective services to the service users (Tsui, 1997:195-196).

The years after 1995 represents a phase in supervision development characterised by a decline in research. There was a period when several social workers left South Africa to practice social work in other countries. This resulted in a deterioration of supervision knowledge and experience (Engelbrecht, 2015a:126). Masters and Doctoral students have conducted the majority of research in supervision since the '90s. From the literature, it is evident that the Managerial aspects of supervision are still prominent in the years after 1995 (Bradley et al., 2010:783; Engelbrecht, 2010a:324; Alpaslan & Schenk, 2012:381-383; DSD, 2016a:85-88; Shokane et al., 2017:278-279 & 284-285). In the current context, it seems that the structural challenges and challenges with the implementation of supervision are noticeable. There is a cry for indigenous supervision practices aligned with the Developmental Approach (Bar-on, 2003:27-30; Shokane & Masoga, 2018:13-14).

4.2.2 Development of supervision in South-Africa

The global development of social work, and in this case, social work supervision, directly impacted the development of supervision in South Africa. The definition, functions and conceptualisation of supervision used in South Africa are based on the literature of international authors such as Kadushin, Pearlman, Tsui and Munson (cf. 1.1.6; Engelbrecht, 2010b:5; Engelbrecht, 2019a:7). The description of supervision functions widely used in South Africa stems from the work of Kadushin (1992:45-292).

Throughout the stages of the development of supervision, it is clear that demands from the external environment determine the course of the development of supervision (Tsui, 1997:196). As identified by Tsui to a great extent, these trends in the various stages reflect the development of supervision in South Africa.

From the previous discussion, it is clear that themes such as accountability, demands from external parties, such as communities and the Department of Social Development, high staff turnover and a need for support for social workers are all relevant in the supervision of South African social workers.

Engelbrecht (2011b:151-154) used the foundation of the phases, as discussed by Tsui (1997:191-198), to highlight and compare inclinations in the development of supervision in South Africa. Based on this literature, Engelbrecht (2019b:152-154) identified mainly three historical periods in the development of supervision in South Africa:

- 1960-Mid 1970s – Emerging and predominantly administrative years;
- mid-1970s to 1990 – Integrated supervision functions and escalation of the knowledge base;
- the period beyond the 1990's – Times of change.

The following section will highlight the focal points of each of the areas.

4.2.2.1 1960-Mid 1970's (Emerging of supervision and predominantly administrative years)

The development of supervision in South Africa was much later than in other countries. Despite the late development, as with the global development of supervision, the initial focus was on the administrative function. Pieterse (1961) published the first article on supervision in South Africa. The author implied that supervision is already taking place in an individual setting with a strong focus on the administrative function (Engelbrecht, 2019b:152). In the same article, Pieterse (1961) conceptualised supervision in a group setting. Engelbrecht (2019b:152) also refers to the work of Du Plessis (1965), which indicated that the administrative and educational functions of supervision are implemented in the Department of Social Welfare and Pensions.

Some scholarly articles followed, which stated that supervision is implemented in hierarchical lines, where the supervisor is in a middle-management position and is in an authoritative position over the social worker (Bradley et al., 2010: 778; Parker, 2017:24; Engelbrecht, 2019a:7). Botha (2000:vi) confirmed that supervisors in South Africa are generally appointed as supervisor/manager in an organisation, demonstrating the supervisor's hierarchical, authoritative position over the social worker as indicating in the scholarly articles published.

The beginning of the 1970s was significant for supervision in South Africa as the dictionary for social work provided an official definition for supervision. However, the definition included in the dictionary was very basic, referring to supervision as a process where the supervisor helps the social worker to perform professional tasks as efficiently as possible (Terminology Committee for social work, 1971:61). This definition did not refer to supervision functions; it mainly referred to supervision as a process through which supervisors help social workers accomplish their professional tasks in the most efficient way possible (Engelbrecht, 2015a: 126). Botha (1971) introduced supervision functions based on Perlman's problem-solving process (1967) as administrative, educational and consultation; the latter was a new addition by Botha. Various other authors (Dercksen, 1973; Smit, 1972) supported this, and they mainly relied on the available supervision texts by scholars from North America.

4.2.2.2 Mid-1970's- 1990 (Integrated supervision functions and escalation of a knowledge base)

Kadushin (1976) was one of the first internationally acclaimed authors on supervision, accentuating support as a function of supervision (Engelbrecht, 2019b:152-153). Based on the work of Kadushin, Botha (1985) suggested an educational model for supervision and accentuated

the need for the support of social workers. This seminal work of Botha (1985) introduced a theoretical foundation for supervision in South Africa with three focus areas: support, education and administration. Based on Botha's (1985) work, South Africa was introduced to supervision based on the functions as described by Kadushin and the problem-solving process of Helen Pearlman. In 1988, Pelser developed guidelines for supervision in South Africa, confirming that supervision was now seen as part of social work practice in the South African context (Engelbrecht, 2019b:153).

These functions and processes are still widely used in South Africa, despite the conflict between the problem-focused nature of supervision and the Developmental Approach to social welfare in South Africa. The leading policy framework for supervision in South Africa, the Supervision framework for the social work profession (DSD, 2012a: 12-14), advocates the Developmental Approach but clings to various aspects of the problem-solving nature of supervision (DSD, 2012a:24 -29). Therefore, the nature and content of various approaches and models should be evaluated to determine if merging and aligning these approaches and models with the Developmental Approach is possible. Alternatively, it should be determined if the content of approaches and models contradict each other and that a merge would not be possible.

4.2.2.3 1990 and beyond (*Times of change*)

Many academic papers, mainly master's dissertations, were delivered towards the end of the millennium. By this time, research in South Africa was dominated by the transition to a new political dispensation and welfare system. The focus of new research studies was redirected to priorities in service delivery (Engelbrecht, 2019b:153-154). Many social workers left South Africa because of the transition of service delivery and other challenges experienced with the working conditions. This was commonly referred to as a "brain-drain "; subsequently, social work was classified as a scarce skill (Engelbrecht, 2006:130, DSD, 2006:3, 7-9). Both social workers with supervision experience, knowledge, and newly qualified social workers are leaving the country. Hence the profession lost a great deal of expertise, knowledge and skills (Engelbrecht, 2006:137). This led to the further diminishing of supervisory texts in South Africa.

Botha (2000) bridged this gap by publishing a textbook and supervisory framework. In this publication, Botha (2000:3) made an important statement saying that "*there are too many instances where outdated and obsolete customs are adhered to and where no attempts are made to renew supervision practices.*" The lack of local, recent research on the supervision of social workers seems to be a persistent issue. Despite the vast developments in social work and supervision in South Africa, supervisors still rely on international research to inform their

supervision practices. The current literature on supervision seems to fail to address the recent issues and realities faced by social workers and supervisors, especially within the Developmental Approach to service delivery. The result is that supervision practices are outdated and not aligned with social service professionals' expectations and realities in South Africa.

Cohen also refers to this when he mentions that the traditional definition of supervision is anchored in the conventional problem-orientated paradigm of social work practices (Cohen, 1999:460; Engelbrecht, 2019b:163). Cohen further accentuates that significant changes are due if supervision from a Developmental Approach has to be implemented. Although Cohen (1999: 462-464) does not explicitly indicate the required changes needed, he refers to the fact that the definition and the functions of supervision are still rooted in the problem-focused approaches and that it creates incongruence with the strength approach. The current description of the functions needs to be implemented from a Developmental Approach and with a specific focus on the supervisee's strengths to support the realignment of supervision from problem-orientated to developmental (Cohen, 1999:462-464). The approach followed by the supervisor has a direct impact on the approach implemented by the social worker in practice. Traditional supervision practices are thus rooted in a problem-focused approach, while social workers are expected to implement a strength-based, Developmental Approach in direct services. Cohen further postulates that it creates challenges and power struggles in the supervision relationship and emphasises the need for a collaborative relationship and a focus on successful practices (Cohen, 1999:462-463).

South Africa embraced a new political and welfare system that requires social workers to work from the Developmental Approach (cf. 1.2, 2.3.2 & 2.3.4). Almost two decades ago, Botha (2000:3) touched on the challenges that need to be addressed in supervision in South Africa. During that time, Botha (2000:3-4) signified the lack of local research, the over-emphasis on individual supervision, the lack of organisational policies on supervision and the need for a different approach to supervision of newly qualified social workers. These challenges have not changed, and there is still a vital need for research to evaluate current practices and the structure of supervision critically. The theoretical foundation must be sufficiently aligned with the development approach and supported by local research. Supervision in South Africa needs to be emancipated from theoretical foundations that might contradict the Developmental Approach.

Currently, there are still large numbers of social workers leaving the country. Some factors contributing to this include structural challenges with service rendering, poor remuneration, and lack of resources that seriously challenge the social workers' ability to do their work (cf.3.6,

Reyneke, 2022). The result is that South Africa is losing expertise and human resources, adding to the strain on the social workers that stay behind.

4.3 Context of Supervision

Supervision practices are shaped by social work practices (Engelbrecht, 2010b:51). As mentioned later in this Chapter (cf. 4.4), national policies and legislative frameworks, together with specific organisational policies, provide a directive for implementing social work and, subsequently, social work supervision. To understand the issues and challenges of social work supervision, it is necessary to explore the contextual setting that guides practices (Noble, Gray & Johnston, 2016:34). The historical development of supervision (cf. 4.2.) directly impacts the context of supervision, internationally and nationally. Thus, supervision is shaped by history and current realities, including social, economic, cultural, technological and environmental factors (Noble, Gray & Johnston, 2016:34).

4.3.1 International context

The concepts of supervision across the globe are still shaped by the work of Kadushin (Engelbrecht, 2019b:155-156). The three functions described by Kadushin (1992:45-292) withstand the times and are implemented to different degrees in different contexts. Bradley, Engelbrecht & Höjer (2010:775) highlighted that the implementation of supervision differs from country to country. In some countries, supervision is implemented discretely and is linked to specific training and certification; other countries have a more robust approach where supervision is mandated by law and required as a frontline activity (Bradley et al., 2010:775, 778). There is also a variation in the degree of training and support to fulfil the task of supervision. Bradley et al. (2010:775) further state that the underlying approach to supervision will be reflected by the function that proportionally receives the most attention. For example, if supervision focuses mainly on implementing the administrative task, the managerial approach is most likely dominant.

A more person-centred approach will be reflected if a greater emphasis is placed on the supportive function. The focus of supervision at a specific time in history is dictated by the current challenges experienced in a particular country. In England, concerns about child protection services triggered concerns that led to an increase in the importance of supervision (Bradley et al., 2010:781). In Sweden, where management and supervision are separated, a vastly different approach to supervision is implemented (Bradley et al., 2010:783), and an external supervisor mainly implements supervision. With this separation of management and supervision, management focuses on the administrative function while supervision focuses on support and

education. This model of supervision is not without challenges. The author declares that there is a conflict between the role of supervisor and manager. There seems to be conflict due to implementing appropriate boundaries regarding managerial issues (Bradley et al., 2010:783). Various supervision implementation models can be illustrated, each example having benefits and shortcomings.

International research on supervision provides a basic structure for the implementation of supervision. Moreover, the global influence provides professionals with the opportunity to objectively take into consideration the experience and literature of international sources. It seems, however, that despite the commonalities, the differences of each country should not be ignored.

Rethinking and adjusting supervision is influenced by various factors. Each is different due to the supervisor and the social worker's national and organisational context. The impact of the national context of supervision will be addressed in the next section.

The global influences in the development and implementation of supervision directly impact supervision in South Africa. The description of supervision in terms of the three functions described by Kadushin (1976) is still used in South Africa to depict supervision. The guiding framework of supervision in South Africa (DSD, 2012a:24-26) describes the functions of Supervision (1976) as the structure of supervision.

Subsequently, the strong focus on the administrative and managerial aspects of supervision is also evident in supervision practices in South Africa. The trend that supervisors are also responsible for executing managerial functions is still the norm in South Africa (DSD, 2012a:19; Shokane et al., 2017: 463-464). Supervisors are generally appointed in middle-manager positions in organisations. Despite a vastly different approach to welfare services in South Africa, the problem-focused theories used internationally still dictate the implementation of supervision in South Africa. Theories and models that are used internationally cannot be used as is in the South African context since it may contradict the development approach. Thus, there is a need to ensure a proper alignment between theory and reality.

4.3.2 National context

Welfare approaches and the specific challenges and situations faced by a particular country directly impact the supervision of social workers (Bar-on, 2003:33-35). There is no one-size-fits-all approach, and the agenda of supervision in a country will be influenced by the specific national context (Bradley et al., 2010:786).

The leading deliberations that impact supervision in South Africa focus on at least three main topics. The first is the fact that supervision for social workers is mandatory. The second topic, the focus of supervision is the vastly different welfare approach implemented in South Africa, creating a dire need for indigenous models for supervision. Thirdly the specific practice-related challenges experienced by social workers and supervisors.

Supervision of social workers in South Africa is mandatory (DSD, 2012a:31). This requirement is stipulated in the Course of Conduct, Code of Ethics and Rules for social work. These documents determine that a social worker should receive supervision from a social worker with appropriate knowledge and skills in their area of expertise (DSD, 2012a:32; SACSSP, 2016:37;). It is made clear that supervisors are responsible for appropriate and culturally sensitive boundaries in supervision and that the supervisor is co-responsible for the social worker's actions (DSD, 2012a:22; SACSSP, 2016:37). The regulatory body overseeing supervision is the South African Council for Social Service Professions (SACSSP), and the policy document elaborating on critical aspects and requirements of supervision is The Supervision Framework (2012) (cf. 4.4).

As stated earlier, social work practices in South Africa are assimilated from the literature that stems from remedial and residual approaches (Van Breda, 2018:67; Mupedziswa, 2020:276). The expectation is that social workers in South Africa render social work services from a Developmental Approach, placing the service user in a partnership with the professional (cf. 2.5.2.4, Van Breda, 2018:68). Supervision is faced with the exact expectations. To reach its goal and be effective in the South African context, supervision must keep up with South African social work's developments and expectations. Supervision practices need to be aligned with the Developmental Approach. This alignment requires a partnership between the supervisor and supervisee. A top-down, managerial approach to supervision would not honour the characteristics of the Developmental Approach.

In South African, social workers face a unique situation with diverse communities and challenges that are not appropriately addressed by the individualised, western social work practices (Bar-on, 2003:26; Turton, 2020:313). The vast diversity in terms of culture also necessitates developing indigenous knowledge and practices to address cultural diversity and the Developmental Approach to service rendering in South Africa. Historically, indigenisation would refer to taking Western approaches in a different environment (Rankopo & Osei-Hwedie, 2011:138-140). However, for this study, indigenisation refers to adapting existing theories and knowledge to allow an application that would address the unique environment in South Africa.

In addition to the unique situation and diverse communities, the reality includes various structural challenges that complicate the implementation of the Developmental Approach in both supervision and social work (cf. 3.6). The adaptation process would include localised research, synthesis, reflection on knowledge and practices and sensitivity to the cultures and realities of the people of South Africa (Gray & Coates, 2010:2-3; Rankopo-Osei-Hwedie, 2011:140). It will, however, also require that the challenges as discussed (cf. 3.6) that relates to the structural issues be addressed urgently. Simply put, indigenisation refers to developing knowledge from within, questioning, adapting, and realigning existing knowledge to effectively address the needs of the local people. Indigenisation cannot be successful if structural issues persist.

DSD (2012a:13) refers to Botha's (2002) statement that supervision in South Africa is necessitated by the context and nature of social work in South Africa. Social work services are implemented from a Developmental Approach in addition to the highly individualised, unpredictable, and non-standardised social work practice. The Supervision Framework (2012a:12) added to this statement. It emphasised that supervision is mandatory and that the statutory requirements imply that all social work professionals should receive social work supervision from a social worker.

In addition to the national context that impacts supervision, one needs to be aware of the organisational context and its effect on supervision. The lack of sufficient funding and the subsequent lack of human resources contribute to challenges experienced by organisations. Social workers also still have huge statutory caseloads that require a diligent focus on feedback to court. As a result, supervisors seem to focus much of their time on monitoring statutory compliance. Consequently, the focus of supervision remains on the problems and inadequacies of social workers instead of developing the resilience, skills and knowledge of social workers and supporting them to work more preventatively within the context of the Developmental Approach. The following section discusses the realities of organisations and the influence it has on supervision.

Ncube & Noyoo (2020:339) state that supervision is context-specific and context-dependent. Supervision is shaped by international trends and developments, the national approach and context. Finally, supervision is influenced by the organisation, which determines the specifics of the supervision agenda based on its core function and objectives.

4.3.3 Organisational context

The organisation's context and objectives strongly influence the implementation of supervision (O'Donoghue & Tsui, 2015:626). Each organisation's structure, resources, and focus are different and require that supervision aligns with the organisation's context. According to recent research (Shokane et al., 2017:278), South African social workers experience unparalleled problems with implementing supervision in the workplace. These challenges could be described in terms of inadequate training of supervisors, strenuous working conditions, lack of resources, lack of motivation and power dynamics (Engelbrecht, 2010a:329-330).

As mentioned, the knowledge base of social work and social work supervision is inherited from Europe (cf. 1.1, 1.2, 2.3.2, 3.1, 3.2.1, 3.2.2, 4.1 & 4.3.2). The result is that South Africa is faced with an incoherent Eurocentric hegemony. One way of dealing with this dilemma is to embark on a journey of decolonisation (Mathebane & Sekudu, 2018:2). Decolonisation could be described as a five-step, cyclical process that involves a critical analysis of Western-informed theories that will result in formalising knowledge that are informed by local culture and realities (Mathebane & Sekudu, 2018:8-14). The process of decolonisation is a multi-faceted and multi-dimensional process that should result in adopting actions to address issues and challenges experienced in the implementation of social work. It seems that transformation and decolonisation did start to some extent, but the process is far from finalised. Organisations must evaluate their objectives and the entire context of services to ensure that it is entrenched with a developmental focus. All aspects, from management to service rendering, should be aligned with the principles of the Developmental Approach (cf. 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.3.8, 3.3.9, 3.3.10, 3.3.11, 3.3.12, 3.3.13 & 3.3.14).

Supervision rendered from a clinical approach mainly focuses on the professional and does not consider the supervisee's organisational context (Engelbrecht, 2010a:331). In contrast, developmental supervision should consider the broader context that impacts the professional. The developmental and clinical approaches are contrasting rather than supplementary (Engelbrecht, 2010a:331) and should thus not be mixed.

Formalised supervision training is not yet a requirement in South Africa. The Supervision Framework (DSD, 2012a:13) stipulates that supervision is an academic discipline. The lack of training of supervisors is often highlighted in research as one of the contributing factors to the challenges experienced in the implementation of supervision (Bradley et al., 2010:780-784 & 875; Engelbrecht, 2013:457; DSD, 2016a:103-104; Shokane, et al., 2017:285). Accredited training

focusing on the theory, processes and content of supervision is recommended by various scholars (DSD, 2006:31; Engelbrecht, 2010a:329-330; Bradley et al., 2010:785; Shokane et al., 2017:286).

Due to the lack of formal supervision training, supervisors rely on personal supervision experiences. This could be one of the contributing factors to gaps in supervision procedures, and the reported weak and faulty implementation of supervision (Botha, 2000:1; DSD, 2012a:11; Shokane et al., 2017:285). The Draft *Regulations relating to the requirements and conditions for registration of seven specialities in social work*, in The Government Gazette 43343, Notice No 582 of 22 May 2020 (South Africa, 2020:80-85) proposes that supervision is registered as a specialisation in social work. Therefore, training of supervisors will be mandatory in future.

Supervision in South Africa could not escape the abundant structural issues social workers face. Structural problems experienced by the supervisors include unmanageable workloads of supervisors, lack of formal training of supervisors and the management role that supervisors have to perform due to their middle-management positions (Engelbrecht, 2010a:324; Alpaslan & Schenk, 2012:381-383; DSD, 2016:85-88; Shokane et al., 2017:278-279 & 284-285). These challenges support the statement that supervision tends procedural matters instead of developing social workers' overall competence and a failure to develop the strengths of social workers (Engelbrecht, 2010a:329).

Concerns raised include unmanageable, unrealistic workloads and poor working conditions that social work supervisors have to face contributing to poor quality supervision (DSD, 2016b:256, 279-282; Shokane et al., 2017:278). Firstly, organisations can hardly implement the supervisor-supervisee ratio proposed in the Supervision Framework (DSD, 2012a:31) of one supervisor for ten social workers if supervision is the only responsibility of the supervisor. For an extended period, various authors report a situation in South Africa that reflects a shortage of supervisors as well as a lack of support and limited resources for the effective implementation of supervision (Bradley et al., 2010:780; Engelbrecht, 2010a:329 DSD, 2012a:13; Engelbrecht, 2013:462-463; DSD, 2016b:85-88; Shokane et al., 2017:284-285). It is also reported that supervisors have to travel great distances to meet with supervisees; supervisors struggle to balance the educational and supportive functions of supervision with the administrative, managerial role that is expected of them (Bradley et al., 2010:781; Shokane et al., 2017:463-464).

Another challenging aspect that seems to be the reality of supervision in South Africa is that supervisors are also responsible for managerial tasks (Bradley et al., 2010: 780; Engelbrecht, 2010a:329;). Research has shown that the tendency is that supervisors to spend more time on managerial and administrative matters than on supervision itself (Bradley et al., 2010:780;

Engelbrecht, 2019a:19). Supervisors are often aware of the need for emotional support needed by social workers. However, a lack of time and the pressure of ensuring the organisation's financial sustainability often result in supervision articulating effectiveness and efficiency with a lesser focus on support (Bradley et al., 2010:780; Engelbrecht, 2010a:329; Chibaya, 2018:8; Engelbrecht, 2019a:8). The managerial position of the supervisor could create tension in the supervision relationship. As a manager, some supervisor responsibilities include performance evaluation and ensuring effectiveness and efficiency. It could implicate that the supervisor would be responsible for disciplinary actions if needed. Disciplinary actions focus on problems rather than strengths. On the one hand, the supervision relationship relies on trust and support, while the managerial responsibilities could contradict the essence of trust and support in the supervision relationship. The result could be that social workers refrain from engaging fully in the supervision relationship, limiting the potential benefit from supervision.

Organisations must be able to support and guide social workers in terms of personal, professional and organisational aspects of social workers and related professionals⁴. The specifics regarding the organisational expectations, resources and structure of supervision should be conceptualised in an organisational supervision policy. Reports are made that structural work-related issues dominate supervision. Some of the workplace issues reported to dominate the focus of supervision, include underfunding of developmental services, lack of services and resources in rural areas, poor working conditions, shortage of social workers, services still dominated by micro-practices and a lack of operational resources (Chavalala, 2016:32-35; 73; Alpaslan & Schenk, 2012:374-382; Ntjana, 2014:46). The structural work-related issues described by the mentioned authors relate to the administrative support required from the social worker. As a result of these issues, social workers have difficulties performing a social worker's duties effectively. In addition, continuous confrontation with structural work-related issues could contribute to feelings of incompetence and lead to emotional problems and frustration among social workers.

The Supervision Framework (DSD, 2012a:13) concludes that supervision can occur in various contexts and employments. However, the core significance of supervision remains that it is "*a professional activity ingrained within social work as a demanding and dynamic profession.*" (DSD, 2012a:14). The Supervision Framework suggests that South African professionals are

⁴ For the purpose of this study supervision will only be explored in terms of social workers. Some aspects may apply to other social service professionals, but due to the complex nature of supervision and social work practice this study will only focus on supervision of social workers.

responsible for developing a researched theory base for social workers' supervision in a South African context, addressing the unique needs and challenges faced by professionals.

Research in recent years found that supervision fails to meet the needs of social workers in practice (Engelbrecht, 2019a:18-22). Although various reasons are given for this, the root of these challenges might be the incompatibility of the problem-focused and Developmental Approaches. The Developmental Approach focuses on macro practices, and social workers need guidance on this. Unfortunately, current supervision practices seem to focus on implementing casework and administrative tasks, while many social workers report a lack of supervisor support to cope with the demands of practice (Engelbrecht, 2010a:324; Alpaslan & Schenk, 2012:381, DSD, 2016:85-88). The nature of support required from supervisors should be clarified. Different forms of support can be offered to social workers. Through education and administrative inputs, supervisors support social workers to cope with the demands of practice, such as implementing prevention services, group work and community work. The Developmental Approach will increase the focus on a social worker's strengths. This change in focus could lead to increased experiences of support (cf. 2.2.4). A greater emphasis on strengths and less on the mistakes and shortcomings of a social worker could result in effective service delivery and a potential decrease in the occurrence of burnout.

The research participants of this study are supervisors and social workers working in Non-Profit Organisations (NPOs) designated by the Department of Social Development to render services in Child Protection. There are radical differences between the organisational context of the social workers of NPOs and those employed by the Department of Social Development. Both these employers have distinct challenges that impact the functioning of social workers. A common reality for all social workers working in child protection is that they work in a fast-paced environment and are responsible for making decisions in the child's best interest. NPOs are struggling to survive financially. A lack of finances threatens the organisations' existence and impacts the execution of supervision (cf. 3.2.1; Shokane et al., 2017:278).

Despite a lack of sustainable funding, NPO's seem to succeed in providing supervision to social workers. The Managerial responsibilities are, however, overpowering the developmental focus of supervision.

4.4 Significance of Supervision

The need for and importance of supervision for social workers is a topic that was widely debated through the years. Many authors and other professions questioned the need for and importance

of supervision for social workers. Critics believe that social workers should have sufficient knowledge, skills to practice and make decisions without supervision (Egan, Maidment & Connolly, 2018:354). Botha (2000:1) indicates that supervision is often seen as unnecessary and too expensive. The term supervision also gets negative commentary. According to many, this refers to social workers being "watched" and supervisors acting as babysitters (Engelbrecht, 2012:21).

Positive supervision inputs focus on developing social workers' abilities, knowledge and interventions, resulting in positive differences in practice (Jacques 2019:193-194). The existence of supervision is defended by several claims reflecting the significance of supervision.

Arguments in favour of supervision could be organised in terms of the following themes:

- the unique environment where social workers practise;
- the retention of social workers;
- the professional development of social workers.

The following sections will briefly discuss a few relevant arguments in favour of supervision.

4.4.1 Unique environment

Social work is a highly individualised profession, practices are not standardised, and social workers must make fast-paced decisions in complex, unpredictable situations (Botha, 2000:2; Bradley, Engelbrecht & Höjer, 2010:778; Alpaslan & Schenck, 2012:367). In addition, social work's demanding and dynamic nature necessitates supervision (DSD, 2012:14).

Social workers must make decisions and determine an intervention strategy that will enhance the child's best interest. Complex family situations exemplified by a plethora of psycho-social risks often require swift decision-making to safeguard a child. Social workers deal with service user's emotions and assess the environmental factors while facing their own emotions relating to abuse, injustices and the pain of people (DSD, 2012b:29). Social work requires conscientious administrative and managerial skills in recording and presenting cases to a variety of Courts and Multi-disciplinary teams (DSD, 2012b:85-98; Black Hughes & Strunk: 2010:114-118; CHE, 2015:6, 8-12). In South Africa, social workers play a significant role in the development and empowerment of communities (CHE, 2015:6, 8-12). Therefore, it is required of social workers to

be proficient in casework, group work and community work. Social workers working for NGO's are also faced with responsibilities such as fundraising, reporting to Management Boards and networking with various role players in communities (CHE, 2015:6, 8-12).

South African social workers have to deal with different cultures and languages. Areas of operation range from underdeveloped, poverty-stricken informal settlements to highly developed communities. Services are highly individualised and focused on the particular needs of a specific user's circumstances, needs and strengths (CHE, 2015:6, 8-12). It is thus vital that supervision focuses on the development and empowerment of the social worker to successfully navigate professional services in all areas of service rendering.

Social work as a profession is faced with a high prevalence of burnout and other stress-related conditions due to the emotional nature of social work (Greer, 2016:2-16; Greville, 2015:14). The context and the nature of social work create an environment with various challenges, all contributing to a unique environment with high expectations of social workers. The fast-paced non-routine nature with high levels of stress contributes to a demanding environment in which social workers have to perform (cf. 1.2). Supervision is key to developing all aspects of the social work professional to enable efficiency and quality services to service users.

4.4.2 Retention of social workers

The Recruitment and Retention Strategy for Social Workers (DSD, 2006:33-34) declares that the absence or weak application of supervision is partially responsible for the decline in productivity and deterioration of quality and effectiveness of social work practices. Social workers are burdened by high caseloads, emotional and other trauma and high-stress levels, high societal demands and a lack of resources that leads to a perceived decline in productivity (DSD, 2006:33). Various scholars believe that there is a link between adequate supervision and social workers' retention (Chiller & Crisp, 2012: 232-234; Maidment & Beddoe, 2012:165; Greer, 2016:104).

Furthermore, supervision is critical for good social work practice and directly impacts the ability to build purposeful professional relationships, make professional judgments, and develop the social worker's professional development (Hughes, 2010:1; Jacques, 2019:193). The paucity of structured supervision and supervisors without the requisite skills deprive social workers of professional growth (DSD, 2006:33).

Howe & Gray (2013:1) supports this and state that the application determines the effectiveness and impact of supervision. The importance of supervision in effective social work practice also

enjoys renewed attention. In most of the recent investigations of social work practice in cases where child protection and the effectiveness thereof have been questioned, the recommendations include the fact that effective, well-structured and organised supervision is the cornerstone of social work practice (Munro, 2011:9, 90-92).

The Supervision Framework (DSD, 2012a:10) states that supervision is one of the critical areas that need devotion to retain professionals. This supports the statements discussed. It can be concluded that supervision could contribute to the skills development and the development of social worker's ability to cope with the demands of social work more effectively. Supervision could be an essential instrument in professional development critical for practice, professional relationships, ethical behaviour and the ability to mobilise resources to aid interventions. Effective supervision resulting in focused professional development, and support, could be a factor in increasing the retainment of social workers.

4.4.3 Professional Development

In undergraduate training, social workers are trained generically (SACSSP, 2008:1-4 & 7-9; CHE, 2015:5; Bradley et al., 2010:778). This training does not fully prepare beginner social workers to practice effectively. The broad scope of social work, the intense nature of decisions, and the various fields of expertise required of social workers necessitate supervision (SACSSP, 2008:1-4 & 7-9).

Supervision allows social workers to reflect on their practices, evaluate actions, and discuss and develop appropriate interventions when working with service users (Maidment & Bedoe, 2012:16-166; Egan, Maidment & Connolly, 2018:361;364). The focus of supervision must include creating a safe and enabling environment where support, education and administration contribute to professional development.

Professionals must be challenged to reflect on personal strengths and growth areas, failures and accomplishments in practice (Bradley, Engelbrecht & Höjer, 2010:786; Hughes, 2010:60; Noble, Gray & Johnston, 2016:13; Silence, 2017:52-53; Turner-Daly & Jack, 2017:36-37; Egan, Maidment & Connolly, 2018:361). In supervision, social workers are allowed to grow and develop professionally. Opportunities are created to maximise clinical knowledge and skills, resulting in the ability to perform autonomously and independently of supervision (Kadushin, 1992:20). Kadushin (1992:20) communicated various reasons for maintaining interminable supervision practices. Engelbrecht (2019b:151) supports the reasons highlighted by Kadushin when stating these reasons include political accountability, administrative control, education, and a supportive

role towards the social worker. In addition to the mentioned reasons, research indicates a direct link between adequate supervision, competent professional practices and staff retention (cf. 4.4.3). As shown in Chapter 3 (cf. 3.5.3), supervision has a dual focus. Supervision focuses on the development and well-being of the social worker (inward focus) and the services rendered to the service user (outward focus). The professional development of the social worker should be aligned with a specific set of skills and competencies required by the profession. As suggested later in this Chapter (cf. 4.9), the formulation of practice standards for social workers can provide a framework for focusing on their development that will enhance their ability to be effective in practice. Clarity on the outcomes of supervision based on professional skills and practice standards will contribute to the ultimate goal of supervision, namely, to ensure appropriate services of a high standard to the service user system (outward focus) (DSD, 2012a:21-23, cf. 4.9; Jacques, 2019:192-193; Noble, Gray & Johnston, 2016:18).

It seems safe to conclude that supervision survived many critiques. Although there are challenges concerning the cost, implementation and execution of supervision, supervision is necessary to safeguard the quality of services and the development and protection of social workers. In addition to the reasons mentioned, one should also emphasise that research is needed to form and shape supervision theory and practices to align with the context and social welfare approaches.

4.5 Critique Against Supervision

Supervision of social workers is often critiqued as unnecessary, outdated and expensive (Munson, 2002:66; Engelbrecht, 2012a: 21). Yet supervision has survived as part of the social work milieu for more than eight decades, confirming that supervision is adding value to social work.

Most of the critique, however, focuses on the implementation of supervision. The implementation of supervision is often condemned because of the challenges experienced in implementing supervision practices (Botha, 2000:1-8; Engelbrecht, 2006:130; DSD, 2006:32; Engelbrecht, 2010a:324, 329; Engelbrecht, 2010b: 5-6; DSD, 2016b: 265, 279, 282; Engelbrecht, 2019c:174).

From the literature and the discussion in this chapter, it does seem that supervision for social workers is necessary. The implementation and the supervision practices, however, need attention. The lack of research in the field of supervision is disturbing. The mere fact that the implementation of supervision is often criticised indicates a great need for research on supervision.

4.6 Challenges in Supervision

The constant changes in environments, societies, and organisations force social workers to continuously reflect and evaluate interventions while searching for innovative ways to address the service user systems' needs. Hughes (2010:1) supports this statement by indicating that Ireland's rapid societal and organisational changes necessitate social workers to search for innovative ways to perform their tasks consistently. South Africa is not exempted from similar rapid societal and organisational changes. The whirlpool of vagaries that South African social workers have to keep up with includes increasing poverty, social issues and the growing demand for services resulting in high caseloads and the change in welfare approach as discussed previously.

The local challenges in supervision in South Africa suggest that there is a need for dismantling the initial conceptualisation of supervision theories and practices to align knowledge, skills, values, and subsequently practices to the South African context (Botha, 2000:1-8; Engelbrecht, 2006:130; DSD, 2006:32; Engelbrecht, 2010a:324, 329; DSD, 2016b: 265, 279, 282, Engelbrecht,2019:1; Engelbrecht, 2019b:150). The pressing themes identified in the challenges with supervision include policies that are not sufficiently aligned, the lack of local research and the application of supervision, training of supervisors, work conditions and power dynamics. Each of the mentioned themes will be discussed briefly.

4.6.1 Unaligned Policies

Although policies attempt to align supervision with the Developmental Approach, there is still evidence that problem-focused theories entrench policies. The Supervision Framework for the social service profession (DSD, 2012a) is the leading policy document for the supervision of social workers in South Africa. This document describes supervision along the lines of the functions of Kadushin (DSD, 2012a: 24-25). This directly impacts the implementation of supervision and training of supervisors (cf.4.5.3 & 4.5.4). Supervision functions have excellent value; however, it may have to be supplemented and supported by concepts and descriptors that would emphasise the Developmental Approach. The implementation of supervision has to be steered away from problem-focused approaches, focusing on developing essential skills and competencies required from social workers. The development of practice standards for social workers could ensure a framework focusing on supervision outcomes instead of merely implementing the supervision functions (cf. 4.9). The formulation of outcomes or practice standards for supervision will be elaborated in 4.9.

Currently, policies portray a contradictory discussion that advocates the execution of the Developmental Approach while still supporting problem-focused theories from European countries (cf. 1.1, 2.3.2 & 2.3.4). This contradiction leads to confusion and faulty implementation of the Developmental Approach (cf. 3.5.1, 3.5.2 & 3.5.3), resulting in services that are not developmental.

4.6.2 Lack of research

Several challenges seem to relate to the nature and contextualisation of supervision (Bar-on, 1993:33-35; Tsui, 2004:9; Engelbrecht, 2010a:333-336; Rankopo & Osei-Hwedi, 2011:139; DSD, 2012a:15, 20-24; Patel & Hochfeld, 2012:692; Engelbrecht, 2019b:152). These challenges vary from a lack of structure in supervision, to supervision practices not exhibiting a true developmental nature. However, the core reason stems from the absence of adequate, recent, local research shaping supervision within a South African context of social work and, subsequently, social work supervision (Bar-on, 1993:33-35; Botha, 2000:3; Engelbrecht, 2010a:336; Parker, 2017:256; Engelbrecht, 2019a:7). Social work research in the past two decades in South Africa mainly focused on intervention strategies and implementation thereof and did not sufficiently address the need for research related to supervision and supervision practices.

4.6.3 Application of Supervision

Whereas recent South African documents affirm the importance of supervision for social workers in South Africa, it does, however, seem that the application of supervision poses some serious challenges. According to the study by Engelbrecht (2012a:21), social workers often critique the execution of supervision. Some of the concerns of social workers are the lack of competence and specialised training of supervisors, the weak application of supervisory tasks and the overemphasising of administrative and managerial aspects (Ornellas, 2017:196-197; DSD, 2006:33; Shokane et al. 2017:278-279). On the other hand, some social workers desperately indicated that they need well-executed and adequate supervision.

Recent studies on supervision indicate a lack of resources, insufficient training for supervisors, and possible role confusion since supervisors are responsible for managerial tasks, too (Ornellas, 2017:196; Engelbrecht, 2019a:9-10). If supervisors are not appropriately trained in supervision, it may result in unstructured supervision sessions that are crisis-driven and focused on dealing with challenges. The progressive skills development of the social worker is neglected, and they are not empowered to deal with the high expectations of service delivery.

4.6.4 Inadequate training of supervisors

Formalised supervision training is not yet a requirement in South Africa. The Supervision Framework (DSD, 2012a:13) stipulates explicitly that supervision is an academic discipline on its own and that the lack of training of supervisors is often highlighted in research as one of the contributing factors to challenges experienced in the implementation of supervision (Bradley et al., 2010:780-784; Engelbrecht, 2013:457; Bradley et al., 2010:785; DSD,2016a:103-104; Shokane, et al., 2017:285). Standardised training focusing on the theory, processes and content of supervision is recommended (DSD, 2006:31; Engelbrecht, 2010:329-330; Bradley et al., 2010:785; Shokane et al., 2017:286). An accredited training course for supervisors will promote appropriate theories and techniques in supervision. Accredited training will further present the opportunity to encourage a developmental focus and align practices with the Developmental Approach. However, supervision practices and training can only be aligned with the Developmental Approach if there is clarity on the nature of developmental social work supervision. Supervisors need to have a clear understanding and in-depth knowledge of the characteristics of the Developmental Approach. Only when supervisors have comprehensive knowledge and understanding of the Developmental Approach can training be implemented to start the process of addressing the challenges experienced with implementing supervision.

Due to the lack of formal supervision training, supervisors rely on personal supervision experiences. Poor examples of supervision and supervision role models could be the primary personal reference of a supervisor. This could be one of the contributing factors to gaps in supervision procedures and the reported weak and faulty implementation of supervision (Botha, 2000:1; DSD, 2012a:11; Shokane et al., 2017:285). Relying solely on supervision experience is problematic since the interpretation of practices will not be linked to a professional knowledge base. Relying exclusively on your personal experiences limits the professional ability to critically analyse, interpret and implement sound supervision practices that will benefit the social worker, the service user, the community, the organisation and the profession. It can thus be concluded that formal training in supervision is crucial.

4.6.5 Working conditions

Supervision in South Africa did not escape the abundant structural issues social workers face. Concerns raised include unmanageable, unrealistic workloads and poor working conditions that social work supervisors face, which contribute to inadequate quality supervision (Engelbrecht, 2013:463-465; DSD, 2016a: 85-88, 256, 279-282; Shokane et al., 2017:278-284).

Organisations struggle to implement the supervisor-supervisee ratio proposed in the Supervision Framework of one supervisor for ten social workers if supervision is the only responsibility of the supervisor (DSD, 2012a:31). The current situation in South Africa reflects a shortage of supervisors as well as a lack of support and limited resources for the effective implementation of supervision (Bradley et al., 2010:780; Engelbrecht, 2010a:329 DSD, 2012a:13; Engelbrecht, 2013:462-463; DSD, 2016a:85-88; Shokane et al., 2017:284-285). It is reported that supervisors have to travel great distances to meet with supervisees. Supervisors struggle to balance the educational and supportive functions of supervision with the administrative and managerial roles expected of them (Bradley et al., 2010:781; Shokane et al., 2017: 463-464). It is submitted that the working conditions of both social workers and social work supervisors are not conducive to the implementation of sound supervision practices aligned with the Developmental Approach.

The challenges experienced with working conditions contribute to supervision not having the desired impact on the development of social workers. The focus, frequency and content of supervision are challenged by the working conditions experienced by supervisors and social workers.

4.6.6 Power dynamics

Another challenging aspect that seems to be the reality of supervision in South Africa is that supervisors are also responsible for managerial tasks that can considerably impact the power dynamics during supervision (Bradley et al., 2010: 780; Engelbrecht, 2010a:329). Research has shown that the tendency is for supervisors to spend more time on managerial and administrative matters than on the other functions of supervision (Bradley et al., 2010:780; Jacques, 2019:203-204; Engelbrecht, 2019a:19). Supervisors are often aware of the need for emotional support needed by the social workers, but because of their managerial tasks, they do not always have sufficient time to provide this support. Since supervisors are generally responsible for both supervision and middle-management tasks, great emphasis is placed on the financial sustainability of organisations and meeting statutory requirements in social work services. The result is often that supervisors spend more time on administrative and managerial matters than providing much-needed emotional support (Bradley et al., 2010: 780; Engelbrecht, 2010a:329; Chibaya, 2018:8; Engelbrecht, 2019a:8).

The managerial position of the supervisor could create tension in the supervision relationship. As a manager, some supervisor responsibilities include performance evaluation and ensuring effectiveness and efficiency. It could implicate that the supervisor would be responsible for disciplinary actions if needed. On the one hand, the supervision relationship relies on trust and

support, while the managerial responsibilities could contradict the essence of trust and support in the supervision relationship (Bradley et al. 2010:785-786). The result could be that social workers refrain from engaging fully in the supervision relationship, limiting the potential benefit from supervision.

Engelbrecht (2010a:324) asked the question: "*Is supervision in South Africa keeping up with the times?*" The challenges and issues reported over several years strongly suggest that supervision theories and practices are poorly synchronised and focused on South African social workers' needs and context. Forcing a fit between western theories and the South African context seems to have left gaps resulting in the absence of supervision that is true to the nature of the development approach. Several calls are made for decolonising and indigenising supervision in South Africa. This cry for change and development, linked with the challenges experienced, indicates that the current supervision scenario is inadequate. Apart from much-needed operational and structural changes, South African social workers and supervisors should develop a structure for supervision that fits professionals' unique needs in a developmental context. The desired outcomes of supervision must be defined, and supervision theories and practices must be developed to support the desired outcomes.

4.7 Approaches to Supervision

The reliance on literature from Europe and North America is still common practice in South Africa, according to Engelbrecht (2019b:152). The use of theories and approaches from Europe and North America might not always be appropriate for the South African context due to the contrasting approaches in these countries. International theories should at least be adapted to fit the context of South Africa.

The effectiveness of practice requires a social worker to have the ability to draw on and use knowledge (Trevithick, 2005:23; Healy, 2005:92, cf. 2.5). Social workers use their knowledge to inform and guide practice. It is, however, often found that social workers can often not refer to the theoretical frameworks they use. There are at least three reasons why supervisors should develop the capacity of social workers to identify and develop practice theory:

Firstly, social workers are accountable to service users. Theory presents social workers with a framework to guide decision-making and intervention in practice. Secondly, social workers should continuously strive to improve their work. Sound knowledge of the theory will enable social workers to review assumptions and practices critically. Thirdly, all social work professionals are responsible for building the profession's theoretical foundation (Healy, 2005:95-96). The exact

reasons apply to supervisors. To allow supervisors to appropriately implement supervision practices, influence social workers and act as role models to social workers, supervisors must diligently know, implement and build the theory base of social work as a profession.

Before exploring specific approaches for supervision, the use of terms will be clarified. The terms approach, theory and model are often confusing to professionals and frequently used as substitutes. It is, therefore, necessary that the differences and context of each of these terms will be discussed.

The term 'theory' can be seen as a "well-argued explanation of reality" (Noble, Gray & Johnston: 2016:27). A theory will thus aim at explaining a specific phenomenon, the reason persons act in a particular way and the best possible way to react to these persons' behaviour. Five prominent social work theories are problem-solving, systems perspective, strength perspective, anti-oppressive and post-modern, post-structural and post-colonial perspectives (Healy, 2005:103).

'Approach' refers to a way of seeing the world. Perspectives are often influenced by several theories (Noble et al., 2016:27). The approach is informed by knowledge of existing theories, perspectives, frameworks and models. Approaches used in social work that might be particularly appropriate for social work in South Africa include the person-centred approach and the strength approach.

Lastly, the term 'model' refers to a step-by-step, well-formulated way of doing things that wish to transform knowledge into practice (Payne, 2005b:5). Social work, and supervision, practices need to be guided by a theoretical framework consisting of theories, approaches and models that will inform actions, decisions and practices of social professions. The choice of a theoretical framework needs to be aligned with the general approach to welfare. In South Africa, the theoretical framework should support the Developmental Approach. To develop competence in the required skills (cf. 4.9) as a social worker, rigorous knowledge of theories, approaches, and models is essential. Confidence in using appropriate theoretical frameworks would empower social workers in analysing, questioning and implementing practices in the interest of the service users. Knowledge of theories, approaches and models allow a social worker to think critically and equip them to understand and respond more effectively to the service users' needs (Noble et al., 2016:29). In social work, models often include narrative therapy, solution-focused model, cognitive behaviour therapy, task-centred model, and the crisis intervention model.

The White Paper for Social Welfare (1997) dictates that South Africa's social work is rendered from a Developmental Approach (cf. 2.2 & 2.2.3). This approach should echo in supervision to ensure that supervision is compatible with and supportive of social workers' expectations.

As indicated earlier, there are no models specifically linked to supervision. The situation may be that some supervisors employ social work models for supervision, while others may not link supervision to a specific model at all. Both scenarios could create potential risks for the success of supervision. This situation may be attributed to the lack of supervision research (cf. 4.5.2; Engelbrecht, 2010a:326).

An indigenous model for supervision in South Africa needs to focus on the empowerment of social workers. A model aligned with the Development Approach should shift the focus from the inputs of the supervisors towards the development of competencies of social workers (cf. 4.9). A few authors did refer to the probable value of competency-based supervision or a supervision model that focused on the outcomes of supervision rather than the social work supervisor's inputs (Engelbrecht, 2004:206-216). Yet, there is no indication that a competency-based model was researched, developed and finalised for implementation in supervision. As indicated in this chapter, supervision practices mainly focus on the mere implementation of the supervision practices.

4.8 Practice Models in Supervision

The aim of this section is not to provide an extensive discussion of practice models. Attention will instead be given to a selection of practice models that could be the starting point of developing a suitable practice model that honours the true nature of South African supervision of social workers.

The theories and perspectives fundamental to social workers' supervision are often based on the organisation's school of thought, as supervision is seen as one of the management tasks in a social service organisation (Engelbrecht, 2019a:16; Engelbrecht, 2019b:1160-161). The theories that form the foundation of supervision also relate to the context in which supervision is rendered – whether it is social workers' supervision in a clinical context, context-specific (e.g., mental health, community development, etc.) supervision or field instruction of student social workers.

Ncube (2019:345) states that a literature review revealed many supervision models; however, none of them is directly linked to the Developmental Approach. Supervisors should critically reflect on the appropriateness of practice models they choose to implement in practice. The need for

developing practice models informed by indigenous knowledge and social work should be a priority of all supervisors in South Africa. Engelbrecht (2019:16) further concludes that no evidence exists that supervisors identify and implement supervision models in practice.

Constructing a supervision model suitable for the South African context will require explicit incorporation of the developmental values, including empowerment, focusing on strengths, partnership and accountability (cf. 3.3). The model constructed or adapted for the South African context must incorporate the characteristics of the Developmental Approach, the focus of supervision and be instrumental in reaching the desired outcomes, namely the sustainable development of social workers' professional skills and ultimately provide a high-quality service to service users (cf. 4.9). A brief discussion of possible models suitable for South African supervision will be discussed in the following section. The models that will be focused on in the following section are:

- The Solution-Focused model
- The Person-Centred model
- The Competency-based mode

The abovementioned models were chosen due to their focus on strengths, empowerment and required partnership with the service user (supervisee). The mentioned models share and honour the principles of the Developmental Approach. By using these models, social workers will be provided with a framework for supervision that will allow them to move from problem-saturated supervision to focusing on development and empowerment.

4.8.1 Solution Focused Model

The most significant difference between the South African approach to social work and other approaches is moving the focus from a problem-orientated approach to a Developmental Approach. The solution-focused model provides a framework that could steer supervision to focus on successes, development, and collaboration rather than analysing problems (De Jong & Berg, 2013:346; Dewane, 2015:24). The basic assumption of solution focus supervision would be that the supervisee has the answers within. Supervision must help the supervisee uncover effective behaviour patterns (De Jong & Berg, 2013:346).

Solution-focused supervision emphasises a quality supervision relationship based on open communication, mutual respect and reflection in a non-judgemental environment. All of these directly link with the characteristics of the Developmental Approach (cf. 3.8). Solution focused supervision could thus be instrumental in discovering and strengthening the supervisee's behaviour and skills that should be reinforced in the process of professional development.

Various techniques used in a Solution-focused model are aligned with the concept of focusing on the development of outcomes (cf. 4.9). Some of the techniques that could successfully contribute to the development of social workers include self-evaluation, reinforcement and reflection, focused questions, searching for exceptions, constructive feedback and follow-up tasks (De Jong & Berg, 2013:247). These techniques are central to the solution focused model. Scaling questions can be used to determine the social worker's progress toward reaching the objectives of supervision (De Jong & Berg, 2013:346). Scaling questions also allow for measuring sustainable growth and the transference of skills and lessons learnt across sessions (De Jong & Berg, 2013:346).

A valuable application of Solution-focused supervision is the focus on reinforcement and reflection, allowing the supervisor and the supervisee to focus on the supervisee's changes, developments, and successes (De Jong & Berg, 2013:247). The authors repeatedly emphasise the relationship, collaboration, co-learning and a focus on developments and outcomes rather than problems (De Jong & Berg, 2013:247). These aspects illuminated as cornerstones of supervision specifically relate to the Developmental Approach (cf. 3.8).

Solution-focused supervision is future-orientated and focuses more on the social worker's goals than the difficulties. This approach to supervision focuses on reviewing positive changes, successes, resources, or strengths (Dewane, 2015:24). The supervision relationship is characterised by mutual respect, collaboration and a deliberate focus on strengths and solutions. A study in Spain reported that, after being exposed to solution-focused supervision for six months, child protection social workers reported a more relaxed approach, feeling less burnt out and burdened (Medina & Beyebach, 2014: 9-15). The study further reported a progressive increase in professional practice and goal achievement (Medina & Beyebach, 2014:15).

The specific focus points of a solution-focused supervision session would include at least four basic questions:

- What is the topic (skill) to be addressed?

- What progress is already made with the specific skill? What is working and doing more of it;
- What new progress is anticipated?
- What should the next step be? What is possible? (Medina & Beyebach, 2014:11; Dewane, 2015:24).

These questions will initiate a broader focus on sustainable development, reflection and planning. During the supervision, the focus must be on possibilities, finding solutions and identifying exceptions. Through reflection and participation, the supervisee must be encouraged to determine what is not working and do things differently (Dewane, 2015:24-25). Collaborating with the supervisee and the supervisor in this process will be essential. The nature of the questions and the nature of solution-focused supervision will encourage mutual curiosity, collaboration and respect.

The solution-focused model also provides the supervisor with some simple yet effective techniques that can be successfully applied to reach the goal of supervision. These techniques include scaling questions, progress circles, the miracle question, focusing on the future, generating options and exception finding (Medina & Beyebach, 2014:9-15, Dewane, 2015:24).

From the discussion above, it is clear that the Solution-focused approach to supervision resonates with the aims and characteristics of the Developmental Approach. If the supervisor and the supervisee are clear on the expected outcome of supervision, implementing Solution-focused supervision could be highly appropriate within the South African context. A clear description of a social worker's required professional skills (cf. 4.9) and the subsequent formulation of practice standards could ensure appropriate objectives, initiating sustainable growth resulting in professional social work services to the community.

4.8.2 Person-Centred Model

In the Person-Centred Model, the supervisor is not the expert but instead relies on trust, empathy, warmth, safety and genuineness. The objectives of supervision will be reached by facilitating experiential learning and development, focusing on the supervisee's personal and professional development (Callifronas & Brock, 2017:1-2). In essence, the Person-centred model believes that a person is resourceful, born with inherent potential, and resilient to losses and frustrations (Callifronas & Brock, 2017:2). The supervisor should create an appropriate environment with

genuineness, respect and empathy to facilitate professional growth. The supervisor respects the supervisee's autonomy, personality, and unique strengths and traits (Callifronas & Brock, 2017:2).

The supervisory relationship is built on mutual trust, acceptance, and confidence. It is described as a working alliance (Callifronas & Brock, 2017:2). Goal setting and planning are joint tasks of the supervisee and supervisor. This echoes the Developmental Approach's principles by emphasising collaboration, participation, openness and trust (cf.3.3).

During supervision sessions, the supervisor will focus on reflecting on the supervisee's experiences and conceptualisation of the context, facts, and relevant theories. In this study, learning and professional development should focus on the social worker's required professional skills (cf.4.9). This model emphasises ethical practices and learning from experiences (Callifronas & Brock, 2017:10).

4.8.3 Competency-based model

Limited literature is available on the outcomes of supervision. The literature available focuses mainly on the process involved in supervision (Roth & Pilling, 2008:4). The success of supervision is focused on the empowerment of social workers. To determine if sustainable change and empowerment are reached through the supervision process, the supervisor and supervisee need a framework for setting focused objectives and standards to measure against the social worker's skill.

Engelbrecht (2004:206-207) highlighted the relevance of an outcomes-based approach in the South African context. Featuring a Developmental Approach to social work requires social workers to reform traditional social work practices to encompass the Developmental Approach's characteristics (cf. 3.3). Engelbrecht (2004:209) states that an outcomes-based approach requires a paradigm shift towards supervision outcomes. Supervision should no longer focus on the inputs of the supervisor but instead on the facilitation of a process focused on the development of social workers with a focus on the desired outcomes. The inputs of the supervisor should be a vehicle to achieve desired outcomes (cf.4.9).

Social workers are expected to take responsibility for their achievement of the outcomes. Achievement of outcomes would allow the social worker to formulate objectives focusing on more advanced implementation of skills. The outcomes will be formulated against an acknowledged framework stipulating the skills required by a social worker. The skills defined by the South African Qualifications Authority in the exit level outcomes of the basic qualification of the social worker

provide a well-informed structure for the desired skill set of a social worker (CHE, 2015:6-10). Formulating guidelines for practice standards will allow for defining advanced skill levels within the basic set of competencies.

4.9 Functions of Supervision

Generally, the application of supervision is still described in terms of the functions of supervision as defined by Kadushin (1976). The priority of these functions will be determined by factors surrounding the social worker—experience, organisational context, and the nature of the challenge the service user experience.

The literature widely used by social work supervisors specifies the functions:

- Administrative/normative function;
- Educational/formative function;
- Support/restorative function.

In the context of the Developmental Approach, the description of supervision in terms of the functions of supervision as only determinants are questionable. This description focuses on the inputs of the supervisor, and there is no focus on the desired outcome and competencies of the social worker. If the description of supervision focuses more on the desired outcomes of supervision and the competencies social workers should develop, the principles and aim of the Developmental Approach will reflect more strongly. Focusing on the inputs and outcomes of supervision will allow the supervisor to emphasise the values of the Developmental Approach, such as participation, empowerment, transparency, appropriateness, and accountability (cf. 4.9). A comprehensive description of outcomes or practice standards will contribute to supervision being focused on the skills needed to implement the Developmental Approach. The functions of supervision will be the avenue used by supervisors to reach the desired outcomes.

This section will refer to the content of each of the traditional functions. It will be followed by introducing possible alternatives for describing supervision with concepts that could contribute to the contextualisation of supervision in terms of the Developmental Approach.

4.9.1 Administrative/Normative function

Kadushin (1992:19) refers to this function as "*a process for getting the work done and maintaining organisational control and accountability.*" This statement elucidates the significant correlation between the administrative function of supervision and the supervisor's managerial responsibilities. The supervisor has to organise various aspects of the workplace, including human and organisational resources, to achieve the organisation's objectives. This function also refers to the supervisor's responsibility to ensure that tasks performed to follow the organisational policies and procedures. The administrative function's focus includes the promotion of the best interest of service users, reaching organisational objectives, meeting service standards, and securing manageable workloads with adequate resources (Engelbrecht, 2015a:129; Noble, Gray & Johnston, 2016:22).

In performing managerial responsibilities, supervisors are responsible for their own performance and the performance of their supervisees. To accomplish this function efficiently, the supervisor will have to develop knowledge and skills in the areas of planning, organising, developing human resources, programme evaluation and the evaluation of personnel (Jacques, 2019:202-204). The performance of the social workers, organisation and supervisor is ultimately linked to ensuring positive outcomes for service users and communities. The administrative function would establish reciprocal accountability between the social worker and the organisation asserting the best interest of the service users.

Specific tasks included in the administrative function of supervision include recruitment, selection and orientation of new personnel members, planning assignment and delegation of work as well as monitoring and evaluation.

4.9.1.1 Recruitment, selection and orientation of personnel

Supervisors are critical in recruiting and matching potential personnel with the organisation's needs. They should be familiar with the objectives of the organisation and the dynamics in the workplace to ensure that the person appointed will contribute to reaching the organisational objectives. The supervisor should be involved in the interviewing process and make recommendations based on the position's demands (Jacques, 2019:203).

Subsequently, the supervisor is involved in the orientation and induction of newly appointed personnel. In this phase, the supervisor introduces the personnel member to the structure, objectives and functioning of the organisation and the respective roles and responsibilities of both

the supervisor and the supervisee (Jacques, 2019:203). This orientation is a process and not a once-off session.

4.9.1.2 *Planning, assignment and delegation of work*

Suraj-Narayan (2011:189) mentions that the administrative function of supervision translates objectives into practical tasks that should be performed by social workers, social auxiliary workers and community developers. The supervisor's primary responsibility is to ensure that tasks allocated to a specific person are performed according to the standard expected by the organisation and relevant legislation. It is the supervisor's responsibility to ensure that responsibilities are distributed fairly and challenge the exponential development of the social worker while serving the best interest of the service users (Jacques, 2019:204).

4.9.1.3 *Monitoring and evaluation*

In performing the administrative function, the supervisor will focus on several issues relating to compliance and record-keeping (Suraj-Narayan, 2011:191). This task of the supervisor is essential and should continuously evaluate the effectiveness and efficiency of the practice. The supervisor's duty could strengthen the power dynamics and should be performed in a positive and discretionary manner (Jacques, 2019:204). The supervisor must develop the art of giving constructive criticism combined with honesty and empathy, striving to motivate the social worker towards excellence in service rendering (Jacques, 2019:204). Supervisors must implement monitoring and evaluation in a combination of continuous evaluation and a formally scheduled evaluation. The success of monitoring and evaluation depends on a trusting relationship and positive, descriptive and detailed feedback on growth and change (Jacques, 2019:204).

Monitoring and evaluation should have a developmental focus and aim at the growth of the social worker. Feedback, statements and questions must focus on the performance of the worker and not the person.

Performing tasks related to the administrative function of supervision could easily be experienced negatively and result in gameplay and conflict due to power politics (Jacques, 2019:202-207). The supervisor must focus on developing the skill to perform their duties in terms of the administrative function to balance the authority, responsibility and Developmental Approach.

4.9.2 Educational/formative function

Supervision is concerned with the professional development of the social worker (cf. 4.4.3). Through this function, the supervisor aims to empower the social worker with norms, skills, and values to be able to render effective social work services (Kadushin, 1992:135; Suraj-Narayan, 2011:193; Engelbrecht, 2016:129). Social work provides considerable stimuli to learn. Communities' and service users' needs are ever-changing, and a variety of problems face social service professionals. This requires social workers to acquire new knowledge, skills, and techniques to effectively address unique situations and circumstances (Suraj-Narayan, 2011:193). The nature of social work and the dynamic nature of the environment in which social workers work would also require Continuous Professional Development (CPD). This function also relates to supervisors fulfilling a mentoring/coaching role towards the social worker.

Social workers entering practice need opportunities to apply and integrate learning acquired in educational institutions with the complex and changing realities of communities and organisational contexts. The supervisor's role will be to encourage a process whereby a social worker takes responsibility for their professional development, transferring knowledge to skills grounded in commitment, skills, sensitivity and professional values (Silence, 2017:52-53; Jacques, 2019:196-198).

Trevithick (2008:1212-1237) refers to a three-part knowledge base that comprises theoretical knowledge, factual knowledge, and practice knowledge that construct a social worker's professional identity. Theoretical knowledge refers to knowledge about the understanding of people and events, the role, task and purpose of social work and theories related to direct practice (Trevithick, 2008:1218-1219). The theoretical knowledge helps social workers understand the problems presented to them in practice, the role and responsibility of the social worker in service rendering, and the practice skills and interventions that the social worker might use to assist service users.

Social workers need to be informed about updated research and new developments in social work. Social workers also need to know legislation, policies, procedures, and information on specific groups of people and specific personal and social problems. This is referred to as factual knowledge (Trevithick, 2008:1222-1223).

The third type of knowledge Trevithick (2008:1226-1227) refers to is practice knowledge, which is how knowledge can be applied to social work intervention. Social workers must acquire

knowledge, use the knowledge and create knowledge in practice. This form of knowledge entails conceptualising the subject and overlapping all three forms of knowledge.

The process of professional development is supported by educational supervision. The supervisor empowers the social worker to acquire all three types of knowledge and develop the social worker's skills to integrate knowledge in service rendering. Linking knowledge with practice poses some challenges for both Supervisors and social workers (Jacques, 2019:196-199). A specific focus on professional development through performing the educational function will enhance the social worker's ability to deal with practice-related issues, and the integration of knowledge will improve the judgment of the social worker, resulting in more efficient services to the service user.

Educational supervision should be based on the developmental needs of the social worker. Implementing the characteristics of the Developmental Approach emphasises the importance of partnership. In this regard, the partnership would refer to social workers being actively involved in identifying needs, exploring information and ideas and building their practice knowledge (Jacques, 2019:196-199).

The supervisor and social worker should engage in a process where the skills, knowledge and attitude against professional values, community expectations and statutory requirements are assessed. Specific developmental goals should be agreed upon, and both the social worker and supervisor should take responsibility for actively working toward reaching the objectives (Noble et al., 2016:21).

The supervisor needs to create a suitable atmosphere for learning and determine the social worker's preferred learning style to enhance the learning experience (Noble et al., 2016:21). Accommodating different learning styles in supervision would enhance the learning experience of the social worker and contribute towards the sustainable development of the knowledge and skills of the social worker. The characteristics of the Developmental Approach could effectively be used to create a suitable learning environment. Implementing the educational functions of supervision should include aspects such as progressive empowerment, partnership, accountability, sustainability, appropriateness, and transparency (cf. 3.3.1, 3.3.2, 3.3.3, 3.3.6, 3.3.7, 3.3.8, 3.3.9, 3.3.10, 3.3.11 & 3.3.13).

4.9.3 Support/restorative function

Social work is a multifaceted job with demanding psychological content with various problems and challenges social workers have to face daily. Potential mistakes or wrong decisions made by

social workers could have serious ramifications (Greer, 2016:102). Social workers have a predisposition to job-related stress and burnout, which in return can negatively impact the work performance and personal well-being of social workers (Botha, 2000:206-207; Chiller & Crisp, 2012:232-234; Greer, 2016:2). Working conditions such as high caseloads, scarce resources, poor remuneration, counter-productive working conditions of both social workers and supervisors contribute to the prevalence of stress and burnout amongst social workers in South Africa and a lack of supportive supervision. A lack of supervision focusing on the social worker's empowerment could increase the likelihood of the social worker experiencing burnout (Engelbrecht, 2006:130; Jacques, 2019:199-202; Manthosi & Mathubele, 2016:51-52; Silence, 2017:51-52). In a study conducted in the North West province, the results indicated that at least 41% of the respondents experienced a decrease in job performance over the six months preceding the study. The researcher stated that it might be because of high levels of stress and stress-related issues.

The emotional load of the profession permits supervisors to implement debriefing sessions (Suraj-Narayan, 2011:193). Debriefing sessions could be done individually or in groups. Social workers are prevalent to experience stress due to the nature of the problems they have to work with, the emotional pressure and the tempo of decision-making that is required. A significant role of the supervisor is to provide psychological support to social workers. The aim of the support would be to prevent burnout, increase job performance, a decrease of job-related stress and enhance the coping strategies of the social workers (Suraj-Narayan, 2011:193, Jacques, 2019:199-202). Debriefing as part of supportive supervision would strengthen the emotional competence of social workers and aim at improving the effectiveness of services.

The supervisor must create a safe environment for social workers to reflect on challenges and growth (Botha, 2000:206). The primary concern of supportive supervision is mobilising emotional energy through managing or decreasing stress to enhance the social worker's performance (Suraj-Narayan, 2011:192; Egan, Maidment & Connolly, 2016:13, Jacques, 2019:199). Through supportive supervision, the motivation and commitment of the social worker are increased to enhance performance. It seems, however, that the implementation of the supportive function of supervision is limited by the time available for supervision. Due to a lack of time, Supervisors tend to focus on administrative matters more than on social workers' support (Engelbrecht, 2019a:12). This could probably be seen as the single biggest problem of social work supervision. As a result of the magnitude of administrative and managerial functions of the supervisor, the focus of supervision moved away from the focus on the development of the social worker. The current implementation of the administrative function focus on correcting and a control function. The supportive function is also referred to as the restorative function because it focuses on mobilising the social worker's emotional energy to be effective in service rendering (DSD, 2012a:24-25).

The supervisor also focuses on increasing the social worker's motivation and creating a working environment that acts as a shield against stress and burnout. Subsequently, this could enhance the work performance of social workers (Suraj-Narayan, 2011:193).

Some of the aspects focused on during supportive supervision to improve their effectiveness include:

4.9.3.1 *Care for the Carer*

The supervisor focuses on reinforcing ego defences and equips social workers to manage work and life-related stress more effectively. This includes reducing anxiety, renewing faith, enhancing the social worker's ability to cope with adversity and developing a work-life balance (Suraj-Narayan, 2011:192; Jacques, 2019:199). Social workers may experience inherent stress and burnout working in the field. The supervisor's role would be to debrief social workers and refer social workers for counselling where needed (Suraj-Narayan, 2011:192).

The South African environment poses a variety of challenges contributing to potential stress for social workers. Social workers are faced with phenomena such as orphaned and vulnerable children, HIV and AIDS infected and affected families. Continuous exposure to hardships can cause social workers' relationships to suffer, and their perception of their role as helpers may degenerate.

Some authors state that supportive supervision is neglected in the developing African context (Jacques, 2019:199). Vast distances in Africa contribute to the fact that the supervisor is often inaccessible and unavailable to social workers that need support (Jacques, 2019:199). The combination of social workers in distress and supervisors unavailable for support creates a high-risk situation that negatively exposes service users and the organisation (Jacques, 2019:199).

4.9.3.2 *Creating a secure environment for practice*

Emotions are imperative for a person's ability to adapt, develop and survive. The actions of social workers are driven by the emotions they experience (Jacques, 2019:200). Enhancing teamwork and support in the workplace contributes to creating a safe and secure environment for practising social work (Suraj-Narayan, 2011:192). This would provide social workers with support and security in their working environment. If the workplace is characterised by conflict, stress and insecurity, it could add to the stress of the social worker, and the effect of the stress and emotions

would be far worse. The supervisor should assist and encourage social workers to create a secure environment that allows a social worker to experience support.

4.9.3.3 *Emotional competence*

Supervisors must facilitate stress management programmes and enhance social workers' coping methods (Suraj-Narayan, 2011:192). Emotional capability has a direct impact on the actions of a social worker. According to Jacques (2019:200), there are five intrinsic elements involved in the emotional capability of a social worker:

- *Emotional awareness.* Social workers should be able to identify and acknowledge the emotions they experience as well as the source of these emotions.
- *The ability to have empathy.* In this regard, empathy refers to the ability to comprehend what others are feeling and thinking.
- *Self-management.* A social worker must have the ability to manage their feelings and achieve goals.
- *Interpersonal skills.* Social workers need to be efficient in relating to others in a considerate and decisive manner.
- *Appropriate values.* Social workers must have appropriate values that guide the outcomes of emotional awareness, which imply having high emotional intelligence.

Social workers are faced with a vast number of emotions every day. There is a greater risk of burnout if social workers do not deal with their emotions. Supportive supervision is focused on dealing with these emotions and assisting social workers in processing emotions effectively (Silence, 2017:45).

Historically, effective supervision relies on the balanced implementation of these functions to reach the objectives of supervision. Through supervision, social workers are motivated to continue with their professional development (educational); to be in a position to show personal and empathetic responses to service users (support); to effective performance and adherence to organisational practices, norms and standards (administrative) (Botha, 2000:207; Jacques 2019:193-194).

The question seems to be if the functions of supervision are still valid in terms of the Developmental Approach. The description of the different functions portrays crucial aspects that seem to be essential for a social worker's effective functioning, ensuring an effective, professional service to the service user.

The following section will propose a description of supervision that could help develop a developmental-focused approach to supervision.

4.10 The Relevance of Supervision Functions for the Developmental Approach

A linear discussion of functions of supervision may defy the purpose and aim of the Developmental Approach. For this reason, the researcher suggests that the description of supervision in the South African context is elaborated to include a variety of concepts that will honour the Developmental Approach.

The functions discussed portray essential elements that support the aim of supervision. A focal shift could, however, contribute to the implementation of a more Developmental Approach in supervision. The supervision functions should be regarded as categories of behaviour from the supervisor to assist in achieving the objectives of supervision. The focus of supervision should aim at sustainable empowerment of the social worker so that she can provide an effective service. The determinants of sustainable empowerment could be formulated as practice standards for social workers. Supervision should not aim at merely implementing the three functions of supervision as the descriptors of supervision. The functions of supervision should not be the primary focus of the supervisor. The focus of supervision should be aligned with a set of predetermined outcomes, and the supervisor performing the functions should support reaching the outcomes. Focusing on well-formulated outcomes based on the required skills, knowledge, attitude, and experience would support the foundational aspects of the Developmental Approach (cf. 2.2.3).

Through development, the social worker will gain control over her practice, and supervision will acknowledge the social worker's potential, indigenous knowledge and expertise in pursuit of the identified outcomes. The supervision objectives must focus on changes in relationships, increasing the social worker's ability to access resources and implementing policies. Focusing on outcomes can promote the social worker's active participation in supervision, and social workers can contribute to building their capacity as professionals and promoting their well-being and development. Supervision should focus on creating opportunities for social workers to develop

their required skills. By concentrating on the required outcomes, supervision will be person-centred and invest in the development of social workers.

To support the outcomes-based focus of supervision, a set of statements describing the desired set of behaviours or range of activities that social workers will be accountable for is needed (Scott, Laragy, Giles & Bland, 2004:614-616). The practice standards must focus on specific behaviour, knowledge, and actions expected of social workers in practice. Practice standards will inform the objectives of supervision.

Practice standards are commonly used in countries like the USA, UK and Australia (AASW, 2013:3-17; NASW, 2013:1-32; Swart, 2016:1-153). The development of practice standards must be focused on the Developmental Approach and the context of social work in South Africa. However, the proposed development of practice standards must be a structured and inclusive process to ensure that the formulated standards are a true reflection of what is required of social workers in the South African context. The proposed standards must be verified and accepted as general guiding factors.

Based on the standards for the training of social workers in South Africa (CHE, 2015:6-17), the following focal points can be identified to classify and describe guidelines for possible standards:

4.10.1 Professional Identity

Social workers need to develop an understanding of various aspects relating to their professional identity. The ability to portray a professional identity includes the power of process and building relationships, the ability to promote human rights, understanding the Self as an essential instrument in service rendering, and the ability to implement empowerment strategies with families, individuals, groups and communities (CHE, 2005:9). The skills relating to professional identity also include the skill to use supervision effectively and demonstrate the ability to understand and manage the links between the professional and the personal aspects of life.

Further, it is expected of social workers to demonstrate a commitment to professional ethics and an ability to think critically, display scholarly reasoning and exhibit an openness to new experiences and paradigms (CHE, 2015:9). Implementing a Developmental Approach in supervision will include assessing the skills that a social worker would need to develop in this regard and continuous reflections on the behaviour patterns that reveal the social worker's professional identity. A portfolio list of job-specific competencies could ensure that the supervisor and social worker agree/contract on specific outcomes that need to be addressed in developing

the social worker's professional identity. These outcomes can be effectively crafted into a developmental plan that will guide both the social worker and the supervisor in supervision (Engelbrecht, 2019c:176-183).

The developmental plan will be drafted after a personal developmental assessment that will be conducted in the engagement phase of supervision (cf. 4.13). The supervisee's involvement in the process will place a strong emphasis on participation, empowerment, transparency, appropriateness, accountability, efficiency & effectiveness, partnership and sustainability (cf. 3.3.1, 3.3.3, 3.3.6, 3.3.7, 3.3.8, 3.3.10, 3.3.11 & 3.3.13). All these aspects are identified as characteristics of the Developmental Approach. The objectives for supervision set in the developmental plan will allow a social worker to work on appropriate competencies and sustainable development to benefit the service user, the organisation and the social worker.

4.10.2 Ethical skills

Social work has a strong emphasis on ethics (Caras, 2013:133-135). Social workers must be able to integrate international, regional and national statements of ethical practice in service rendering. It is expected of social workers to critically evaluate their actions in terms of the code of conduct. Social workers must develop the ability to manage the boundaries of professional practice and display skills in negotiating ethical decision-making (CHE, 2015:11). Social work practice in South Africa is guided by the Code of ethics (SACSSP, 2016:7). It is expected of social workers to develop competency in ethical decision making to ensure that the code of ethics is applied diligently. The nature of social work and the diversity of society contribute to the complexity of situations that social workers face. Supervision should focus on the social worker's increased ability to critically analyse and reflect on actions and decisions to ensure that an impeccable ethical standard is adhered to.

Ethical skills would require social workers to have a deep understanding of the principles of the Developmental Approach and, subsequently, the ability to integrate these principles into their daily actions and decisions (Watson & West, 2006:2). Ethical practice requires social workers to incorporate a sincere awareness of the approach to practice, a robust empowering value base, anti-discriminatory, anti-oppressive principles and a great emphasis on accountability. All these elements are characteristics of the Developmental Approach (cf. 3.3). Social workers need to be competent to incorporate these elements into practice; ethical practice is much more than blindly following the rules (Pullen-Sansfaçon, 2015:188).

Practise standards focused on developing this competency in social work should encourage and stimulate critical thinking and evaluating practices. Social workers should engage in reflection activities to evaluate their practices and professional relationships.

4.10.3 Legislation and Policies

Social workers render services in a complex environment, and various legislation and policies influence service rendering. Social workers must develop the skill to analyse, formulate, evaluate and advocate for policies that enhance sustainability, human capacity and quality of life (CHE, 2015:12). Social workers must understand the relationship between social work and the law to be effective in service rendering. As discussed in Chapter 2, the unique approach to social welfare requires social workers to understand the dynamics relating to the historical background, and the political and socio-economic environment in South Africa. Social workers in South Africa must render services from an indigenous perspective to address the realities of society.

Policies and legislation mandate the actions of social workers and provide the structure in which services are rendered. If a social worker cannot analyse, integrate and critically reflect on the content of legislation and policies, social workers' actions will be thoughtless and haphazard. To ensure effective professional social work services, social workers must develop a competency to integrate legislation and policies into their daily actions and decisions.

Supervisors should empower social workers to ensure that they measure their efforts against the characteristics of the Developmental Approach. For one, social workers must have an in-depth knowledge of the Developmental Approach to effectively implement the policies and meet South African social work expectations. The link between the implementation of the Developmental Approach's characteristics: participation, empowerment, transparency, appropriateness, efficiency & effectiveness and partnership (cf. 3.3) and the legislation and policies are vital to ensure that developmental social work takes shape in South Africa. Social workers should further develop knowledge and skills to communicate with policymakers to ensure that policies are aligned with the realities of practice.

4.10.4 Assessment and intervention

Assessments and interventions are the pillars of social work. The nature of social work should be portrayed in the assessments and interventions. The Developmental Approach requires service user participation, partnership and empowerment in service rendering from social workers (cf. 3.3.1& 3.3.3). The nature of assessments and interventions is thus greatly influenced by the

welfare approach. Social workers should improve their ability to do holistic assessments, considering all dimensions of life, understanding the person-in-environment and mobilising resources and strengths in communities to empower the service user (CHE, 2015:10).

Assessment frameworks and intervention strategies should reflect the Developmental Approach. Social workers should develop the proficiency to evaluate existing frameworks and strategies against the principles of the Developmental Approach (cf. 3.3). The formulation of specific objectives for supervision in this regard will encourage the evaluation of assessment frameworks and intervention strategies. Social workers must be enabled to explore various appropriate theories, frameworks, and intervention strategies to ensure that social work practices are reasonable for service users' realities. Social workers must critically evaluate their practice and actively work towards aligning practices with the Developmental Approach. Supervision objectives can focus on developing this competency instead of dictating actions and working reactively on the challenges social workers experience with services to service users.

Social workers are responsible for ensuring inputs that encourage self-reliance, sustainable change and accountability with service users. In this regard, the supervisor should encourage the social workers to think critically and evaluate the planned interventions.

4.10.5 Writing and professional communication

Professional communication forms an enormous fragment of social work. Various platforms that require professional communication exist. Apart from interviews, multi-disciplinary meetings and assessments, the social workers must communicate findings in research reports and statutory reports in various courts. Social workers are often critiqued for the poor quality of report writing. Continuous development and growth in this aspect of social work are essential (September, 2010:314).

The risks, complexity, and uncertainty in the situations that social workers have to deal with require social workers to develop proficiency to engage fully with various dynamics arising from service users' situations (Woodcock Ross, 2016:11-13). Communication is key to social work practices on many levels. Communication skills include interviewing skills, negotiating with community leaders, advocating for the rights of service users, and mitigating for the best interest of children in courts, to name a few; it is thus evident that excellent verbal and written communication skills are critical to effective social work intervention.

The Developmental Approach requires a focus on participation, empowerment, self-reliance and social justice (cf. 3.3). The characteristics of the Developmental Approach should shape communication on all the different platforms. Communication in the supervision relationship could play an essential role in modelling sustainable development in communication skills. Objectives focusing on developing communication skills should support the empowerment of the social worker.

The various communication platforms' current skills and developmental needs should be identified in a participatory process during supervision. Objectives should be formulated to address these developmental needs of the social worker. Reflection on conflict situations with service users, court appearances and reports should be utilised as growth opportunities.

4.10.6 Research

The need for relevant, recent research in developmental social work is stressed throughout this thesis and in theory (cf. 2.3.5, 2.5, Sekudu, 2019:281-282). Research by social practitioners that will inform the development of indigenous, relevant knowledge for the unique welfare approach is required in South Africa. It is essential to limit the application of incompatible, problem-focused theories in a Developmental Approach. Social workers must engage in research and use findings to inform practice (CHE, 2015:11). Research should focus on indigenous practice and the realities of South African service users. Results should be used to develop theories relevant to the developmental context of South African social work. Research should guide social workers' actions and reflect on practice methods (Sekudu, 2019:281-282).

Each social worker must understand the value of practice-based research. The competency to perform research also refers to the ability to conduct research in a social worker's day-to-day practice. The findings of such research projects should inform intervention strategies and the development of indigenous practices. Social workers should develop and refine their ability to communicate research findings to enrich social work knowledge (CHE, 2015:11). Research conducted could contribute to developing best practice models amongst organisations and social workers. Through research, social workers will engage in research-informed practices, and the theoretical knowledge base of social work will be developed according to the realities experienced in practice. Research in practice will also ensure that relevant research, based on social work's needs and realities, will be conducted and subsequently provide social workers with scientific knowledge.

Research as a core competency in social work would ensure efficiency & effectiveness, appropriateness of services, sustainability, empowerment and universal access to services. In addition to the characteristics mentioned, research would encourage and prepare social workers for transparency, partnership, participation, equality and social justice (cf. 3.3.1-3.3.14). Research would allow social workers to adapt practices to the community's needs and work towards sustainability instead of only focusing on immediate relief. Social workers must investigate, analyse and critically reflect on communities' realities, needs and resources. With knowledge aligned with the Developmental Approach, social workers would be able to focus services on real needs experienced.

Supervisors should also engage in research projects to promote the alignment of theory and the realities of practice. Research done by supervisors is important because it promotes their knowledge of supervision, and they contribute to the development of locally informed literature to guide supervision. In addition to that, it is important that supervisors are role models for social workers. If supervisors engage in research, they improve the quality of their work and set an example for their social workers. Supervisors should focus their research on elements relevant to supervision to address the lack of local, recent information on the implementation of supervision (cf.1.2).

4.10.7 Core values and principles of social work

Social workers should develop a competency to apply the core values and principles of social work in developmental social work. The Supervisor and supervisee need to identify specific behaviour patterns and actions that will portray the social worker's development in this regard. Some aspects included within this particular outcome relate to the understanding that the service user should be able to solve their problem (cf. 3.3.2 & 3.3.3). The social worker must develop the ability to display acceptance while challenging behaviour or conditions that are harmful to others or self-destructive. The Developmental Approach accentuates the participation of the service user in service rendering. The social worker needs to develop the ability to allow the service user to be a partner in service rendering and respect the right of self-determination (CHE, 2015:10). Intervention requires that a social worker incorporate the Developmental Approach's characteristics, such as participation, sustainability, empowerment, accessibility, effectiveness and efficiency, with the implementation of the core values of social work. All the characteristics of the Developmental Approach discussed earlier (cf. 3.3.1-3.3.14) are echoed in social work's core principles and values.

4.10.8 Working with diversity

Developmental social work requires a high level of self-awareness regarding personal and cultural values, beliefs, traditions and biases and how that impact the ability to work with and develop relationships with people in a diverse community (CHE, 2015:11). Supervisors must identify, assess and develop specific behaviour patterns of social workers in supervision that will allow them to work more effectively with service users. Working with diverse cultures can be challenging, and balancing cultural beliefs and values with legislation can be daunting.

Competence in working with diversity also requires the ability to facilitate inter-sectoral collaboration and teamwork across disciplines and among social service professionals (CHE, 2015:11). By exploiting techniques such as observation, roleplay, modelling, and participation in multi-disciplinary discussions, supervisors can effectively contribute to developing the skills of social workers to work with diversity. Honest and critical reflection on behaviour patterns, challenges and successes are crucial in sustainable skills development.

4.10.9 Knowledge, practice skills and theory

Obtaining a degree in social work requires making a careful selection from a wide range of available theories and knowledge and facilitating the conceptualisation of these theories and knowledge on a higher level of abstraction (CHE, 2015:11). The Developmental Approach in social development requires a different set of skills and approach to social work. Social workers in South Africa need to continue assessing and evaluating the compatibility of theories and knowledge in the required service delivery framework. The alignment of theories and knowledge implemented should support the principles of the Developmental Approach (cf. 3.3.1-3.3.14).

The different focus areas of development of a social worker could play a guiding role in the construction of developmental supervision. The focus areas, or guidelines for practice standards, were only discussed briefly. To use the proposed guidelines for practice standards effectively, the social worker's performance would have to be assessed, and descriptors of expected behaviour should be defined to inform the objectives of supervision. Practice standards could provide a uniform structure of the expected behaviour of a professional social worker. The objectives would focus on developing the social worker's potential. In pursuing the objectives, the Supervisor will use support, education and administrative processes to assist in reaching the objectives. Support, education and administrative processes could, in this regard, however, be a vehicle for accomplishing the objectives and not be the objective itself.

In defining practice standards, the provision could be made for different skills and knowledge levels to encourage social workers' progressive, lifelong development.

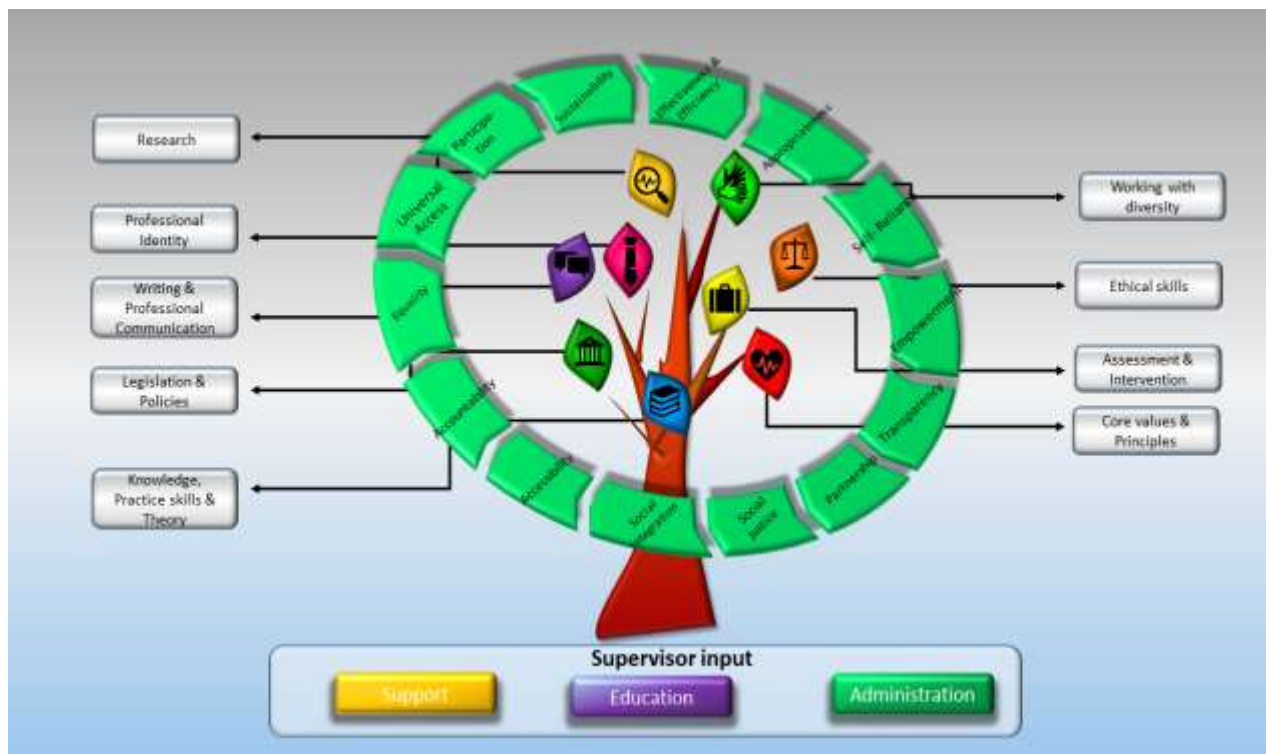


Figure 4.2: Categories for practice standards and their relation to the supervision functions

The principles of the Developmental Approach will be reflected in the proposed model. Social workers will be expected to act as partners in the supervision process (cf. 3.3.1 & 3.3.11). As illustrated in Figure 4.2, the functions of supervision, as described by Kadushin (1976), are the foundation of supervision. However, to adapt to the Developmental Approach, it is proposed that practice standards should be formulated to describe the desired outcomes of supervision. The functions would thus elucidate the actions of the supervisor, focused on empowering the social worker as described in terms of the practice standards.

Table 4.1 summarises the discussion of proposed guidelines for practice standards and their relation to the Developmental Approach. The table also includes a column with practical skills that a social worker would need to develop as a determinant of the practice standard. Practice standards need to have a functional, specific descriptor of the desired behaviour or skill of the social worker. The Framework and Guidelines for supervision (Appendix K) contain more detailed tables on each of the relevant skills groups.

Table 4.1a: Proposed guidelines for practice standards linked to the Developmental Approach

Skill group	Characteristics of the Developmental Approach	Specific skills, knowledge and attitude related to the practice standard
Professional identity	Participation Empowerment Transparency Appropriateness Accountability Efficiency & effectiveness Partnership Sustainability	Knowledge of the role of the social worker in different practice scenarios Knowledge of personal strengths and weaknesses Personal and professional resilience and adaptability Responsibility for own learning and development Ability to set professional boundaries Professional behaviour Ability to promote the profession
Ethical skills	Accountability	Understand and implement ethical principles and values of the profession Ability to manage respectful partnerships Effective management of conflict Critical application of the ethical code (SACSSP)
Legislation and policies	Participation Empowerment Transparency Appropriateness Efficiency & effectiveness Partnership	Extensive knowledge of relevant policies and legislation Ability to implement policies and legislation

Table 4.1b Proposed guidelines for practice standards linked to the Developmental Approach

Skill group	Characteristics of the Developmental Approach	Specific skills, knowledge and attitude related to the practice standard
Assessment and intervention	Participation	Demonstrate the ability to build effective professional relationships with service users, setting appropriate professional boundaries;
	Partnership	
	Accountability.	Implement a holistic approach in the identification of needs, circumstances, rights, strengths and risks;
	Empowerment	
	Sustainability	Identify and use appropriate assessments frameworks;
		To plan, implement and review effective interventions and evaluate the outcomes;
		Plan and implement all three primary methods of social work in managing the caseload effectively;
		Recognise, facilitate and manage the use and involvement of community resources in addressing the needs of the service user effectively;
		Demonstrate skills in effectively sharing information appropriately and respectfully

Table 4.1 c Proposed guidelines for practice standards linked to the Developmental Approach

Skill group	Characteristics of the Developmental Approach	Specific skills, knowledge and attitude related to the practice standard
Writing and professional communication	Participation Empowerment Self-reliance Social Justice	Write professional, logical and grammatically correct reports Present facts, supporting evidence and professional interpretation of information; Maintain accurate, understandable, concise and timely records and reports per legislation and organisational policy; Use a range of verbal, non-verbal and written methods of communication relevant to intervention; Display interviewing skills by applying a variety of interviewing techniques; Communicate skilfully and confidently in complex or high-risk situations; Demonstrate confident and effective judgement about risk and accountability in decision making; Question the reliability and validity of information; Know how to formulate, test, evaluate and review hypotheses in response to information available; Demonstrate the capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice; Being able to formulate and make explicit, evidence-formed judgements and justifiably decisions; Critically evaluate information and provide a justified professional opinion Ability to function in a multi-lingual environment and use interpretation when necessary.

Table 4.1 d: Proposed guidelines for practice standards linked to the Developmental Approach

Skill group	Characteristics of the Developmental Approach	Specific skills, knowledge and attitude related to the practice standard
Research	Empowerment Appropriateness Efficiency & Effectiveness Partnership Sustainability	Demonstrate skills in using qualitative or quantitative research methods; Use research to inform practice; Perform practise based /action research to enhance intervention and the quality of practice;
Core values and principles	Social justice Appropriateness Effectiveness & Efficiency Partnership Sustainability	Demonstrate the ability to respect the worth and dignity of all human beings Facilitate social work intervention in a way that the service user solves their problem Demonstrate the ability to separate accepting the person from changing the destructive or harmful behaviour of the person Practice social work in such a way that the service user benefits from services and adheres to the value of doing no harm Demonstrate an understanding of inter-dependence Respect the right to self-determination of each service user Respecting confidentiality within legal boundaries

Table 4.1e: Proposed guidelines for practice standards linked to the Developmental Approach

Skill group	Characteristics of the Developmental Approach	Specific skills, knowledge and attitude related to the practice standard
Working with diversity	Participation Empowerment Transparency Appropriateness Efficiency & effectiveness Partnership	Knowledge of the impact of personal values, culture, beliefs, traditions and attitudes on relationships Demonstrate competence in non-discrimination Ability to form relationships and treat all persons with respect and dignity – irrespective of their culture, religion, gender, nationality, language, disability or sexual orientation
Knowledge, practice skills and theory	Participation Empowerment Transparency Appropriateness Efficiency & effectiveness Partnership	Learn and use a variety of theories, approaches and models in providing services to families and individuals, groups and communities focusing on the protection of children and balancing risks; Display the ability to evaluate and use models and theories that are aligned with the Developmental Approach

Source for Tables 4.1 a-e: Adapted from CHE (2015:6-10)

The proposed guidelines for practice standards can be used to guide all facets of supervision. The job inventory and assessment of the social workers' skills can be done according to the guidelines for practice standards. The guidelines can be used for the development of the personal development plan of the social worker, continuous feedback and to do the performance appraisal of the social worker. The proposed guidelines for practice standards will enable the supervisor to focus the development of the social worker on the requirements of practice. The proposed

framework for guidelines for practice standards gives an integrated discussion of the functions of supervision, the principles of the Developmental Approach, the process of supervision and the proposed guidelines for practice standards (Appendix K).

The following section will introduce the process of supervision and align the implementation with the proposed guidelines for practice standards.

4.11 Process of Supervision

Supervision is a multi-faceted process (cf. 1.6.1), and providing a tangible product of supervision seems impossible. However, the development of practice standards could offer concrete outcomes for supervision. The identified practice standards should be specific and provide standard behaviour guidelines. These anticipated behaviour guidelines will be used to assess the social worker. The social worker and the supervisor will then collaboratively reflect on the expected growth areas. Growth areas and typical behaviour will be used to formulate objectives that will provide direction to supervision. A supervisor must have a clear understanding of the supervision process to ensure progressive development and to identify and manage the dynamics of the supervision sessions.

One of the biggest challenges seems to be that none of the supervision models linked with supervision is directly identifiable with the Developmental Approach (Ncube, 2019:1). Some authors propose a process model based on the social development planned change model (Patel, 2015). This model offers a cyclical process with specific tasks identified for each phase (Engelbrecht, 2019c:175-176:144; Ncube, 2019:11-20). A cyclical process allows for continuous evaluation and redefinition of specific objectives once an objective is reached. A cyclical approach complements the progressive nature of supervision required by a Developmental Approach focused on the sustainable development of strengths and competencies. This will also allow the supervisor and supervisee to collectively determine the focus of supervision while acknowledging the skills and knowledge already mastered by the individual social worker. Supervision objectives based on practice standards will thus contribute to supervision, recognising learning achieved and focusing on specific criteria required for a social worker to meet the profession's requirements.

4.11.1 Engagement

The purpose of this phase is to establish a supervisory relationship (Ncube, 2019:11). According to the Developmental Approach, the association should be collaborative and should be based on

a partnership and encourage the social worker's participation (cf. 3.3.1, 3.3.11). During this phase, the supervisor will purposely tune in on the supervisee's professional background, focusing on the knowledge, experience, motivation, and career goals of the social worker. This engagement with the social worker also allows the supervisor to start with the expertise and experience that the social worker has. In other words, it begins where the social worker is (Ncube, 2019:11). This is also vital for the Developmental Approach as it aims to work towards empowerment and sustainable development. The execution of the engagement phase of supervision will thus be a collaborative process between the social worker and the supervisor, allowing both to give inputs and allow for honest reflection.

Open communication is essential and contributes to setting the tone for a trusting relationship that characterises transparency, partnership, and equality and encourages participation (cf. 3.3.1, 3.3.5, 3.3.6 & 3.3.11). Given the current situation where supervisors are also responsible for managing the services, the supervisor will have to focus on describing the nature of the relationship and work diligently on gaining the supervisee's trust.

4.11.2 Assessment

This phase aims to create an inventory of job-specific competencies and related practice standards (Engelbrecht, 2019c:175-178; Ncube, 2019:12). The practice standards combined with the job-specific competencies required will inform the formulation of specific objectives for the supervision process. The Developmental Approach stretches the importance of participation, transparency and empowerment (cf. 3.3). The assessment phase and associated tasks should be implemented as an inclusive process conducted transparently to allow participation and work towards sustainable empowerment. The assessment must be guided by the proposed guidelines for practice standards and allow for establishing the strengths of the social worker (cf. 4.9. Ncube, 2019:12).

Engelbrecht links the inventory of job-specific competencies with the engagement phase (Engelbrecht, 2019c:175-176). This illustrates that the process is integrated, and the phases and tasks cannot be implemented separately. The process is holistic and integrated. The implementation of the tasks of supervision should be performed vigorously. Continuous assessment of the needs of the social worker should guide the implementation of the supervision principles. As social workers adapt and develop, new objectives should be formalised for supervision.

4.11.3 Planning

Following the engagement and assessment, the supervisor and the supervisee should develop a plan to reach the supervision objectives. This involves contracting on supervision details, including the logistical arrangements such as frequency and duration of supervision sessions (Ncube, 2019:12). Planning should include well-formulated objectives based on the post's specific requirements, focusing on the competencies and practice standards (cf. 4.9).

In this phase, the supervisor and the supervisee must continue to implement the Developmental Approach's principles. This phase can confirm the partnership and participation of the social worker. Aspects such as sustainable development, effectiveness & efficiency, empowerment and accountability should be addressed in the supervision planning. The supervisee should be actively involved in the planning of supervision. In implementing the Developmental Approach, self-reliance, partnership and participation should inform the objectives of supervision.

4.11.4 Contracting

The supervision framework (DSD, 2012:27) proposes a written agreement between the supervisor and the supervisee stipulating the supervision details. The specific details of the contract would cover three categories: the duration and frequency of supervision, record keeping and the parties' roles, responsibilities and mandates. A contract can be a valuable process and product that could provide structure in implementing supervision. Compiling a contract is a valuable part of supervision and provides both parties to clarify expectations.

4.11.5 Implementation

During the implementation phase, both the social worker and supervisor will reach objectives and continuously evaluate progress (DSD, 2012a:27). Proposing the cyclical approach will entail that the parties continually formulate new objectives (Engelbrecht, 2019c:175-176; Ncube, 2019:11-20).

The proposed practice standards (cf. 4.10) focusing on developing the professional identity of the social worker will guide supervision. The expectation would be that the social worker progressively master skills, knowledge and attitude and that the expectations relating to a specific skill become more advanced as the social worker gains experience. It is suggested that the practice standards should be formulated to act as practical indicators that can be used by both social workers and

supervisors to determine what is required in practice and to evaluate the performance of the social worker.

It is suggested that during the implementation phase of supervision, the supervisor moves away from focusing merely on the implementation of the functions of supervision (cf. 4.9) towards utilising the different functions to achieve the outcomes identified based on the guidelines for practice standards.

Aligning the implementation of supervision with the Developmental Approach is crucial. The supervisor should implement supervision practices in such a way that it supports the empowerment, participation, effectiveness & efficiency and accountability of the supervisee (cf. 3.3.3). The suggested models for supervision should be adapted and implemented to create a unique supervision process for each social worker. Some general aspects supervisors should focus on in the implementation of a Developmental Approach in supervision are:

- adapting a developmental, solution-focused language in supervision (cf. 4.7 & 4.8);
- creating a collaborative partnership with the supervisee (cf. 3.3 & 4.8);
- adopt a goal-orientated approach with tangible, clearly defined objectives based on the competencies of a social worker (cf. 4.10);
- during the implementation of supervision, the supervisor should encourage the social worker, illuminate successes and compliment the social worker (cf. 4.8.1);
- the supervisor and supervisees must both accept responsibility for the supervision process. The supervisor is not the expert. Both parties are partners in the supervision process and co-responsible for the growth and development of the social worker (cf. 4.8.3);
- supervision should focus on the resources available, generating solutions and options for challenges experienced (Medina & Beyebach, 2014:9-15, Dewane, 2015:24);
- the supervision process should emphasise the competence of the supervisee and reflect on exceptions to determine successful behaviour patterns that can be reinforced (cf. 4.8.4);
- the implementation of supervision should include feedback to the supervisee on progress and the development of the supervisee (cf. 4.8.5);

- the dynamic nature of supervision would include a continuous evaluation of progress and formulation of new goals (cf. 4.8.5).

The supervisor should develop and implement techniques that would assist both parties in aiding the sustainable development of the social worker. Some techniques that could be used successfully include reflection, mind maps for generating solutions, miracle questions, scaling questions, reflection on exceptions and complimenting (cf. 4.8.1).

During the implementation of the supervision process, the inputs of the supervisor would include support, education and administrative management. The focus of supervision will, however, be the empowerment of the social worker aligned with the required competencies (cf. 4.10).

4.11.6 Evaluation

In implementing the supervision process, the supervisor must work obstinately towards implementing the Developmental Approach. Techniques used in performing the supervision process tasks must inspire sustainable development through participation, collaboration, and a deliberate focus on empowerment (cf. 3.3 & 3.3.1).

As the social worker becomes more skilled and trained, the nature of supervision and the supervisor's role will change. The focus of supervision will also change. Supervision could focus on developing the social worker's advanced competence based on the skills required (cf. 4.9). As supervision is mandatory in South Africa (cf. 4.3.2), supervision will transform into a consultation relationship.

The process used in implementing supervision should honour the principles of the Developmental Approach. The supervision process should be flexible, and collaboration between the supervisor and supervisee is essential.

4.12 Summary

This chapter provided an extensive discussion about supervision and demonstrated their complex nature. The first step in bridging the gap between the challenges experienced with the realities faced in practice and the implementation of development-focused supervision, is a profound knowledge and understanding of all the different aspects related to supervision. Only then will

supervisors recognise the impact supervision has on social workers and their service users. Proper supervision will also contribute to the development of the profession.

The conscientious and cognisant implementation of different functions of supervision that are aligned with the specific developmental outcomes will assist supervisors in managing the dynamics of supervision towards the holistic, professional development of social workers. The integration of functions, principles, outcomes and the process of supervision is critical for the success of supervision.

CHAPTER 5 RESEARCH METHODOLOGY

5.1 Introduction

In Chapter 1, the topic of the research was introduced. It was clearly stated that the supervision practices in South Africa are not yet fully aligned with the Developmental Approach, which is the central approach to social welfare services in South Africa. While supervision is a pivotal part of social work services, it is still entrenched with problem-focused theories and approaches. Literature and feedback from social work professionals highlight inadequacies in implementing supervision, resulting in poor services and ineffective social workers.

This chapter will focus on the research theory that will be used to plan and structure the empirical study. First, the research philosophy will be discussed. The research approach and the planned research design will then be explained. The researcher used the application of a mixed-method model in performing the study. This method will be explained in some depth. Attention will also be paid to the ethical issues that should be addressed in a study such as this.

Although the main focus of this chapter is to provide the theoretical background related to the empirical research, there will be an integration with what was planned for this study. This will provide some context for chapter 6.

5.2 Research Philosophy

Research philosophy relates to the system of beliefs and assumptions on how knowledge is generated and constructed (Saunders, Lewis & Thornhill, 2015:124). Knowledge is developed through research projects; therefore, researchers must be informed about research philosophies. The four research philosophies widely discussed in the literature are post-positivism, constructivism, transformative and pragmatism (Creswell, 2014:35). Researchers need to clearly understand the research philosophy they follow as it directly impacts the research process. Throughout the research process, a researcher makes several assumptions, consciously and subconsciously (Saunders et al., 2015:124).

The study was conducted from a pragmatic approach. Pragmatic approaches to research problems believe that concepts are only relevant where they support action. Therefore, concepts, theories, ideas, hypotheses and findings are considered to achieve practical solutions during the research. The aim is to create a new set of beliefs guiding further actions from supervisors and supervisees (Morgan 2014:1051).

The research philosophy realises three levels of the researcher's beliefs. During the study, the researcher will make several assumptions that will be impacted by human knowledge (Epistemological assumptions), the nature of reality (Ontological assumptions) and the way the researcher's own beliefs and values impact the research process (Axiological assumptions) (Saunders et al. 2015: 127-128). These concepts are shortly discussed.

5.2.1 Epistemology

The concerns about what constitutes acceptable, valid and legitimate knowledge are called Epistemology (Saunders et al., 2015:127). The pragmatic approach regards human knowledge as complex and rich. Knowledge is constituted from the practical consequences of ideas and is constructed from processes, experiences and practices. For this reason, the study included qualitative data encapsulating the research participants' experiences, narratives, views and realities.

The study also includes statistical data to test and validate the experiences and views of the participants in the qualitative phase of the research. The statistical data portrayed the practical ideas constructed from respondents' processes, experiences and practices. The researcher will analyse, interpret and compare statistical data with narratives from the qualitative phase.

5.2.2 Ontology

Ontology refers to assumptions about the nature of reality (Saunders et al., 2015:127). Reality is the embodiment of knowledge in specific contexts. Theories and knowledge are valuable and "true" when they lead to successful actions. Reality focuses on problems, practice and relevance to the context. Pragmatism focuses on contributing to future practice.

The concept of ontology may seem abstract and removed from the research project. However, the researcher's assumptions shape how the researcher views the research project and the research objects. These assumptions may be conscious or subconscious. The researcher's beliefs shaped this research project about organisations, the implementation of the Developmental Approach, supervision, supervisors, and supervisees. These assumptions could also impact research arguments and the topics identified during the qualitative research. To limit the impact of personal beliefs, the researcher needs to ensure the trustworthiness and credibility of the data. The link between ontology and pragmatism emphasises that the researcher can consider complex, rich external factors impacting the reality of social workers. Processes,

experiences and practices can be explored to inform the future implementation of supervision in South Africa (Saunders et al., 2015:137).

5.2.3 Axiology

Axiology refers to the role of values and ethics in the research process (Saunders et al., 2015:128). The social work profession is value-driven, and aspects such as confidentiality, respect, humanity, empathy and a non-judgmental attitude are fundamental values (SACSSP, 2008:4-8; Reyneke, 2010:233-248). The researcher implemented these values in the research, supporting the values of the profession and research. Pragmatic research is value-driven, initiated, and sustained by the researcher's doubts and beliefs (Saunders et al., 2015:137). The researcher follows a reflexive approach focused on adapting practices that will better relate to the context.

Research from a pragmatic approach focus on solutions and outcomes (Saunders et al., 2015:137). The study aims at finding solutions for the lack of alignment between current practices and the theory used by supervisors and supervisees in South Africa. The solutions will be translated into practical guidelines to inform supervision practice and enhance the link between practices and theory. Therefore, the pragmatic approach in this study aims to establish guidelines for practice standards that could improve supervision practices.

5.3 Research Approach

The research approach provides a blueprint for the plans and procedures followed in conducting the research (Creswell, 2014:31). There are three generally accepted research approaches: qualitative, quantitative, and mixed method (Creswell, 2014:31). Distinctively, the quantitative approach focuses on numbers and using closed-ended questions. On the other hand, the qualitative approach focuses more on the narrative and open-ended questions (Creswell, 2014:31). The mixed-method approach combines the quantitative and qualitative approaches in multi-phase research.

Qualitative research is the approach used to explore and understand the meaning respondents give to social problems. This research approach focuses on individual perceptions and acknowledges the complexity of situations. In qualitative research, the inductive style of reasoning is prevalent (Creswell, 2014:31).

In contrast, quantitative research focuses on testing objective theories and analysing the relationship between different variables. When using this research approach, there is a specific

focus on controlling alternatives, testing theories deductively and generalising findings (Creswell, 2014:31).

A third approach is a mixed-methods approach encompassing qualitative and quantitative data collection and integration. In essence, this approach believes that combining qualitative and quantitative approaches to research results in a more comprehensive understanding of the problem than either of the approaches individually (Creswell, 2014:31).

For this study, the researcher selected a mixed-method approach that involves collecting, analysing, and integrating qualitative and quantitative data. The mixed-method approach will allow the researcher to investigate supervision's complex nature and context. The approach will provide opportunities to explore the respondents' narratives and, to some extent, test the findings through statistical information. The research results will allow the researcher to describe the findings and report on the complexity of supervision within the South African context.

The researcher used an exploratory sequential mixed method design implemented in two phases (cf. 1.3.3; Creswell & Clark, 2011:86-87). The first phase was the qualitative study, during which a collective case study was performed to examine the supervision experiences of both supervisors and supervisees. In addition, the results of the first quantitative phase were analysed, which informed the second quantitative phase.

The first phase of the research informed the second qualitative phase. A questionnaire was distributed to test themes from the first phase with a larger population to advance the generalisability of results.

5.4 Research Design

The research design chosen provides structure and procedure for the research's execution (Creswell, 2014:32; Kothari, 2004:31). There are three types of research: quantitative, qualitative and mixed methods. The mixed-method design integrates qualitative and quantitative research and data. A mixed-method study involves collecting qualitative and quantitative data and incorporating both forms to provide a more comprehensive understanding of the research problem (Creswell, 2014:32).

Implementing the mixed-method research design allows the researcher to benefit from the strengths of both the qualitative and quantitative approaches (Bronstein & Kovacs, 2013:354). A mixed-method approach is a pragmatic approach to research that provide more comprehensive

answers to the research questions (Bronstein & Kovacs, 2013:355). Social work as a profession relies a lot on the professionals' narratives and exploring their insights will allow the researcher to contribute to the development of an indigenous, Developmental Approach to social work supervision.

Mixed-method studies are more complex and need more time to perform (Tariq & Woodman, 2013:6). However, this research design is appropriate for this study as the researcher aims to explore and explain the phenomena of supervision in South Africa. Pure quantitative or qualitative research would pose more significant limitations to the study. The first phase of the study will allow the researcher to explore the experiences and needs of professionals. From the themes identified, the researcher would draft the qualitative phase instruments to test the themes and come to more generalised conclusions.

The researcher selected the exploratory sequential design to be the most appropriate variant of mixed method designs for this study. The said design consists of a phase that explores the field of study qualitatively through interviews and subsequently uses the data to design an instrument that can be tested with a larger sample (Creswell, 2003). As indicated by the name of the design, the study entailed two phases that were conducted sequentially (QUAL→ quan) (Creswell & Clark, 2011:86-87). At the beginning of the study, the researcher did not have clarity on the important constructs. Research on the Developmental Approach in supervision and supervision in the South African context is limited (cf. 1.1, 1.2, 4.1, 4.2.3, 4.6). The nature of the study required both qualitative and quantitative data.

As a result, the first qualitative phase aimed at exploring the nature and practices of supervision in CPOs in South Africa. Specific focus was given to the nature and challenges of supervision and the alignment with the development approach. Themes were generated during this phase which informed the qualitative phase (Creswell, 2014:41-42).

The second quantitative phase tested the themes generated during the qualitative phase. This design is appropriate where a research problem is more qualitative orientated. This phase necessitated the need to assess, confirm or test the exploratory results to determine if they could be generalised to a specific population of social workers in South Africa.

The value of this design is that both qualitative and quantitative data are included in the study. The design involves two separate phases, which allow the researcher to focus, describe, implement and report on one type of data at a time. The inclusion of quantitative data improved the acceptability of the results and limited the biases of a qualitative audience. The second phase

was informed by the data gathered and analysed in the first phase, contributing to the value of the research (Creswell & Clark, 2011:89).

The limitations of this design included that it takes a substantial amount of time to implement. In addition, the first phase needs to be concluded to allow the researcher to develop the instrument for the second phase. To prevent the results from being biased, the researcher had to use a small purposeful sample for the first phase and a more extensive selection of participants for the second phase (Creswell & Clark, 2011:89).

This study's research design will consist of two sequential phases that will be implemented, as discussed in the following section.

5.5 Research Methodology

The research methodology is a general, systematic research strategy describing the researcher's actions to solve the research problem (Igwenagu, 2016:5; cf. 1). This section will describe the steps that were taken in terms of sampling, data gathering and data analysis of both the qualitative and quantitative phases.

The nature of social work and the intention of this study require a critical reflection on the application of social work supervision in non-governmental CPOs in South Africa. The research aims to explore and describe the current implementation of social work supervision and determine its alignment with the Developmental Approach. This will inform the compilation of a set of guidelines for practice standards informing social work supervision in the country. An exploratory sequential mixed-method design was implemented in two phases (QUAL → quan) (cf. 5.3).

5.5.1 Qualitative study (Phase 1)

The study started with the qualitative phase to explore the views of the participants (Creswell, 2014:44). Qualitative research is a valued paradigm that requires a rigorous and systematic method to develop beneficial results (Nowell, Norris, White & Moules, 2017:1). Semi-structured interviews were conducted with social workers and supervisors to gather qualitative data from a small sample. The data was analysed. The outcomes thereof were used to design questionnaires used in the second phase of the study, namely collecting quantitative data regarding the supervision practices in South African CPOs.

5.5.1.1 Sampling

Clearly defined sampling strategies will allow the researcher to select a portion of the population to ensure that the research is possible in terms of cost and time. Sampling increases the feasibility, cost-effectiveness, accuracy and manageability of the study (Strydom, 2007b:193-204; Alston & Bowles, 2003:80-94).

Two groups of sampling procedures exist, namely probability and non-probability sampling (Maree & Pietersen, 2007:172; Strydom, 2007b:198). Probability sampling is primarily used in quantitative research and relates to random sampling. Members of the population have an equal opportunity to be selected for the research, and the selection of participants is unbiased and accurate (Maree & Pietersen, 2007:172; Alston & Bowles, 2003:82-83).

Non-probability sampling is used in explorative studies and is generally used in qualitative research (Alston & Bowles, 2003:87). In using this sampling method, no claims of generalisability are made. The results of the study are limited to the sample of the population. (Maree & Pietersen, 2007:172).

As a mixed-method study, the researcher had to employ probability and non-probability sampling in the different phases of the research. This section will discuss the non-probability sampling method used for the qualitative phase of the study. The sampling selection methods for the quantitative phase of the research will be discussed later in the chapter (cf. 5.4.2.1).

In the qualitative phase of the research, the participants were selected purposefully due to their experience related to supervision and location. The study's inclusion criteria necessitated those candidates had to be social workers and supervisors employed at Child Protection Organisations in the five mentioned provinces, namely Gauteng, Mpumalanga, Free State, North West and Kwa-Zulu Natal. These particular provinces were selected based on the researcher's working relationship with CPO directors in these areas. These directors were contacted to provide a list of social workers and supervisors employed by the organisations that indicated a willingness to participate in the study in the field of child protection. An equal number of participants was selected from the different CPOs to get a fair distribution of organisational inputs.

Sampling was done through the key informant sampling method. This form of sampling entails that participants are recruited for the skills and knowledge about the research theme (supervision) as they will be able to provide more information and a deeper insight (Elmusharaf, 2018; Marshall, 1996b:523). For this reason, the researcher recruited ten social workers and ten supervisors from

at least 10 CPOs in the Free State (2/2), Mpumalanga (2/2), Gauteng (2/2), North-West province (2/2) and KwaZulu-Natal (2/2).

The study's exclusion criteria were that social workers and supervisors working at the Department of Social Development were excluded since the study only focused on social workers working for CPOs. If social workers and supervisors working at the Department of Social Development would complete the questionnaires in phase 2 of the research that was distributed as an online link via various media platforms, they would not be considered for the study. It should not be a problem for DSD to be excluded from this research phase since the supervision processes followed by CPOs and that of the DSD should be the same, but the environment and organisational structure are different. The differences necessitate separate studies. This study only focused on participants employed by NGOs.

5.5.1.2 *Data gathering*

The intent of the research determines the choice of data collection methods. For example, the qualitative phase intends to explore professionals' experiences; for this reason, the researcher used semi-structured interviews with open-ended questions to allow participants to freely share their views and experiences (Creswell, 2014:45).

Semi-structured interviews are commonly used where participants had to respond to a set of pre-determined questions (Niewenhuis, 2007:87). A total of twenty (20) semi-structured individual interviews were conducted with ten social workers and ten social work supervisors at the selected organisations. CPOs from the provinces were approached to participate because of their accessibility and willingness to participate in the study. Interviews were approximately one hour and recorded with the participant's permission. The interviews focused on supervision practices and the supervision needs of the social work supervisees.

5.5.1.3 *Data analysis*

Data analysis is the process whereby the researcher systematically applies techniques to describe, illustrate, condense and evaluate collected data. Data analysis is the most critical component of research (Macguire & Delahunt, 2017:3352). The purpose of data analysis is to compare and identify relationships between variables. Comparing these relationships and differences will allow the researcher to forecast some outcomes. Conversely, a weak analysis will lead to inaccurate findings that will hamper the study's authenticity and lead to findings that are

not relevant or useful. The first qualitative phase of the research techniques used by the researcher includes thematic analysis.

The distinctive quality of qualitative data is that it is in a narrative format. The researcher transcribes the data from semi-structured interviews that were recorded and notes from the researcher.

To ensure that data is regarded as credible, the researcher must prove that qualitative data was analysed precisely, consistently and exhaustively (Nowell et al., 2017:1). The most used approach in qualitative data analysis is thematic analysis. Thematic analysis is the process used for identifying, analysing, organising, describing and reporting patterns (themes) within data (Nowell et al., 2017:2; Braun & Clarke, 2006). It minimally organises and describes the data set in rich detail.

After the initial interview-based exploration, the qualitative data were analysed, organised and interpreted according to Braun and Clarke's six-phase process of thematic analysis (Braun & Clarke, 2006:16-24).

5.5.1.3.1 The researcher gets familiar with the data

The first step in the thematic analysis of data requires the researcher to read and re-read the semi-structured interviews' transcripts (Maguire & Delahunt, 2017:3355). Next, the researcher read through all the data collected and notes made during the data collection phase. Finally, the researcher made early notes of impressions and observations during the phase (Nowell et al., 2017:5).

5.5.1.3.2 Generating initial codes

During this phase, the researcher had to start organising the data in a meaningful and systematic way. The researcher used a coding system to categorise data. The researcher used an open-coded system. Coding the data allowed the researcher to simplify the data and focus on specific characteristics (Nowell et al., 2017:5). Codes were developed and modified throughout the process. The researcher did not use a pre-determined set of codes.

5.5.1.3.3 Searching for themes

Themes refer to a pattern that captures significant or interesting data about the research question (Maguire & Delahunt, 2017:3556; Nowell et al., 2017:5). This phase requires the researcher to study the coding done in the previous phase and organise the data into broader themes. The researcher recorded the initial theme and the codes assigned to them.

5.5.1.3.4 Reviewing themes

The next step required the researcher to review, modify and develop preliminary themes identified in step 3 (Maguire & Delahunt, 2017:3558; Nowell et al., 2017:9). The researcher sorted all the data relevant to a specific theme together in a Word document. Data associated with a particular theme were coded. Once this was completed, the researcher spent some time considering the relevance of each of the themes in the general context of the study. The researcher had to ensure that themes were coherent and distinct from other data.

The researcher also had to ensure that the data gathered supported the theme. Lastly, the researcher had to determine if there were sub-themes in the identified themes. Where themes overlapped, the researcher integrated the overlapping data into one theme.

5.5.1.3.5 Defining and naming themes

During this phase, the researcher deliberated on how the themes related to the research questions (Nowell et al., 2017:10). After carefully and thoroughly executing steps 1-4 of the thematic analysis, the researcher identified the core of each theme and prepared a research report. A report was prepared to communicate and document the themes identified in the steps discussed.

5.5.1.3.6 Producing the report

The last phase of this process required the researcher to submit reports with the study's details and findings (Nowell et al., 2017:10). After completing all the mentioned steps in thematic analysis, the report was prepared and corrected (Maguire & Delahunt, 2017:3556). The report is the product of the research and should provide a concise and coherent account of the findings of the research (Nowell et al., 2017:10)

Themes identified in the steps mentioned above were included in the current study (cf. 6.2.3.1-6.2.3.7).

5.5.1.4 Trustworthiness

A clear description of the process of data analysis contributes to the trustworthiness of the study. The information in the research design must thus be communicated comprehensively to ensure that the reader is convinced that the data analysis is conducted in a precise, consistent and exhaustive manner and that the findings of the research can be trusted (Nowell et al., 2017:1-2; Elo, Kaariainen, Kanste, Polkko, Utriainen & Kyngas, 2014:2). Trustworthiness is often described by referring to quality constructs as delineated by Lincoln & Guba (1985), namely: credibility, dependability, confirmability and transferability of the research findings (Nowell et al., 2017:3).

These quality constructs were used as guiding principles for ensuring the trustworthiness, reliability and validity of the study. Trustworthiness of the research further implies that the research must be recorded and presented authentically and reliably and that the bias and viewpoints of the researcher will not impact the results. The investigation used triangulation, detailed descriptions in conveying results, member checking and an audit trail to ensure adherence to these quality constructs.

Subsequently, a brief description of the four quality constructs used by Lincoln & Guba (1985) will be given.

5.5.1.4.1 Credibility

Credibility refers to the confidence that can be placed in the truth of the research findings (Korstjens & Moser, 2018:121). Information should be a true reflection of the original data collected from the participants. During the data analysis phase, the researcher must evaluate how well categories cover the data. The researcher must also identify the differences and similarities between the different categories (Nowell et al., 2017:3; Elo et al., 2014:7).

Credibility was promoted by the length of the interviews and the engagement with the participants. In addition, the researcher persistently observed how the participants identified the elements most relevant to the focus of the study. Data Triangulation was also used to promote the credibility of the data by using multiple data sources and including quantitative data in the study (Korstjens & Moser, 2018:121; Nowell *et al.*, 2017:3). Ideally, the credibility of the data would be promoted if

two researchers could be used to do the coding, analysis and interpretation. However, due to the nature of the study and available resources, it was not possible to use a second person.

5.5.1.4.2 Transferability

To contribute to the research's credibility, it is essential that the findings of the study can be generalised to other contexts or settings and other respondents (Korstjens & Moser, 2018:121; Nowell et al., 2017:3). In discussing the data, the researcher comprehensively discussed the experiences, behaviour, and context of the participants. In addition, the comprehensive description of the data made the findings meaningful to the reader.

5.5.1.4.3 Dependability

The research process should be conducted logically; data should be traceable and adequately documented (Nowell et al., 2017:3). An audit trail was established to ensure the dependability of the study by providing a detailed description of the data. The data will also be kept safe for the entire research process.

5.5.1.4.4 Confirmability

A researcher must report findings and data accurately and present the information objectively (Korstjens & Moser, 2018:121; Nowell et al., 2017:3; Elo et al., 2014:5). The research report should reflect the participants' opinions. The researcher's biases, motivation, and perspectives should not influence the research report (Korstjens & Moser, 2018:121; Elo et al., 2014:6). In the research report, there should be a clear correlation between the data and the results. To support the confirmability, the researcher used quotations from various respondents to confirm the link between the results and the data. The degree to which other researchers confirm or support the findings of the study will also support the trustworthiness of the findings.

All the research steps were described meticulously (cf. Chapter 1). In addition, the records of findings are kept and discussed transparently (cf. Chapter 6).

Qualitative research is a valuable method, and the data analysis phase is the most complex phase of the research. To ensure the study's credibility, the researcher must provide a detailed description of the process followed to analyse the data.

5.5.2 Quantitative study (Phase 2)

The Quantitative phase of the study involves collecting and analysing statistical data to find patterns and trends to make predictions and allow the researcher to generalise results to a broader population. The details of the Quantitative phase will be discussed in this section.

5.5.2.1 Sampling

Effective sampling is essential for the feasibility, cost-effectiveness and manageability of the study (cf. 5.4.1.1). During the quantitative phase of the research, the ideal is that probability sampling should be used where all members of the population have an equal opportunity to participate in the research (Maree & Pietersen, 2007:172). Unfortunately, there is currently no list of social workers employed by CPOs, meaning that the probability sampling method cannot be applied. For this reason, non-probability sampling was employed in the form of a purposive sample (cf. 5.4.1.1.). The quantitative phase used online questionnaires to collect data from social workers nationally. Participants were selected based on their availability and willingness to participate, as derived from information from the respective CPO directors in all provinces.

Approximately 2 964 social workers were employed by non-governmental organisations (NGOs), according to a 2016 report (DSD, 2016:268). The majority of these provide child protection services. There are no current statistics available to determine how many social workers are employed by NGOs. For this study, social workers employed by CPOs constituted the target group. In South Africa, on the whole, there are at least 152 branches of leading CPOs (e.g., Church Organisations, Child Welfare SA, the SAVF and Free State Care in Action). A sample size of 10% (297) was thus deemed sufficient (Strydom, 2007b:195-196).

The qualifying criteria included all social workers and supervisors employed countrywide.

5.5.2.2 Data gathering

The quantitative phase of the research relies on questionnaires for data collection. Therefore, it is essential that the questionnaires used in this phase were designed appropriately and provided the researcher with relevant information. Some aspects that should be considered when designing a questionnaire include the appearance, question sequence, wording of the questions and the response categories (Maree & Pietersen, 2007:159). In addition, the questionnaire must be ready-to-use and user-friendly to prompt effective responses and quality data.

The process of developing the questionnaire is vital. Therefore, themes generated from the qualitative phase were used to formulate open-ended and close-ended questions to generate the responses required.

During the design of the questionnaire, attention was given to clear, understandable instructions, the appearance of the questionnaire, the completion time of the questionnaire, the question sequence, question-wording and different types of questions (Maree & Pietersen, 2007:158-166). A brief indication of what each of the mentioned aspects entailed will be given:

5.5.2.2.1 Instructions

The researcher had to ensure that participants' instructions were clear, simple and concise (Maree & Pietersen, 2007:159). Clear instructions could prevent irritation and confusion among participants. Clear instructions would also promote completing the questionnaire and gathering appropriate data.

5.5.2.2.2 Appearance of the questionnaire

The questionnaire was designed to be completed online. Therefore, the questionnaire layout had to be user-friendly and well-organised (Maree & Pietersen, 2017:159). In addition, the questionnaire was sent to a language editor to ensure professionalism.

5.5.2.2.3 Completion time of the questionnaire

The ideal is that questionnaires take less than 20 minutes to complete (Maree & Pietersen, 2007:159). The researcher formulated and chose questions cautiously to ensure that respondents could complete the questionnaire within 20 minutes without compromising the quality of information needed from the questionnaire. This aspect was tested during the piloting of the questionnaire.

5.5.2.2.4 Question sequence

During the questionnaire design, the researcher focused on the sequence of questions to avoid confusion among the respondents (Maree & Pietersen, 2007:160). The questionnaire starts with an introduction and easy-to-answer, non-threatening questions to put the respondent at ease. These questions include biographical details. After these questions, the researcher proceeded to

questions relevant to supervision. Questions are grouped according to topics and in a logical order (Maree & Pietersen, 2007:160).

5.5.2.2.5 Question wording

Careful consideration was given to the wording of the questions. Various aspects were attended to, including the use of language, avoiding leading questions, avoiding questions that test knowledge and avoiding hypothetical statements (Maree & Pietersen, 2007:160). The questionnaire was sent for language editing to ensure that it is clear, understandable and professionally formulated.

5.5.2.2.6 Types of questions

A combination of closed and open questions was used. Open questions allowed the respondents to give honest answers and details. The participants were encouraged to reveal their thinking patterns. Open questions are more complex to analyse, and coding answers could pose some challenges (Maree & Pietersen, 2007:160-167).

Closed questions provided the respondents with options from which to choose. Data from closed questions are easier to analyse. Various forms of closed questions were incorporated in the questionnaire: ranking, scale and quantity questions. In scaling questions, the Likert scale allowed participants to agree or disagree with a statement.

The questionnaire was administered to a small sample to validate the content (Creswell & Clark, 2011:189). Participants in the pilot study were requested to evaluate the clarity of questions. The pilot study confirmed that changes to the questionnaire were not necessary. The researcher decided to include the participants' responses in the pilot study in the analysis of the data gathered in the main study due to the low response rate.

Participants from CPOs who made themselves available for participation were surveyed. Questionnaires for both social workers and social work supervisors were developed based on the analysis of the information derived from the qualitative phase. Online platforms such as Facebook for social workers and the web pages of relevant organisations were used to distribute a link to the study's online questionnaires.

5.5.2.3 *Data analysis*

Data analysis is vital when the researcher moves from a mass of data to meaningful insights. However, the method of data analysis for the quantitative phase of the research will differ from the qualitative phase because the nature of data collected is different (cf. 5.4.1.3). In the qualitative phase, the questionnaires will provide the researcher with data that could be statistically analysed and presented. For this reason, EVASYS was used to analyse the collected data and describe and interpret the findings. The knowledge generated by this exercise was used to develop concrete guidelines for appropriate social work supervision practices in South Africa as aligned with the Developmental Approach.

5.5.2.4 *Reliability and validity*

Research needs to be valid and reliable. For this reason, research needs to be implemented rigorously, and the findings and the process should be critiqued by other professionals. Validity of research refers to the extent to which the concepts are accurately measured (Heale & Twycross, 2015:66). Simply put, validity determines whether the research correctly measures what it was intended to measure and how ingenious the findings are. Validity is focused on three aspects of the research, the content, the construct and the criterion. The research instruments used should accurately measure all relevant aspects of a construct. It is also essential that research instruments measure the same variables (Heale & Twycross, 2015:66; Golafshani, 2003:600).

Reliability requires consistency when a participant should have approximately the same responses every time the instrument is completed (Heale & Twycross, 2015:66). The qualities of reliability include homogeneity, stability and equivalence. Homogeneity refers to the extent to which all the items measure one construct, while stability refers to the consistency of results in repeating the instrument. Thirdly, equivalence refers to the consistency of responses of multiple users (Heale & Twycross, 2015:66-67; Golafshani, 2003:598-599).

The study was exploratory, and the use of both qualitative and quantitative approaches served as a form of triangulation and strengthened the validity and reliability of the study (Golafshani, 2003:603).

5.6 Pilot Study

The instrument used in the quantitative phase of the study was piloted with a small sample to test the validity of the content (cf. 5.4.2.2).

Three aspects regarding the efficiency of the quantitative instrument were tested in the piloting of the questionnaire. First, the questionnaire design includes the wording of questions, the scaling and the fluency of the questionnaire. Secondly, the field procedures were tested. From the pilot study experience, the researcher could set some ground rules for implementing the quantitative phase. This included the online distribution of the link and the QR code for the completion of the questionnaire. Thirdly, the researcher could test the definition of the population and sampling procedures. The pilot study also allowed the researcher to test the tools for data analysis (Alston & Bowles, 2003:110).

5.7 Ethical issues

Ethics refers to principles that are perceived as right or wrong. In the context of research, ethics relates explicitly to the prevention of harm and the protection of the rights of respondents (Yegidis & Weinbach, 2002:25). The research beneficiaries should also be protected, and the aim of research should be the development of new knowledge.

The fact that social work research entails human beings as the object of the study generates a set of unique ethical challenges (Strydom, 2007a:56). Ethical issues are complex and prevalent. They should be considered in planning and executing the research to minimise the risk and effect of the research on the participants.

The study was approved by the General/Human research ethics committee at the University of the Free State (Appendix G). This section will report all ethical considerations and precautions taken before and during the study to ensure compliance with ethical standards.

5.7.1 Avoidance of harm

Participating in a social work research project could potentially impose emotional harm on the participants (Strydom, 2007a:58). The researcher must protect respondents from any form of emotional harm. Emotional harm and discomfort are more challenging to predict but could have extensive consequences. In this study, emotional distress may be experienced as participants might have felt exposed to discussing the supervision of the supervisor or the supervision with

their subordinates. Emotional discomfort may be experienced as the gaps or limitations of supervision are discussed. It may also feel disloyal to discuss the supervision with the researcher.

The research participants may experience some emotional distress due to the personal nature of the questions. Emotional distress may be related to the fact that the implementation of supervision will be explored. Supervisors and supervisees may feel exposed and experience discomfort since the participant might identify gaps and limitations. In addition, participants may experience discomfort since the supervision relationship is based on confidentiality and trust. The study only focuses on exploring the implementation of supervision, and information is treated as strictly confidential (cf. 5.7.3). Participation in the study involves minimal risk, discomfort or inconvenience. The distress, inconvenience and risks participants experienced were no more than what they experienced in their daily lives.

One of the aspects of minimising the risks entails that participants should be thoroughly informed of potential risks. Having a clear understanding of possible risks would allow participants to withdraw from the project at any time (Strydom, 2007a:58). Research participants were informed of the nature and content of the research project. Hence, the participants were duly informed about the nature, possible discomfort, and distress. The researcher emphasised that participants may withdraw from the research at any time.

Although all possible measures were taken to minimise discomfort, it is impossible to know all potential risks (Strydom, 2007a:58; Yegidis & Weinbach, 2002:28). Therefore, the researcher provided the details of two external supervisors not known to the participants for debriefing after the study. These two supervisors did not form part of the study and would be available via online platforms such as Zoom, Discord or Microsoft Teams for respondents. Confidentiality of the conversations will also be emphasised. Should the participants need assistance and debriefing, the researcher would not be aware that the supervisors were contacted or the content of the conversations.

5.7.2 Informed consent

All respondents voluntarily participated in this research project. According to Yegidis and Weinbach (2002:36), the term voluntary means that a respondent chooses to participate in the research without coercion, intimidation or promises of rewards. To allow potential respondents to make this choice, the researcher had to provide all potential respondents with adequate information regarding the processes that would be followed, advantages, disadvantages and possible risks to which participants could be exposed. In addition, information was provided

regarding the credibility of the researcher. The information provided to the respondents allowed them to make an informed decision on their willingness to participate in the study (Strydom, 2007a:60).

Yegidis and Weinbach (2002:36) further state that *consent* implies an explicit, normally written agreement between the researcher and respondents willing to participate in the research project. The consent form signed by the respondent must provide the participant with a clear description of the research project and what the respondent can expect. The written consent will also provide the researcher with legal protection if proof is needed that respondents willingly participated (Yegidis & Wienbach, 2002:36).

Before engaging social workers and supervisors in interviews, the researcher confirmed that potential participants were provided with accurate and comprehensive information about the study to make an informed decision to participate in the research project. The potential participants were informed about the research topic, the goal of the research, and the use of the audio recorder and transcripts. They were also informed of their right to withdraw from the research at any stage. Once the information was provided and all participants' concerns about the study were clarified, the researcher requested participants to sign a consent form. Each consent form was accompanied by a cover letter explaining the details of the study (Appendix H).

The second phase of the research consisted of online questionnaires. The e-mail that accompanied the distribution of the link to the online questionnaire provided potential participants with information about the research project, as indicated in the previous paragraph (Appendix H). In addition, the first section of the online questionnaire included a declaration by the participant that they have sufficient information on the research's nature and goal. In addition, the participants indicated that they understand the meaning of voluntary participation and have the right to withdraw from the study at any stage. Finally, the researcher's contact details were included in both the e-mail and the online questionnaire.

5.7.3 Violation of privacy, anonymity and confidentiality

The term privacy involves a participant having the right to decide what information and to what extent ideas, beliefs, and behaviour will be disclosed (Strydom, 2007a:61). This principle can be violated in many ways. The researcher is responsible for being sensitive to the participants' rights. All possible steps should be taken to ensure that the identity of participants is protected. The possibility that a participant's identity could be associated with the nature of the information given

also had to be considered. The researcher had to report information so that participants could not be associated with the data (Yedigis & Weinbach, 2002: 40).

Throughout the research project, the researcher has to be well aware of potential risks of harm. Therefore, in planning and executing the research, great care should be taken to prevent harm, but should any form of discomfort exist, it should be attended to.

During the semi-structured interviews, participants were offered comprehensive information regarding the study and potential risks and discomfort. Participants had the opportunity to clarify uncertainties. Participants were informed about their right to withdraw from the study. The researcher informed the participant that the interview would be recorded to ensure the accurate recording of information. Participants were informed that pseudonyms would be used.

The completion of the online questionnaires was done anonymously to protect participants. The researcher took great care not to reveal the identity of the participants in any way. All respondents were assured that research information (including audio recordings, field notes, completed questionnaires, and transcripts were handled with strict confidentiality and would not be shared with any unauthorised or undeclared person (Strydom, 2007a:63). The communication of the research findings was carefully edited to ensure that the confidentiality of all participants was protected. During the reporting of findings, the researcher assigned a code (e.g., SW 1/S1) to each participant. These codes were used as a reference in the research report.

5.7.4 Actions and competence of the researcher

A researcher is ethically obliged to ensure that they are competent and skilled in the research topic (Strydom, 2007a:63). If a researcher is not qualified in the field of study, the study can produce invalid results or fail. A researcher not adequately skilled in the topic can also fail to prevent the participants from experiencing harm. All steps, from the research design, sampling, data gathering, and data analysis, to the reporting of research findings, can fail if there is a lack of skills and competence in the researcher (Strydom, 2007a:63). It is further required from a competent researcher to be objective and not inflict their personal values and beliefs on the research process and findings.

The researcher was competent in undertaking the study. She is informed about and experienced in supervising social workers and implementing the Developmental Approach to social welfare. The researcher obtained a master's degree in Social Work with a specific focus on the supervision of social workers. The master's degree also required the completion of a module on advanced

research theory and a mini-research project. An experienced and competent supervisor guided the researcher.

The researcher has been working in supervision for at least 18 years. As a professional, the researcher was involved with the supervision of several social workers and student social workers. The researcher is also the supervisor of managers and supervisors.

5.7.5 Release or publication of findings

To add value to the development of the profession, research findings should be communicated to the social work community in written form. Research findings should be appropriately communicated; otherwise, it is not regarded as research (Strydom, 2007a:65). The researcher is responsible for documenting the research process and findings accurately and objectively. Information should be conveyed in a clear, comprehensive and understandable manner to avoid misinterpretations (Strydom, 2007a:65). Limitations and errors of the study should also be included in the research report.

The research report should communicate findings in an unbiased way and should be free from plagiarism. In all aspects, the confidentiality of participants should be honoured. Participants in the research should be informed of the research findings as a sign of gratitude for their participation in the research process (Strydom, 2007a:65). The researcher plans to communicate the research findings to the organisations that participated in the research. Organisations will also get the opportunity to request a one-day workshop on the results of the supervision. Such a workshop will be submitted to the SACSSP for CPD points.

Research findings are documented in this research report as a thesis submitted to the Department of Social Work in the Faculty of Humanities of the University of the Free State. A copy will also be submitted to the HWSeta and Engo Free State as part of the conditions for permission granted to the researcher to conduct the study.

Research findings will also be submitted to a scientific journal for publication. All participants were made aware of this in the informed consent letter. The researcher compiled the report in an ethical, sound fashion. None of the data obtained during the research was altered to support the personal view of the researcher. The researcher remained objective (cf. 5.4.1.4 & 5.4.1.4.1). All sources consulted are appropriately acknowledged and referenced according to prescribed guidelines.

5.7.6 Debrief of respondents

Participants of research should be awarded the opportunity to work through their experiences and reflect on their participation in the research process after the study (Strydom, 2007a:66). Participants should be debriefed, and problems generated through the research can be corrected. Debriefing can be done in different ways. One form of debriefing is discussing the participant's feelings about the study immediately after their session (Strydom, 2007:66).

Research should be a learning experience for both the researcher and the participants (Strydom, 2007:67). A debriefing session after completing the research project could complete the learning experience and allow the researcher to correct any misinterpretations the participants may have.

The researcher debriefed all participants immediately after the interviews to minimise any potential harm that might occur. The researcher's debrief focused on the participant's experience during the data gathering, and they were allowed to ask any questions about the study. The researcher clarified all questions asked by the participants.

The researcher also provided the contact details of two supervisors that the participants could contact if further debriefing sessions were needed.

5.8 SUMMARY

The success of any research study relies on the research plan and clear objectives. This chapter provided a more detailed discussion of the plan and structure used in the empirical study. The details of the research methodology addressed various aspects to ensure that the empirical study meets all the requirements and is ethical. The research philosophy was discussed to emphasise the beliefs and assumptions of how knowledge is generated and constructed.

The discussion of the mixed-method approach that was followed and all the aspects of the qualitative and quantitative phases were discussed to indicate to the reader how the data were collected, analysed and interpreted. The detailed discussion of these aspects allows for the study to be repeated in future.

The chapter subsequently discussed the process of data analysis to highlight aspects that contribute towards the trustworthiness of the study. The different quality constructs of Lincoln & Guba (1985) were used as guiding principles to discuss the trustworthiness of the study. The constructs discussed included credibility, transferability, dependability and confirmability.

The chapter concluded by discussing the pilot study and relevant ethical issues. Ethical issues focused on the precautions and considerations taken to avoid potential harm to participants.

This chapter serves as a more comprehensive discussion of the theoretical aspects of the research methodology. The practical application of these aspects is reflected in Chapter 6 which focuses on the discussion of the empirical data.

CHAPTER 6 EMPIRICAL STUDY

6.1 Introduction

The research was done to explore the implementation of the Developmental Approach in the Supervision of social workers in South Africa. The intended outcome is to communicate findings and best practices that will hopefully result in a practical model based on best practices that will promote the implementation of the developmental approach in supervision.

Against the backdrop of the literature exploration in earlier chapters, this chapter will present the empirical findings. The empirical findings are based on information collected in the semi-structured interviews during the qualitative phase and the data from the questionnaires during the quantitative phase.

In chapter 5, the research methodology is discussed. The researcher chose a mixed-method design that involved a qualitative and quantitative phase. During the qualitative phase, semi-structured interviews were conducted with 9 Supervisors and 9 Social workers in 5 different Provinces. All the participants were employed by Child Protection Organisations.

Subsequently, the data from the first phase were used to draft and distribute online questionnaires. 21 Supervisors and 51 social workers completed the questionnaires.

The transcribed data revealed certain themes by tracing narrative patterns and perspectives that recurred throughout. The proposed themes are derived from these recurring storylines and distinct supervisory and social worker viewpoints. The discussion of the findings will be guided by the themes.

Throughout this Chapter, the researcher will present and interpret the data collected. The interpretations will subsequently introduce the challenges and experiences of frontline social workers and social work supervisors employed by Child Protection Organisations.

The narratives and data from the qualitative phase will be discussed in the first section of the Chapter. Then, the data from the quantitative phase will be addressed separately. After discussing the qualitative and quantitative data separately, a section of the chapter will focus on integrating the findings of both phases.

The chapter will start with a profile of the participants of the qualitative phase.

6.2 Emergence of themes

The data collected is in a narrative format, and the researcher transcribed the interviews from the recordings to facilitate a process of data analysis. First, thematic analysis was used to understand the data's patterns and relationships. This process is used for identifying, analysing, organising, describing and reporting patterns or themes in the data (Nowell et al., 2017:2; Braun & Clarke, 2006). The thematic analysis was performed using ATLAS.ti, a computer-assisted qualitative data analysis software.

The researcher followed the process described by Braun & Clarke (2006:16-24). First, the researcher familiarised herself with the data collected by reading and re-reading the interview transcripts and the notes made during the interviews. This was followed by generating initial codes as the researcher organised the data in a meaningful and systematic way. Next, a coding system was used to categorise the data and to focus on specific characteristics (Nowell et al., 2017:5). Codes were developed and modified throughout the process.

The next step was to start searching for themes. Themes refer to a pattern that captures significant or interesting data. This step required the researcher to study the coding and organise data into broader themes.

After this was completed, the preliminary themes were reviewed, modified and developed. Finally, the researcher organised all the data relevant to a specific theme in a Word document. Then, the relevance of each theme was evaluated to ensure that themes were coherent and distinct from other data.

After completing all the above steps, each theme's core was identified and used to inform this Chapter and finalise the research report. The themes identified during the data analysis process are reflected in Table 6.1.

Table 6.1a: Themes and sub-themes presented in the semi-structured interviews

Themes and sub-themes presented in the Semi-structured interviews	
Main themes	Sub-themes
Theme 1: The current implementation of supervision	Frequency of Supervision Structural components of Supervision Topics discussed Elements of the Supervision relationship Challenges in Supervision Best practices in supervision Consultation
Theme 2: The implementation of the Developmental approach	Knowledge and understanding of the principles of the Developmental approach Implementation of the principles of the Developmental approach
Theme 3: Practice models and guidance received by supervisors	Organisational guidance for supervisors Techniques used in supervision Resilience theory in supervision Practice models in supervision

Table 6.1b: Themes and sub-themes presented in the semi-structured interviews

Themes and sub-themes presented in the Semi-structured interviews	
Main themes	Sub-themes
Theme 4: Outcomes	
Theme 5: Professionalism in supervision	Poor professional language Supervisors distancing themselves from theory
Theme 6: Supervision's contribution to the resilience of social workers	Knowledge of the resilience theory Implementation of the resilience theory in supervision

6.3 Results of the Qualitative Part of the Study

This section will focus on results generated from the research's qualitative phase. The rich data obtained during semi-structured interviews were analysed and interpreted according to the thematic analysis process (cf. 6.2.2). Before the themes are discussed, the researcher will present the participants' demographic information.

6.3.1 Demographic information of participants

The study focused on social workers and supervisors working for CPOs. Random sampling methods were used to select participants (cf. 1.3.3.1.1; 5.4.1.1). To guarantee confidentiality and protect the identities of people and organisations, portions were encoded using codes. The character SW is assigned to social workers, while the code S is assigned to supervisors. On Zoom, each participant was interviewed. The researcher was able to include people from five provinces because Zoom was a timely and cost-effective technique.

6.3.1.1 Experience of social workers

During the Qualitative Phase of the research, participants from various Child Protection organisations in 5 Provinces were recruited and involved in semi-structured interviews. The social workers participating in this phase varied in age, experience and cultural background. The age difference ranged from young social workers aged 25-30 to experienced social workers reaching retirement age. The age and years of experience are illustrated in the following table.

Table 6.2: Experience, ethnicity and the home province of participants (social workers)

	Number of Years working as a social worker	Ethnicity	Province
SW 1	7 years	White	Gauteng
SW 2	9 years	White	Gauteng
SW 3	29 years	White	North West
SW 4	5 years	White	Mpumalanga
SW 5	30 years	White	North West
SW 6	5 years	White	North West
SW 7	30+ years	White	Free State
SW 8	21 years	White	Free State

6.3.1.2 Experience as Supervisor

Table 6.3 contains the data of the supervisors. The first column indicates the general social work experience before being appointed as supervisor.

Table 6.3: Experience, ethnicity and province of participants (supervisors)

	Number of years working as a social worker before becoming a supervisor	Number of years working as a supervisor	Ethnicity	Province	Number of Social workers responsible for
S 1	7 years	8 years	W	Mpumalanga	7
S 2	12 years	4 years	B	KwaZulu Natal	12
S 3	12 years	8 years	W	Gauteng	9
S 4	11 years	5 years	B	KwaZulu Natal	7
S 5	10 years	20 years	W	North West	10
S 6	5 years	16 years	W	Mpumalanga	12
S 7	20 years	2 years	W	Free State	8
S 8	20 years	10 years	W	Free State	5
S 9	15 years	18 years	W	Mpumalanga	7

As indicated in the table, all supervisors had extensive social work experience before becoming supervisors. Only one supervisor had less than ten years of experience in social work before becoming a supervisor. The other participants had between ten and twenty years of experience.

The interviews made it clear that the supervisors did not aspire to become supervisors. They were mostly appointed as supervisors based on the available positions in organisations and their

experience in social work. Most of the participants filled the supervision position in the Child Protection Organisation they were working at the time they became a supervisor.

“Until 2016 when I was actually offered a job at an organisation as a regional manager, so, ja, I took that opportunity, and I am still here” (Participant, S4).

“end of 2004, the supervision post was vacant. I didn’t actually want to end up in supervision. Deep, deep down, I wanted to be a hospital social worker. But it didn’t work out like that. So, I didn’t actually choose. The supervisor asked me to apply because there were no suitable candidates.” (Participant – S9).

“...and actually, I enjoy it, but I still miss the grassroots level work, I don’t know, it is part of the heart of a social worker” (Participant -S9).

This could mean supervisors are mainly recruited and appointed based on their social work skills and role in the organisation. Wong, Wong, Ghoh & Chiu (2022:4) confirm this practice by referring to the fact that some supervisors are given the position based on their proficiency as social workers in the organisation. Although social work skills are critical, it does not ineludibly demonstrate managerial and supervisory competence. In addition to social work skills, a supervisor's roles require specific managerial and supervisory skills (cf. 4.9-4.9.3.3). In addition, the person has a lack of aspiration for the position. The information thus indicates that persons are appointed as supervisors based on their social work knowledge and skills and their availability in the organisation, which does not essentially reflect supervisory and managerial skills. Consequently, the supervisor starts with a handicap, further emphasised by supervisors' lack of supervision training and field support (cf. 4.3.3, 4.6.4). The lack of skills, knowledge and the absence of training (cf. 6.3.1.3) could create a bottleneck of incongruences that are negative for the supervision of social workers.

6.3.1.3 Supervision Training

The Supervision Framework (2012:18) and the Review of the White Paper for Social Welfare (DSD, 2016:85-88) accentuate the importance of supervisors being trained and equipped in supervision. However, the absence of formal training for supervisors forces them to rely on their own experience of supervision (cf. 1.6.3, 2.3.2, 4.3.3). The result is that social workers are subjected to incoherent Eurocentric supervision practices with unprecedented challenges with the implementation.

Supervision is an academic discipline requiring a different focus and skill set (DSD, 2006:31; Engelbrecht, 2010a:329-330; Bradley et al., 2010:785; Shokane et al., 2017:286). The researcher explored the specific training supervisors received, focusing explicitly on supervision. Only one participant indicated formal studies in supervision. The participant holds a master's degree that included aspects of supervision (cf. 6.4.2).

All the other participants affirmed that they had limited exposure to training in Supervision post graduating as social workers. Only four Supervisors stated they attended short courses on supervision. The short courses consisted of 2–4-day workshops.

At least three supervisors indicated that their only training was a module in their graduate training. As a result, the supervisors lack an in-depth understanding of the context and concepts relating to supervision. This could hamper the implementation and effectiveness of supervision. Supervision might thus be implemented unstructured and consist of haphazard activities. The participants further indicated that they mostly learn from experience and rely on personal supervision experiences in their careers.

“Uhm, not really... No, I didn't. I didn't actually I use the experience that I had with supervision when I was being supervised. Yes, that is actually what I relied on most of the time ...” (Participant – S4).

If supervision in the past was weak and faulty, supervisors would continue to practice from these weak and faulty examples they experienced—the lack of training results in supervision practices stuck in the past. There is no progressive development of supervision practices. The paucity of supervision as a research topic in South Africa (cf. 1.2) and concerns raised about supervision implementation for over five decades support this assertion. This also emphasises another crisis. There is a direct correlation between the effectiveness of supervision and the effectiveness of social work (cf. 1.1); it may result in social work practices not progressively developing according to the required standards.

It also seems that organisations do not offer supervisors structured induction or in-service training. In some instances, group supervision is implemented, and topics addressed in these sessions mainly focus on knowledge of leadership and practical issues experienced.

“.... you learn as time goes by, you know? You ask questions” Participant – S7.

It seems that training is limited, and there is no standard agenda for the training of newly appointed and experienced supervisors. Most learning comes from personal experiences when being supervised or during the phase in their career where they have to implement supervision themselves.

The Supervision Framework for the Social Work Profession in South Africa (2012:32) indicates that it is a requirement that supervisors should attend a course presented by an accredited service provider recognised by the SACSSP. It is further stated that the supervisor should have a portfolio of evidence available upon appointment, demonstrating social work supervision/management courses completed, experience and competencies. These requirements were documented in 2012; however, they seem premature. There are still no accredited supervision courses available for supervisors.

To expect supervisors to have a portfolio of evidence reflecting experience and competencies in supervision and management upon appointment seem unrealistic. Expecting newly appointed supervisors to have a portfolio of evidence already would strengthen the perception that supervision is an extension of social work activities. At the most, some newly appointed supervisors might be able to present proof of supervision of social auxiliary workers or social work students. The intensity, focus and level of input in this regard are, however, limited.

6.3.1.4 *Number of social workers supervised*

As indicated in Table 6.3, the supervisors are responsible for between five and twelve social workers each. The Supervision Framework for the social work profession in South Africa (DSD, 2102:31) suggests the ratio of social workers on structured supervision should be 1:10 on the condition that supervision is the only key performance area of the supervisor. If the supervisor has other duties, the ratio is 1:6. Only one of the participants has other duties, which include direct social work services. The other participants performed supervision and management tasks.

Although the supervisor: social worker ratio is relatively aligned with the Supervision Framework (2012), other factors, such as the distances supervisors travel, are strenuous for implementing supervision. For example, only one supervisor is based in the same office as the social worker for whom they are responsible. Therefore, all the other supervisors have to travel. As discussed later in this chapter, travelling increases the pressure on the supervision process and the challenges with which supervisors and supervisees have to deal.

Supervision of social workers is pivotal, and the consequences of poor supervision are detrimental to social workers and clients (cf. 1.2, 1.3.1, 1.4). The demographic information, as discussed, already introduces potential challenges in supervision that should be analysed and addressed effectively to ensure that the aim of supervision is met.

6.3.2 Discussion of Themes

6.3.2.1 Theme 1: The current implementation of Supervision

The current implementation of supervision was explored to determine the frequency, structure and topics discussed during supervision. This assisted the researcher in identifying best practices and potential challenges in current supervision practices.

6.3.2.1.1 Frequency of Supervision

The frequency of formal supervision depends on the social worker's experience and the distance the supervisor travels to reach the social worker. The Department of Social Development (DSD, 2012) guidelines seems to be primarily used as a directive. According to the Supervision Framework for the Social Work Profession (2012:33), social workers with less than one year of experience should receive supervision at least fortnightly and, after that, at least once a month. The participants corroborated that they see social workers with less than three years of experience twice a month. More experienced social workers are seen monthly, quarterly or even six-monthly.

Additionally, it seems that supervisors distinguish between informal consultations and formal supervision. It appears that informal conversations occur often, and both social workers and supervisors stated that these frequent casual contacts confirm the accessibility of the supervisor. In addition, these informal contacts address immediate needs regarding processes that should be followed or immediate steps in handling cases.

Accessibility is often highlighted as a crucial factor for social workers. Social workers contact their supervisors often to get advice in handling complex cases. These informal contacts take place on demand as the social worker needs assistance. Some participants confirmed this with the following statements:

Table 6.4a: Current implementation of supervision: frequency of supervision

Theme: The current implementation of supervision		
Sub-theme	Category	Qualifying excerpts from interviews
Frequency of supervision	Supervisor responses	"New <u>social workers</u>, sometimes in a week, in two weeks, I see them twice." (Participant – S1). ".. <u>as they grow, it is one time a month</u>, and whenever they need, they call. We can have a discussion (Participant - S1). "I see my workers <u>once a month</u>, and where it is younger workers, we use zoom, telephones or emails. But I visit them once a month" (Participant – S8).
	Social workers' responses	"Genuine supervision? [Laughing] We try <u>once a month</u>, but it is not real; it is more a ... I will say a consultation. I will say every second month ..." (Participant – SW3). "Well, at the moment, is it more ... we see each other actually <u>only when I need her</u>, or quarterly..." (Participant – SW 4).

Table 5.4 b: Current implementation of supervision:frequency of supervision

Sub-theme	Category	Qualifying excerpts from interviews
-----------	----------	-------------------------------------

Factors that challenge the frequency of supervision	Supervisor responses	<i>".. I start with twice a month, especially because my <u>areas are far apart</u>. I will start with seeing a social worker twice a month, but as I see they are learning, and they are growing, and they are willing to learn, then I go down to once a month. Sometimes I would not see them for a month, and then I will do supervision for two months if I am not available" (Participant – S4)</i> <i>" .. <u>It doesn't work out every month</u>. I don't think it is really necessary. In between, it is easy to have a telephonic consultation. But formally I think once every six weeks" (Participant -S9)</i>
	Social workers' responses	<i>"We are supposed to see them once a month. A month often passes by, and <u>we miss the date because other stuff happens</u>, because our diaries are not coordinated with the diaries of DSD, the Court, and there is just no time to catch up on the sessions we missed" (Participant - SW5).</i>

From the excerpts, it seems that the intention is to adhere to the prescribed policies in terms of the frequency of supervision. Participants highlighted that the said frequency is ideal. In reality, however, it seems that various contributing factors threaten seeing social workers according to the proposed frequencies. Two significant issues indicated in responses are the distances supervisors have to travel and unexpected, unplanned occurrences that lead to supervision sessions being cancelled.

The supervisors are available via telephone and email if social workers need to discuss cases. The use of online platforms for supervision seems to be a relatively new practice. Effective use of online platforms could increase the accessibility of the supervisor and relief the pressure of travel time. One participant indicated that the availability of resources necessitates the use of online platforms.

“Actually, we started using zoom also to save on travelling costs.” (Participant S7).

Although online platforms should not replace personal contact, they could contribute to more frequent supervision and less frustration because sessions are continuously postponed due to other challenges. Online platforms could extend current supervision sessions and save time and scarce resources while adding value to supervision.

Participants do not seem to think that failure to adhere to the frequency of supervision is a critical problem. The ignorance regarding the frequency of supervision relates to supervision being implemented unstructured according to the intuition of supervisors (cf. 6.3.2.1.2). Participant S 9 commented:

“.. It doesn't work out every month. I don't think it is really necessary. In between, it is easy to have a telephonic consultation. But formally, I think once every six weeks.

This comment reflects that supervisors might not comprehend the importance of frequent supervision. This might result from the fact that supervision mainly focuses on discussing complex cases and direct service rendering (cf. 6.3.2.1.3). Social workers need knowledge and guidance regarding complex cases, but they also need support, the importance of which may be underestimated. A balanced implementation of all the supervision functions focussed on holistic skills development and specific outcomes would emphasise the essence of regular supervision, especially for less qualified social workers.

The responses from participants reflect that sessions are often missed, and it seems that there are rarely attempts to catch up on sessions missed. The responses of supervisors and social workers did not communicate an urgency regarding the need for frequent supervision as proposed by the Supervision Framework for social service professions (2012). Participant SW 3 commented:

“Genuine supervision? [Laughing] We try once a month, but it is not real, it is more a ... I will say a consultation. I will say every second month ...”

This reflects a nonchalant attitude that indicates that not all supervision sessions are considered formal. Some are rather only a consultation that supposedly would focus on advice or instructions to deal with a specific matter. However, one should consider that this participant has 29 years of experience in social work, which can contribute to the tone of the comment. These comments already introduce a concern regarding the structure and outcomes of supervision. The structure

and outcomes of the consultation are vague and transitioning from social work to consultation is a significant concern. These concerns will be further discussed in subsequent themes.

Despite the indications from social workers and supervisors that attempts are made to have regular supervision, there might be instances where supervision is neglected. One social worker commented:

“.. in the six to seven months that I worked there, I only had supervision once. I mean, I was a new social worker just from university. I was employed in a statutory position where I obviously had to remove children, I had to go to Children’s Court, and in the time I was there, I had a very serious case with advocates and attorneys and everything... and I only saw my supervisor once...”
(Participant -SW 4).

This statement confirmed that regular supervision, aligned with the experience level of social workers, is critical. Without supervision, social workers lack support and feel exposed. In addition, supervisors need to address progressive skills development in social workers.

6.3.2.1.2 Structural components of supervision

The Supervision Framework guides supervision in South Africa for the Social Work Profession in South Africa (DSD, 2012). This policy document suggests the structural components of supervision and refers to the guiding documents and elements informing the implementation of supervision. In this regard, the guiding documents referred to are:

- Supervision Policy
- Supervision agenda
- Performance appraisals

The said framework provides the following guiding documents:

- all organisations must have a supervision policy that refers to the theoretical model underpinning supervision. The ratio of supervisor/supervisee, statement of anti-discriminatory practices, the definition and goal of supervision, functions of supervision and requirements thereof, methods of supervision, details of a personal developmental assessment based on the competencies required, requirements of a developmental plan and requirements of a

supervision contract. Matters that should also be attended to in the organisational policy are the performance management system, requirements of supervision sessions, requirements of supervision reports, methods of resolving disagreements, CPD requirements and what priority is given to supervision (DSD, 2012:31-32);

- policies are often contained in manuals that organisations develop. For this reason, the researcher explored the availability of manuals in organisations. Some participants indicated that the organisation they work for has a manual, but they do not know what the document entails;
- the supervision agenda is the suggested document that identifies the matters that will be addressed during a supervision session. To honour the principles such as participation, partnership and transparency, the supervisor and supervisee can give input regarding the matters that will be addressed during a session.

The supervisor's responsibilities include the evaluation of the effectiveness and efficiency of the social worker (cf. 3.3.1, 4.4.3, 4.6.6 & 4.9.1). This includes various activities within the supervisor's administrative, educational and supportive functions. In addition, specific reference is made to the annual performance appraisals, which the supervisor must conduct, and feedback must be given to the supervisee (DSD, 2012:34).

All the participants indicated that the structural components seem to be informed by the Supervision Framework for the Social Work Profession in South Africa (DSD, 2012). Based on this document, all participants indicated that they had an agenda for the supervision session. To some extent, they have developmental plans for their social workers, and some indicated that they have some form of performance appraisal. The comments made by participants relating to the structure of supervision include the following:

Table 6.6a: Structural components of supervision

Theme: Structural components of supervision	
Sub-theme	Qualifying excerpts from interviews
Supervision Policy	"We <u>now start</u> with forming policy about supervision. We start standardising certain forms to ensure that admin is correct, contact register, planning schedule, IDP, you know those kinds of

	things. Everyone has their own way of doing things” (Participant - S5). We use what we have; we use the thing the Government developed. We now start with <u>forming a policy about supervision</u>. We start standardising certain forms to ensure that admin is correct, contact register, planning schedule, IDP, you know those kinds of things. Everyone has its own way of doing things” (Participant - S5).
Supervision Manual	“<u>We have a manual</u>. I’ve been doing the stuff for years; it is just part of me. It’s not like it’s there anymore”. (Participant - S5). “<u>I have never seen it</u>. As I told you, I never received the training, but I am handling each case as it comes” (Participant – S2). “I am just getting the <u>information from the internet</u>. I will pick whatever it will be useful to me” (Participant - S2.) “Yes, we have; we are <u>busy reviewing it</u>.” (Participant – S3). “It is <u>mostly practical stuff</u>, like how often do you have to do supervision, how you should keep record.” (Participant – S3).

Table 6.5b Structural components of supervision

Theme: Structural components of supervision	
Sub-theme	Qualifying excerpts from interviews
Agenda	“Yes, it <u>isn’t very formal</u>, but I do have a schedule and a plan where I am going with them”. (Participant - S5). “I have a <u>supervision list</u>. It is about cases and challenges they experienced. It also is about planning and other stuff such as fundraising, group work and community work. Yes, and volunteers” (Participant S6).

	<i>"It is <u>something I drafted myself</u>, to help me. The organisation also has a thing, a guideline. I adapted it to look about the same as mine" (Participant – S6).</i> <i>"It is a <u>standard supervision agenda</u> that we use" (Participant – S7).</i>
Individual Development plans	<i>"Yes...I do have the individual development plan because it is very important for them to know where they are and how to get wherever they need to get. Yes." (Participant – S2).</i> <i>"Yes, it isn't very formal, but I do have a <u>schedule and a plan</u> where I am going with them" (Participant - S5).</i>
Performance Appraisals	<i>"...they were doing the performance appraisals so on after the performance appraisal we highlight the developmental needs and then some of them we pick them before you do it once a year, but before some of them we did them we pick them developmental needs as we go just dot down that there is this thing that should be done." (Participant – S1).</i> <i>"Yes ...no... we do, now I forgot the word, once a year. Evaluate the workers, but it is not an IDP. Performance appraisal – administrative stuff, fundraising, caseloads, statistics" (Participant-S7)</i>

From the responses, it can be derived that Supervisors are not familiar with the content of organisational guidelines and policies for supervision. Participant S5 mentioned that "everyone has its own way of doing things". It thus seems that most supervisors follow a "make-do" approach and that there is limited guidance from organisations relating to the content of supervision. The Supervision Framework for Social Service professions in South Africa (DSD, 2012) is the most commonly used document, but it is not customised to the reality of the particular organisation. The document also has no reference to theoretical models or specific outcomes. As a result, supervisors have a make-do approach without a theoretical grounding. The lack of training and organisational guidelines leaves an unprecedented space for supervisors to implement faulty and weak supervision. Organisational policies with clear guidelines on appropriate theoretical models and the expected outcomes will guide the development of social workers. Supervisors will be

accountable for the professional implementation of supervision based on appropriate scientific premises without leaving the choice of models to chance, instinct and personal experience.

The Supervision Framework (DSD, 2012) was released in 2012, yet various participants referred to their organisations that are only now drafting policies for supervision. Another concern is that none of the participants is familiar with the content of the organisational guidelines, if available, for supervision. For example, participant S2 said, *"I have never seen it. As I told you, I never received the training, but I am handling each case as it comes"*. This confirms the haphazard and unscientific manner in which supervisors try to apply supervision. Furthermore, the framework was implemented ten years ago, and it is unclear if the organisations have policies or guidelines for steering supervision. This suggests that supervision is implemented unstructured, with an unclear academic foundation, mainly based on instincts and intuition.

Some participants say that the agenda for supervision is a prescribed form used in the organisation. The main changes on the agenda for supervision are the specific cases that will be discussed during the session. It seems that a standardised document is used with little variation for the professional development of the individual social worker. As stated by Participant S7: *"It is a standard supervision agenda that we use"*. This leaves a concern that supervision agendas are not individualised instruments that support the personal development of social workers based on the specific outcomes and needs of the social worker. All the participants confirmed that the main focus of discussions is the complex cases, direct services, pending court cases and due dates. Suppose supervision focus most of the time on case discussions. In that case, there is a probability that little focus is given to developing a skill set for social workers that would increase their professional capabilities. If case discussions are the main focus, objectives translate into dealing with specific cases and procedures rather than occupation-specific skills. Supervision should be much more than a mere focus on handling cases. Supervision should aim at the progressive development of the social worker's skills, knowledge and attitude (cf.1.1). The supervisor's focus should be directed towards developing the required skills of the social worker to ensure that supervision is implemented purposefully.

Participant S9 earlier indicated, *"... It doesn't work out every month. I don't think it is really necessary. In between it is easy to have a telephonic consultation. But formally, I think once every six weeks"* (cf. 6.3.2.1.1). This statement suggests that supervisors might implement supervision without a clear focus on skills. Instead, they only focus on immediate answers for cases to which the social worker must attend. If supervision is implemented only to concentrate on the immediate need for information, the sustainability of supervision and the empowerment of the social worker is questionable.

When individual developmental plans were explored, the responses were vague. All participants indicated that they have some form of a development plan for social workers. However, the structure and process of developing the development plan seem random. The content of the individual development plan appears to derive from supervision discussions and observations from the supervisor. None of the participants refers to any form of formal assessment done regularly (cf. 3.3.6). Participant S7's comment emphasised the unstructured way performance appraisals are handled: *"yes ...no... we do, now I forgot the word, once a year. Evaluate the workers, but it is not an IDP. Performance appraisal – administrative stuff, fundraising, caseloads, statistics"* It seems that all the facets of supervision and the development of social workers are inconsistent and poorly structured. There is no evidence of a coherent implementation of the structural components of supervision (cf. 2.2.3, 2.5.1.1, 3.3.1, 3.3.6, 3.5.3, 4.0.1, 4.9.13, 4.9.1, 4.9.2, 4.10, 4.10.1, 4.11.2, 4.11.3)

From the interviews, it is evident that supervision focus on procedural matters and not necessarily on the holistic development of transferable knowledge, skills and attitude. The link between structural components such as the agenda, supervision outcomes, individual development plan and performance appraisals is vague. The topics discussed in supervision (cf. 6.2.2.2.3) confirm that supervision often focuses on direct services and pressing issues, which may cause a lack of attention to developing social workers' professional skills and attitudes that would positively impact their proficiency as social workers. As a result, implementing supervision is whimsical activity focused on compliance. There seems to be a lack of a well-integrated, holistic approach with clear objectives and expected outcomes. As discussed, the effective integration of procedural aspects could contribute to a deliberate focus on supervision that could aid the sustainable development of social workers.

The cyclical process of supervision makes provision for the personal development assessment of social workers based on specific competencies practitioners need to render effective services (Engelbrecht, 2019b:177). Thus, it is clear that the assessment of social workers' skills should be a structured, formal step in the supervision process. As a result, the supervisor and social worker would be able to collaboratively formulate realistic, practice-orientated developmental goals that would contribute to the progressive development of the social worker. Currently, assessment and performance appraisals seem unstructured and not focused on clearly set objectives and expectations.

As discussed in this section, the structural elements of supervision should be implemented coherently to contribute to the development and empowerment of the social worker. From the

interviews, it seems that this is not the case presently. The different elements are performed independently from each other without a clear link between them.

6.3.2.1.3 Topics discussed during supervision

From the information gathered, it was evident that most of the discussions addressed direct services to clients. Both social workers and supervisors indicated that complex cases and pending Children's Court investigations were the main focus points of discussions in supervision.

Comments from participants about the aspects addressed in supervision included the following:

Table 6.7a: Topics discussed

Theme: Topics discussed		
Sub-theme	Categories	Qualifying excerpts from interviews
Personal well-being	Supervisors' comments	"...and then their <u>personal well-being</u>, how are they doing. I start with that normally. Uhm, on the form, it is on the, at the end but me when I start talking, I want to hear how they are doing before I continue to work." (Participant – S1). "...<u>personal problems</u> – not personal problems as such, but we deal with the person as a whole – is she ok? Is she coping? Where does she need help? Uhm, ja and whatever is needed. When we talk about a person, we also talk about what is needed in the office. Do they have all, uhm, the equipment they need in the office to be able to do their jobs properly." I had <u>initially a bit personal – just a little bit connecting</u>, and then it is the work" (Participant - S9).
	Social workers' comments	"... our <u>own emotional needs</u>, where we are emotionally and physically. Firstly, we start by hearing how you are. Is there something in your personal life that you really don't know how to deal with. Then it is the opportunity to talk about it." (Participant – SW1). ".. What I appreciate of my current supervisor is that <u>she asks how I am doing</u> – you know, personal stuff at home and how I am coping..." (Participant- SW3).

Table 6.6b Topics discussed

Theme: Topics discussed		
Sub-theme	Category	Qualifying excerpts from interviews
Direct services	Supervisors' comments	".. <u>we just deal with foster care</u>. We attend to those cases, you know, the cases that are supposed to go to Court. We look if the process has been done properly ... " (Participant -S4) "So, it [the supervision session] start with that, start with all the <u>new cases</u> she has received and then it goes down to the problem cases ..." (Participant -S4) ".. then we discuss all the <u>cases that should be reviewed</u> in a month and when are they going to be sent to me for canalisation" (Participant -S4) ".. the agenda helps me to keep a ... to be kept informed about what files, what cases have been sent to me or reports. <u>We are talking about reports</u>, what reports have been sent to me and that they do not lapse so that you know they can go to Court on time or to DSD on time" (Participant -S4) "...<u>return dates</u>" (Participant -S5) "<u>Caseload</u>. Total caseload, what cases are closed and what is new cases" (Participant -S6) "We discuss <u>difficult cases</u>" (Participant - S8)
	Social workers' comments	"Supervision is where we specifically look at <u>files and discuss cases</u>" (Participant - SW3). "...we just deal with <u>foster care</u>. Uhm, we attend to those cases you know the cases that are supposed to

		go to court, we look if the process has been done properly ...” (Participant – SW4). <u>“Caseloads... Those difficult cases”</u> (Participant - SW5).
--	--	---

Table 6.6c: Topics discussed

Sub-theme	Category	Qualifying excerpts from interviews
Skills	<i>Supervisors’ comments</i>	“Sometimes it is more direct. The other day I saw one struggle with <u>report writing</u>; it irritates me. I said to her she doesn’t understand how report writing works, the different – I called her to sit next to me and then we go through the stuff. So, I also identify learning needs” (Participant – S5).
	<i>Social workers’ comments</i>	“.. <u>planning for reports</u>. What backlogs we have on foster care, how many intakes we had this month.... admin....meetings...” (Participant - SW1). “... <u>administrative stuff</u>... things that are problems. So, it is very work-orientated: (Participant – SW5).

Table 6.6d: Topics discussed

Theme: Topics discussed		
Sub-theme	Category	Qualifying excerpts from interviews
Miscellaneous topics	<i>Supervisors’ comments</i>	“... diary management, planning, statistics... community work of which this is to report what they are doing and not doing...” (Participant – S1).

	“... <u>the importance of being a team player</u>, when they are working together but also an issue of leadership ... to be able to liaise with other stakeholders,” (Participant – S2). “...<u>programmes they are supposed to do like community work</u>. We talk about group work and community work and all the plans they have...” (Participant – S4). “ .. <u>their workload and their management of the workload...</u> a little bit planning... to plan effectively... working on the computer and programmes they struggle with...challenges they experience, fundraising, volunteers...” (Participant – S6). ‘... leave, and feedback from Head Office...<u>statistics, timekeeping, procedures, fundraising...</u>’ (Participant – S7).
Social workers’ comments	“.. <u>meetings, admin ... community work, group work</u>” (Participant – SW1). “...<u>finances, office admin, training opportunities...</u>.” (Participant – SW3). “...<u>policies, feedback from Head Office, leave...</u> obviously group work, community work, if we have projects, <u>we discuss anything that pops up ...</u>” (Participant – SW4). “...<u>group work, community work ...</u>” (Participant – SW 5).

All the participants indicated that supervision sessions start with exploring personal well-being. It seems that it is seen as an introduction to the session that will follow and establish rapport. Social workers experience the interest in their well-being as positive.

The Supervisors also confirmed that, to a limited extent, they address matters such as planning, statistics, personal well-being, teamwork, fundraising, volunteers, and logistical aspects such as leave. Some participants also indicated that group work and community work projects were attended to briefly. However, supervision's main focus was confirmed to be the discussion of complex cases, return dates and pending investigations.

"We discuss difficult cases" (Participant - S8).

Both supervisors and social workers indicated that the main focus of supervision sessions is the discussion of cases: pending court cases, complex cases, and foster care. Most of the time spent in supervision thus relates to direct service rendering and actions that should be performed to manage specific cases. Although they acknowledge that sessions start with connecting on a personal level and touching on personal wellness, it is evident that connecting and emotional wellness are only seen as an introduction to the session that will follow.

The limited focus on group work and community work also contradicts the focal point of the developmental approach to developing and empowering service users. Unfortunately, it seems that services are still primarily focused on statutory interventions, and little attention is given to prevention and early intervention services (cf. 3.5.4).

The developmental approach articulates sustainability, empowerment, effectiveness and efficiency principles. The mere focus on specific, complex cases limits the development of the social worker as it only focuses on immediate needs. By implication, this means that the current supervision practices are not aligned with the developmental approach. There is a limited focus on skills needed by social workers to function effectively. If the outcomes of supervision are defined and aligned with a skills framework, supervision will invest in social workers' sustainable, progressive development.

Supervisors need to be trained and deliberately focus on implementing the principles of the developmental approach toward the sustainable professional development of social workers (cf. 2.2.3, & 3.3.1.2). Supervisors and organisations need to rethink supervision and incorporate appropriate theories, models and approaches in organisational guidelines for supervision (cf. 4.8). Supervisors need to model the implementation of the developmental approach by addressing

holistic empowerment and development of skills in social workers and move away from only focusing on case discussions (cf. 1.2, 2.2.3).

6.3.2.1.4 Elements of the supervision relationship

Supervision takes place within a formal, interactive relationship where both the supervisor and social worker are responsible for the development of the social worker (cf. 1.6.1). The relationship between the social worker and the supervisor is a determining factor in providing a safe environment in which the social worker can grow and develop. The nature of this relationship should be informed by, amongst others, the principles of the Developmental Approach (cf. 3.3.1-3.3.14). Therefore, the elements of a good supervision relationship are vital for the success of supervision.

During the interviews, the key elements of the supervision relationship were explored to understand what participants regard as crucial for supervision.

Table 6.8a: Elements of the supervision relationship

Elements of the supervision relationship	
Sub-theme	Qualifying excerpts from interviews
Participation	<i>"...<u>participation</u>. I feel the supervisor must provide space in the supervisory relationship for the social worker to grow." (Participant – SW 4)</i> <i>.... the supervisor should not force her ideas onto the social worker. Although she has more knowledge and experience. There should be room <u>for participation</u> of the social worker. She must not feel she is not important..." (Participant – SW 4).</i> <i>"...participation... both of us should be... participate, both of us should be prepared for supervision..." (Participant – S4).</i> <i>".. <u>I should not do all the talking</u> – it must be <u>joint discussions</u> and we must make a <u>joint decision</u>. And if there is a need, the social worker should tell me the need..." (Participant – S7).</i>

Table 6.7b: Elements of the supervision relationship

<i>Elements of the supervision relationship</i>	
Sub-theme	<i>Qualifying excerpts from interviews</i>
Building a relationship	<i>"... <u>building a relationship is number one</u>. You don't have to be friends. You don't have to like someone to work with them" (Participant, SW 2).</i> <i>"...I want them <u>to trust me</u>, and I want them <u>to talk to me</u>..." (Participant – S3)</i> <i>"...in the first place, <u>you have to know your social workers well</u>... we focus on their strengths ... but they have to list their strengths and weaknesses...." (Participant – S6).</i>
Support	<i>".. I must say, if you don't have <u>proper support</u>, you will burn out quicker... especially in child protection..." (Participant – SW4).</i> <i>".. I think a social worker needs a soundboard; I think in child protection, we need debriefing from time to time..." (Participant – SW 5).</i> <i>"...to give them <u>support</u> so that they can come with an answer themselves" (Participant – S6).</i> <i>"...sometimes you stare blindly at a situation because you can't <u>ventilate or develop a better insight</u> – this is where the supervisor plays a vital role..." (Participant – S6).</i>
Growth and development	<i>".. to give them the responsibility. We should not, even if it is a new one, we should not be over involved. <u>We must provide guidance, but we should not do the things for them</u>..." (Participant S3).</i> <i>"... the supervisor <u>makes you excited</u> and curious to go and find the answers self...." (Participant - SW5).</i> <i>"... to address the issues of the day to <u>become more effective in practice</u>" (Participant – S8).</i>

Table 6.7c: Elements of the supervision relationship

Elements of the supervision relationship	
Sub-theme	Qualifying excerpts from interviews
Attentive listening	<i>".... listen. Don't make assumptions. <u>Listen</u> to develop insight and professional understanding...." (Participant – SW1).</i> <i>"... listen... you know, listen. I think sometimes supervisors think they know you, and then they cannot learn from the supervisee. Is that what it is? So, I think it is important to listen and to also give social workers a space to grow themselves." (Participant – S4)</i>

The nature of the supervision relationship determines the nature of the supervision. The definitions of supervision (cf. 1.6.1) clearly state that supervision occurs in a relationship. In addition, the principles of the Developmental Approach (cf. 3.3.1-3.3.14) give clear guidelines for elements that should be present in the supervision relationship.

Participant SW 4 highlights the essence of supervision: *"...participation. I feel the supervisor must provide space in the supervisory relationship for the social worker to grow."* The establishment of a secure supervision relationship is critical. The participants highlight some vital elements of the supervision relationship: support, participation, growth, development and attentive listening. The elements create a sound foundation for the implementation of supervision. Without a structured focus on the principles of the developmental approach and knowledge of supervision, implementing these elements will be in vain. The elements can only contribute to effective supervision if all aspects are implemented in a secure structure with a clear vision of what should be achieved. The elements of supervision will only be effective if the inputs of the supervisor, the underpinning principles, the elements of supervision and clearly identified outcomes are well orchestrated in a meaningful whole.

The supervision relationship is critical for implementing the process and effectively reaching the outcomes. The managerial role of the supervisor also challenges the complexity of the supervision relationship. Therefore, supervisors need to invest in the supervision relationship deliberately. Engelbrecht (2019b:176) mentions that a positive supervision relationship is vital, and that the ownership of the supervision process is ascribed to both parties. The nature of the supervision relationship must reflect the principles of the developmental approach and contribute to effective

supervision. The supervision relationship must allow social workers to grow and to take accountability for their development as professionals. Although a sound supervision relationship is not the goal of supervision, it is one of the determinants of successful supervision.

6.3.2.1.5 Challenges in Supervision

The implementation of supervision of social workers is faced with various challenges (cf. 1.2, 4.1 & 4.6). Some challenges and issues have been raised for more than five decades. However, the environment's complexity and supervision's multifaceted nature contribute to some challenges not being fully addressed. Various authors (Botha, 2000:1-8; Engelbrecht, 2006:130; DSD, 2006:32; Engelbrecht, 2010a:324, 329; DSD, 2016b: 265, 279, 282, Engelbrecht, 2019b:174) confirmed that there is a need for dismantling of supervision to align the conceptualisation of supervision knowledge, skills, values and practices with the South African context (cf. 4.6, 4.6.1–4.6.6). This also includes the approaches to social work.

During the interviews, supervisors identified some challenges that they experience impact their ability to implement effective supervision. The most common challenge supervisors identify is the distance between them and the social workers they supervise. The essence of this challenge is that the intensity and frequency of supervision are influenced because the supervisor has to travel long distances. In addition, when they visit the social workers, they also have to attend to general office matters. This is highlighted by some comments made by the supervisors and social workers:

Table 6.9: Challenges in supervision

Theme: Challenges in supervision	
Sub-theme	Qualifying excerpts from interviews
Distance from social workers	<i>"...I have to travel because they are in three different districts" (Participant-S2)</i> <i>"My situation is complicated because my farthest social worker is 235 km from me which is quite a challenge" (Participant-S5).</i>

	<i>".. you know, it is more difficult when they are far away. You know – then you don't have frequent contact" (Participant-S6).</i> <i>".. the fact that the supervisor is hours from you..." (Participant – SW 5).</i>
Different roles	<i>"We are supervisors then <u>we are managers</u> – so sometimes the managing part or the other way around, sometimes consumes you, so the supervisor should be able to balance the two: the management of the organisation and to do the supervision" (Participant-S1)</i> <i>"You can think it is literally that you supervise the social workers, and then there are <u>additional matters</u>, and you deal with that first" (Participant-S5)</i>

From the comments, it can be concluded that the relationship between the supervisor and social worker is impacted by the distance between them, the available time, and the supervision's intensity. Participant S5 indicates, *"my situation is complicated because my farthest social worker is 235 km from me which is quite a challenge"*. The impact of the distances supervisors has to travel radiates to different aspects of supervision. Organisations often struggle with resources. Travelling to remote offices is time-consuming and expensive. The distance impacts the frequency of supervision, so developing a secure supervision relationship is more challenging. The reality is that these challenges will continue to exist and will require deliberate efforts to build and sustain the relationship. Achieving the principles such as participation, transparency, partnership, and empowerment will take more effort because of the distance supervisors travel.

In addition, supervisors refer to "non-social work" matters that require their attention when they travel to remote offices. For example, they refer to general office relationships and managerial roles that require their attention.

"We are supervisors then we are managers – so sometimes the managing part or the other way around, sometimes consumes you, so the supervisor should be able to balance the two: the management of the organisation and to do the supervision" (Participant – S1).

“.. sometimes a lot of my time is spent on observing the normal... because you are the office manager also and the admin is always happy-go-lucky, but now you see she is quiet, now you need to try and figure out what is going on. So, a lot of your time is used in those... especially if it is a one man’s office, relationships because if one is angry for the others, then you have trouble...”
(Participant – S5).

These comments stress the strain of the challenge relating to role differentiation. This also links to the fact that supervisors have to travel to offices. The little time supervisors have available has to be split between general office matters and the supervision of social workers. However, general office matters and office relationships are crucial. Dissonance in these aspects and challenges that are not addressed effectively have a detrimental effect on the performance of the social worker. If these time-consuming “non-social work” matters are neglected, the isolated attention given to social workers will not have the intended results.

Participant S5 made a comment which could spark a critical matter that should be researched. This comment could relate to the characteristics required for supervisors to be effective.

“We tend to, especially as you get to know the people better, become more protective, and I noticed that it is a dangerous place to be because you lose objectivity. But I think it depends a lot on the personality of the supervisor and the supervisee, how she thinks it should be done...”

The responsibility and accountability of supervisors and the managerial responsibilities accentuate that supervision requires an entirely different skillset and knowledge base. This comment again refers to the fact that supervision is implemented without a well-informed structure, and the supervisor's interpretation informs the nature of supervision. If the implementation of supervision focuses on the principles, structure and outcomes, the process will be informed by collaboratively evaluating evidence of the social worker’s practice. The structured implementation will limit the subjective, haphazard actions of the supervisor.

Participant S5 referred to the fear that social workers might burn out more than once in an interview.

“... the other one, I will send for an extra course on report writing, it depends. But then I’m careful that they don’t burn out. I’m very aware that they take regular leave, you know, so you look at the holistic person....”;

“.. it is a challenge because the fact that he is not resilient doesn't make him a bad social worker. But he tends to shy away from certain things he has to do. Do you hear me? It makes him shy away and it makes him burn out, so I have to babysit him all the time even though he is a fantastic social worker.”;

“...in the beginning, you literally take them by the hand. How do you care for yourself? How do you prevent burnout....”

These comments emphasise the need to address holistic skills development and not only specific procedural matters with complex cases. For example, if the skills of a social worker are developed comprehensively, the probability of burnout might be decreased because they will have more confidence and skills to perform the required actions. It also stresses the importance of supervisors having a good comprehension of supervision and their roles, followed by appropriate knowledge and skills to implement the entire supervision process.

Participant S7 made a comment that summarises the need for more supervisors. *“In an ideal world if you don't have so many [social workers] and your time—if organisations had more supervisors, supervision will be much better and more structured than it is now”* The responses of supervisors did indicate that the ratio of supervisor: social worker is aligned with the Norms and Standards for Supervision (DSD, 2012). To think that more supervisors will improve the quality of supervision is simplistic. More supervisors can ease the pressure of travelling and enhance the accessibility of supervisors. However, more supervisors will not solve the lack of knowledge and an in-depth understanding of the foundation and impact of supervision. To effectively address the challenges in the implementation of supervision, a pivotal aspect would be aligning supervision with appropriate theories and practice models (cf. 4.8). Supervisors must be trained in supervision, and their knowledge and skills as supervisors should be developed. Parallel with the training of supervisors, the implementation of supervision should focus on the desired outcomes in terms of the skills of the social workers and not only on the supervisor's input (cf. 4.7, 4.11.5). Supervision that aligns with the developmental approach should focus on social workers' competencies (cf. 4.10.1-4.10.9).

6.3.2.1.6 Best practices in supervision

For many years there has been a call for indigenous practices in social work supervision. It is repeatedly confirmed that the Developmental Approach implemented in South Africa cannot be implemented based on problem-saturated approaches. Identifying best practices is essential and

acknowledges indigenous attempts to react to the South African realities. Indigenous practices could inform the development of theories and models aligned with the Development Approach.

Supervision practices in South Africa are mainly individual activities or elements that supervisors implement based on personal experience. A matter of great concern is that supervisors lack theoretical knowledge of supervision. There is also insufficient local research to support evidence-based attempts to develop supervision practices aligned with the Developmental approach. This directly impacts the implementation of supervision. Some of the best practices in supervision identified by participants included:

Table 6.910: Best practices

Sub-theme	Qualifying excerpts from interviews
Best Practices	<u>"Continuously learning, you don't stop to learn"</u> (Participant-S1). "Put all social workers at the same level, <u>not judging them</u>. Trying to help them but being strict" (Participant-S2). "... open approach. Not as a 'know-it-all' Also open to learn. <u>The relationship. Trust.</u>" (Participant-S3). <u>"I am never in a hurry. Time; I think it is the time you spend"</u> (Participant-S4). "...to be approachable, but with boundaries. <u>You must know your worker well</u>" (Participant-S5). "I am <u>good with personnel development</u>, to see talents and develop them, and to see the results. I can teach you to write a report. I am good with setting policy guidelines" (Participant-S5). "In the first place, to know your workers well. Focus on strengths. To talk openly and honestly with each other. To defuse conflict situations. <u>We must have the courage to talk to each other</u>" (Participant-S6).

"I'm really trying to make a point of before we get into all the ... I'll say nitty gritty ... I'll focus on the worker. I will hear how they are doing" (Participant-S7).

"I think within my organisation, there is an incredible appreciation for training opportunities that are offered. I honestly think it's appreciated, and I think it compensates to some extent for the fact that our guys' salaries aren't that good. It probably varies from member of staff to member of staff, but there is the staff who place incredible value on the support" (Participant-S8).

From the inputs of the supervisors, the key elements that they regard as valuable in supervision are trust, the relationship, interest in the personal well-being of the social worker and training. These elements can add value to supervision, and the impact of these elements can be more significant if supervision is implemented from a sound theoretical foundation and with specific outcomes. Interestingly, the responses from the supervisors relate to performing the supportive and educational function. None of the participants referred to best practices concerning executing a supervisor's administrative duties. This contradicts the fact that it is widely debated in the literature that supervisors spend a considerable portion of their time on the administrative function (Kadushin, 1992:60-62; Engelbrecht, 2015a:129; Engelbrecht, 2019a:12). Although the participants did not indicate that best practices include a focus on the administrative tasks, previous discussions indicated that most time is spent on discussing due dates and court cases which all translates into the administrative function (cf. 6.3.2.1.3). So, it seems that cognitively, supervisors realise that current practices that focus more on the so-called administrative function of supervision are not ideal and that the focus of supervision is distorted since the support of supervisees does not receive enough attention.

The matters indicated as best practices reflect positive aspects that can enhance supervision.

Participant S1 refers to "continuous learning; you don't stop to learn". This is a critical point of departure. Supervisors must refocus their learning and growth towards supervision theories, practices and techniques when appointed as supervisors. In addition, supervisors should realise that they are entering a new discipline that requires specific knowledge and skills.

Other best practices identified by participants relate to the relationship. For example, participant S2 refers to a non-judgmental approach, which echoes the developmental approach:

"Put all social workers at the same level, not judging them. Trying to help them but being strict" (Participant-S2).

Participant S5 also refers to an element of the developmental approach when she states: *"...to be approachable, but with boundaries. You must know your worker well".* This statement also supports the value of the supervision relationship and the fact that the supervisor should be approachable.

A gap that is identified when the best practices identified by the supervisors are considered is the fact that there is no reference to specific skills or knowledge that proves effective in implementing supervision. The supervision relationship is the core of the supervision process, but without applying specific knowledge and skills, supervision will only be intuitive action. For supervision practices to be appropriate and to advance in terms of indigenous practices, the use of appropriate theoretical approaches, practice models and techniques are critical and needs to be explored (cf. 2.1, 2.2.3, 2.6, 3.3.7, 4.3.2, 4.7). There is a cry for indigenous practices. Developing indigenous practices require supervision to be contextualised and shaped by indigenous knowledge, local research and practices that are adapted accordingly (cf. 4.7).

6.3.2.1.7 Consultation

According to the Supervision Framework for the social work profession in South Africa (DSD 2012:19), consultation follows intensive, focused supervision once the goals and outcomes of the initial supervision contract are achieved. When the decision is made that a social worker is ready to proceed to consultation, they should be proficient in all aspects, including the procedures and standards. Botha (2000:295) stipulated that social workers must prove that they are competent and willing to render services according to the desired professional standard before they should be considered for consultation.

The social worker requests consultation and advice and the alternatives provided are work-related, goal-directed and focused on solving a specific problem (DSD, 2012:19-20; Botha, 2000:300-301). The social worker accepts full responsibility for the workload and their actions (DSD, 2012:19-20). This statement is, however, contradicted by the Policy Guidelines for Course of Conduct, Code of Ethics and the rules for social workers (SACSSP, 2007:37), stating that the supervisor could be held liable for unprofessional conduct of a social worker. This leaves a concern relating to accountability. The Policy Guidelines imply that a supervisor remains accountable for the service rendered by the social worker. However, the description of consultation implies that there is less input from the supervisor, and the nature of consultation will

leave a gap as the supervisor would have no continuous follow-up on the input of the social worker. The supervisor will thus be held accountable without having the duty of controlling the administrative function.

Engelbrecht (2019b:188) does state that a developmental approach to supervision implies that supervision is never terminated. The developmental approach in supervision is founded on the expectation that the input of the supervisor changes as the social workers progress with their professional development. The Supervision Framework for social service professionals asserts that the supervision of social workers is mandatory (2012a:31), substantiated by the premises of the developmental approach (Engelbrecht, 2019b:188). The supervisor's input will thus change but never entirely ceases. The supervisor should adapt all supervision activities, processes, methods and techniques according to the developmental stages of the social worker (Engelbrecht, 2019b:188). The nature of supervision, the supervisor's inputs and the supervisor's and social worker's accountability should be redefined when a social worker progresses to consultation.

In practice, the transition to consultation is, however, vague. There seems to be no clarity on what skills a social worker needs to transition to consultation. No assessment process exists, and the only qualifier appears to be the years of experience. However, the number of years of experience as a social worker is not a good qualifier for determining if a social worker is ready for consultation. The supervisor needs to determine if the social worker developed the appropriate skills to accept accountability for their services. Experience must be substantiated by proof that the social worker possesses advanced skills before supervision is transformed into consultation.

The only difference between supervision and consultation seems to be the frequency of contact. Consultation is based on the need of the social worker to contact their supervisor when advice is needed in handling cases. Although this seems to be aligned with the literature (Botha, 2000:295-341 Engelbrecht, 2019b:186-189), it is not clear who is ultimately accountable for decisions made by the social worker. The South African policies on supervision issued by the Department of Social Development indicate that Supervision for Social workers in South Africa is mandatory (2012a:31). In terms of this requirement, there is no indication of where consultation fits in or the nature of consultation and the accountability of both the supervisor and social worker.

Comments regarding consultation in supervision included:

Table 6.11: Consultation

Theme: Consultation	
Sub-theme	Qualifying excerpts from interviews
Experience	<i>“Senior social workers are more on consultation basis. It means that there is not much more supervision. They are experienced...” (Participant – S3)</i>
Frequency	<i>“It starts from we skip a month – every second month, then that’s consultation two three months – every three months and then those ones who are like 26 years in profession, those ones, ah, we see them twice a year.” (Participant – S1).</i> <i>I will still go once a month. (Participant – S3).</i> <i>“...if a worker is on consultation, you don’t need to go quarterly.” (Participant – S9).</i>
Input of the supervisor	<i>“... to show your face and show that you are available if she has questions...” (Participant - S3).</i> <i>“It is important to show I support her. You know, I don’t check every single file. We talk about those that she feels is necessary to talk about. I just feel I must just show my face and show that you are available; they can ask your help if they need it” (Participant-S3).</i> <i>“I literally have to canalise the legal stuff on her reports. I need to be there if she has a need for consultation. The contact with her is important to me; we have to look each other in the eye” (Participant – S9).</i>

The transition from supervision to consultation is not clear. From the comments, it seems that the qualifying determinant is the number of years of experience of the social worker. For example, participant S3 states: *“Senior social workers are more on consultation basis. It means that there is not much more supervision. They are experienced...”* None of the participants refers to any assessment or requirements regarding skills or knowledge. No reference was made to a formal

assessment, portfolio of evidence or a formal decision that a social worker is competent to take full responsibility for the decisions she makes. If there is no assessment or required skills, the transition from supervision to consultation seems tremendously subjective and based solely on the number of years in the field. The aim of the research was not to explore consultation extensively, but references to consultation in interviews pursuing the primary aim raised concerns. Based on the comments made by the participants, the concerns the researcher has in this regard include the following:

There is no objective evidence that a social worker is competent and emotionally ready to take responsibility for decisions and professional actions and to do so without the support of the supervisor. Participants randomly referred to the fact that senior social workers are experienced.

There is no formal decision that a social worker is ready for consultation; it is a mere spontaneous action based on the number of years of experience;

Working procedures require that supervisors still validate the legal aspects of service rendering. This leads to mixed messages to both social workers and supervisors. On the one hand, it is communicated that the social worker is sufficiently experienced to make their own decisions, but legal aspects still have to be controlled by the supervisor. On the other hand, this raises questions about who is ultimately responsible for the decisions and actions of the social worker.

The supervisors and social workers have no clarity on the roles and responsibilities in the consultation process.

Consultation is a complex aspect of supervision. To validate the decision that a social worker is ready for consultation, organisations must have a process that should be followed to ensure focused supervision is implemented and specific outcomes are reached. The process should include an opportunity for a social worker to provide evidence that she is competent. Assessment of proficiency and a formal decision to change the supervisor's input is essential. Part of this process should clarify the accountability of the social worker and the supervisor.

6.3.2.2 *Theme 2: The implementation of the Developmental approach*

During the semi-structured interviews, participants were prompted to portray their understanding and implementation of the developmental approach in supervision.

Firstly, it was evident that the participants were not familiar with the principles (cf. 3.3, 3.3.1-3.3.14) of the developmental approach. When their knowledge in this regard was explored, the responses included:

Table 11: Poor knowledge of Developmental Approach

Theme: Poor knowledge and understanding of the principles of the developmental approach	
Sub-theme	Qualifying excerpts from interviews
Principles of the developmental approach	<u>"Not familiar with the principles"</u> (Participant – S1) Yoh, yoh, <u>I will try.</u>" (Participant – S2) <u>"It has been a while..."</u> (Participant – S3) "No, that is vague, <u>it is vague...</u>" (Participant – S4) " <u>I won't be able to give you that stuff.</u> I will have to go and read about it again" (Participant-S5) <u>"No, I don't know the principles"</u> (Participant-S6) <u>"Not a clue!"</u> (Participant-S7)

When the researcher introduced questions on the principles, it seemed that the participants relied on a basic understanding of the semantics of the word. For example, development means the person has to grow:

"Social workers should develop, not to stay on one level, they can't stay on one level, and social work is a continuous, what you call it? Learning." (Participant – S1).

"What I understand is that you are taking a person from point A, and you are supposed to put that person to point B but not spoon-feeding the person. The person must be developed to do

whatever needs to be done on his or her own, but you are just acting as mentor or supporting” (Participant S2)

Participants mostly meant that the supervisor and social worker had to talk in sessions.

“Very important. Participation, both of us, should be ... should participate. Both of us should be prepared for supervision. If they send me an agenda, I cannot look at the agenda when we are sitting down...” (Participant S4).

“Yes, as I said earlier, it is important that I do not do all the talking. I must not say this and this and this, it must be a joint discussion, and we must decide together ...” (Participant S7).

Accessibility meant the social worker could reach the supervisor via phone or email.

“Yes, we must always be available. I have a phone, so I am always available if there is a crisis so the workers know they can contact me any time...” (Participant S7).

There is a lack of in-depth reasoning about the principles, specifically concerning the implementation of the principles in supervision. In discussing the principles, the supervisors referred back to the social workers' clients and lost focus that the principles should be implemented in the supervision relationship. For example, when referring to participation, one participant indicated that the community members should participate in service rendering.

“... be participative ...but also listen to the community or whoever you are assisting what is their need. You need to listen to the participants. What they need in their community or in a group or in their cases where you are dealing with their issues. Because at the end of the day, you are dealing with their issues” (Participant S2).

The participants' knowledge and understanding of the developmental approach seem to be limited and basic. Little thought was given to implementing these principles in supervision. Where participants referred to principles in supervision, it was incidental and not because of their knowledge of the developmental approach. The mere fact that there is no deeper understanding of the principles of the developmental approach implies that the principles are not tenaciously implemented in supervision. The lack of knowledge and understanding of the principles of supervision should be unambiguously addressed in training. A lack of knowledge of the principles also results in supervisors being unable to be cognisant of guiding social workers toward implementing developmental social work.

6.3.2.3 *Theme 3: Theories, practice models and techniques used by supervisors*

Social work is a profession dealing with complex issues, and all actions of a social worker should be informed by appropriate scientific knowledge (Trevithick, 2005:23; Healy, 2005:92, cf. 2.5, 4.8). As a result, the arbitrary implementation of random undertakings does not support, educate or manage social workers appropriately and guide them sufficiently in their professional development and execution of proper professional services. The absence of a specific knowledge base results in activities that any reasonably competent person engages in through sheer coincidence without being underpinned by appropriate scientific, research-supported knowledge or theory (Sheppard, 1995:290).

As indicated, theories and models must be carefully selected to ensure that the developmental approach is honoured (cf. 4.7, 4.8). Most theories and practice models are based on problem-focused approaches that defy the purpose of the developmental approach (cf. 1.2, 4.8). Practice models that could be aligned with developmental supervision include the Solution-focused model (cf. 4.8.1), the Person-centred model (cf. 4.8.2) and the Competency-based model (cf. 4.8.3). If supervision is practised without grounding it in theory, it defies the purpose of the profession. As a profession, it is required of social work, including supervision, to have a sound, scientific foundation with specific standards and ethical guidelines. If supervision is performed haphazardly without basing actions on theories, practice models and ethical standards, it is not honouring the requirements of a profession.

In addition to the limited knowledge and lack of implementation of the principles of the developmental approach, participants appeared to have a tendency to experience a gap between practice and theory. They distance themselves from theory and indicate that they act on instinct. Participants were encouraged to share theories, practice models and techniques they use in supervision.

The first question asked was what supervision theories and models are used by the supervisor in supervision. From responses, it is observed that supervisors distance themselves from the theoretical foundation of social work. This raises various serious concerns. The implementation of supervision as a method of social work should be based on a sound theoretical base.

Table 6.122: Theories, practice models and techniques used by supervisors

<i>Theme: Theories, practice models and techniques used</i>		
Sub-theme	Category	Qualifying excerpts from interviews
<i>Supervisors don't know the theory of supervision</i>	<i>Theories used in supervision</i>	<i>"I can say generic. You know I cannot say I work with a specific theory or model"</i> (Participant-S3). <i>"I don't think I have a theory as such"</i> (Participant-S4) <i>"I am not theoretical. Which ones are there?"</i> (Participant-S5).
	<i>Organisational guidelines in terms of appropriate theories</i>	<i>"... I don't think it's a model. We just, you know, if you go on the wellness chats, you find things like now I wanted to motivate them towards you can stand out..."</i> (Participant – S1). <i>".... yes, there is. Don't ask me now what it is. I will answer you in a bit..."</i> (Participant – S9)

Supervisors should model the integration of theory and practice for social workers (Kadushin, 1992: 156, 201-202). The absence of theory in the practice of supervisors does not promote the use of theoretically founded practices among social workers. Instead, it allows social workers to act and implement services impulsively based on personal perceptions of what might be appropriate. If social work is applied without theory, it will result in poor service delivery and an unscientific approach to dealing with service users.

Another serious concern is the future of social work and supervision. As clearly indicated in the participants' responses, most supervision practices are based on personal experience and role models (cf. 2.5, 4.6.4).

“...so, the supervision is what I learnt at University and what I learnt in practice.” (Participant- S3)

“... No, I didn't actually I use the experience I had with supervision when I was being supervised. Yes, that is actually what I relied on most of the time...” (Participant S4).

Current supervision practices do not reflect a well-structured implementation of robust, theoretically grounded practices. If future supervisors mostly have to rely on their experiences and role models, there will be minimal improvement in the development of professional supervision services and, for that matter, social work services. Improving supervision and social work practices will require redirecting supervision. First, supervisors will have to be trained appropriately and implement supervision accordingly. Subsequently, supervisors will have to model the effective use of theory in daily practice and hold social workers accountable for the theoretical grounding of services. As a result, supervisors must demonstrate advanced knowledge of social work theories as well as the theory of supervision. This will not happen if supervisors and the implementation of supervision do not change.

Participants also indicated that the organisations employing them do not propose any specific theoretical framework or practice model for supervision. As a result, participants could, most of the time, not name theories or practice models with which they are familiar.

Most participants indicated that their organisations have a manual for supervision (cf. 6.3.2.1.2). The manual's content is not familiar to the participants, and most indicated that it probably only contains logistical aspects such as forms to use. The participants also indicate that the document most used for supervision is the Supervision Framework (DSD, 2012).

The same trend was identified when the use of techniques in the implementation of supervision was explored.

Table 6.13 The use of techniques in supervision

Theme: Use of techniques in supervision	
Sub-theme	Qualifying excerpts from interviews
Knowledge of techniques	"There is a lot ne! <u>I am forgetting the name</u>" (Participant -S1). "I am using <u>one on one</u> whereby we are having sort of a meeting or interview" (Participant-S2) "I try to listen more than talk. I'm trying not to be prescriptive; I want to be more cooperative. I <u>never really think about techniques</u>." (Participant-S2) "Techniques? <u>I don't think I use any</u> – I can't remember if I use any. I am so used to it; when I come in, I know what I am doing; I am not even aware if there are any techniques." (Participant-S4).

Theories and techniques specifically linked to supervision as a scientific method of social work are not easy to find in the literature. For this reason, supervisors must apply existing social work and management theories and general social work techniques in applying supervision. Social work techniques or skills that could effectively be used in supervision include

- Interviewing skills (variety of questions, paraphrasing, clarifying, summarising, active listening responses, feedback, prompting, probing, use of silences);
- foundation skills (planning & preparing for supervision, building rapport, professional use of self);
- providing help, guidance and direction (reframing, modelling, validation, offer interpretations);
- empowerment, negotiation and partnership skills (negotiating, contracting, networking, mediation, assertiveness skills);
- organisational and administrative skills (Trevithick, 2012: 154-310).

The wide variety of skills applied in social work should be implemented skilfully on an advanced level in supervision. The nuance of implementing these skills in supervision should be focused on the development of the social worker and ultimately rendering professional service to the client system (cf. 4.4.2).

The responses of the participants in this regard raised several concerns.

“Techniques? I don’t think I use any – I can’t remember if I use any. I am so used to it; when I come in, I know what I am doing; I am not even aware of there are any techniques.” (Participant-S4).

“I try to listen more than talk. I’m trying not to be prescriptive; I want to be more cooperative. I never really think about techniques.” (Participant-S2).

These two participants explicitly indicate an ignorant absence of techniques in the application of supervision. They admit not knowing any techniques and confirm that supervision is implemented haphazardly. Participant S2 states that she does not think about techniques. Thus, supervision is implemented without structure, based on intuition rather than scientific knowledge.

Again, the absence of a sound theoretical base in supervision results in practices performed randomly and without structure. This could cause a limited focus on developing skills contributing to effective social work services. If supervisors advocate and role-model practices not supported by theoretical foundations, social workers will also render services that are not theoretically sound. This will result in social work and supervision practices that will weaken the future of the profession. The concern also is that the current supervisors inform the future of supervision in social work. The social workers they supervise will be the supervisors of the future. If future supervisors have to rely on a role model that implements supervision without structure, without a knowledge base, most certainly, future supervision practices will not improve.

Supervisors should have developed an advanced ability to implement knowledge and skills. If supervisors implement practices without a sound understanding of what they do and why they do it, they will not be able to guide social workers towards a scientific performance of skills and knowledge.

6.3.2.4 Theme 4: Outcomes of supervision

Engelbrecht (2004:209) states that competent social workers can apply knowledge, skills and values in their interaction with the environment so that interventions encourage empowerment, change and development in the environment and people's needs. Engelbrecht (2004:209) further postulates that a competence model of supervision that focuses on the outcomes rather than the process and the supervisor's input is appropriate. Focusing on the social worker's competence would further support the implementation of the principles of the developmental approach (cf. 3.3.1-3.3.14).

Supervision is described chiefly with a focus on input from the supervisor (cf. 1.1, 1.6.1). Little reference is made to the expected outcomes of supervision. If reference is made to the outcome of supervision, it is a vague, broad reference to the effectiveness of services to the client system.

Scott et al. (2004:613; 4.11) suggest that practice standards should be formulated with a focus on the outcomes of supervision and a clear description of what is expected of social workers. Practice standards will provide clarity and increase the accountability of social workers (Scott et al., 2004:613; Appendix K).

Table 6.14a: Outcomes of supervision

Theme: Outcomes of supervision		
Sub-theme	Category	Qualifying excerpts from interviews
Personal development	Supervisors' Comments	"I want the social worker to be <u>independent</u>, function on their own, know what they are doing. Want them to be a good functioning social worker, work with minimum supervision" (Participant - S1). "...I usually look at the growth – at their growth. If they are growing in the profession as well ... Are they able to handle cases themselves. Are they still interested?" (Participant – S4). "...I look at what talents they have and develop that. If I see this worker likes training and to present things,

		<i>then we try to give him opportunities and develop that further..." (Participant – S5).</i>
	Social workers' comments	<i>".. it is a growth opportunity because, in supervision, we are told what we can do differently...it gives me a better overview of my shortcomings. ...for example... I have a strong personality, so <u>I can be experienced as harsh</u> ... a thing is either right or wrong; the supervisor told me to be softer..." (Participant – SW 1).</i> <i>"...what can I do differently..." (Participant – SW5).</i>

Table 6.14b: Outcomes of supervision

Theme: Outcomes of supervision		
Sub-theme	Category	Qualifying excerpts from interviews
Administration	Supervisors' comments	<i>"I work towards independence. It depends on the person. I look at <u>leadership</u>, what talents they have and develop that" (Participant - S5).</i> <i>"New workers: <u>writing reports, children's court proceedings, the Children's Act, statistics</u>. Simple stuff like timekeeping. What is the procedures, alternatives, fundraising, training. For senior workers, it is difficult." (Participant - S7).</i> <i>"...it is actually <u>daily practice stuff</u>" (Participant - S7).</i> <i>"We rate social workers by the number of beneficiaries; they have to <u>reach targets</u>. If the outcome is lower, they have to work harder." (Participant - S2)</i>
	Social workers' comments	<i>".... I must plan more. Plan constructively.... My planning must be precise. I can be very busy but fail to complete a task" (Participant – SW 1).</i>

		“...for example, I must plan my days that I do home visits half of the day and the other half I must do admin” (Participant – SW1). “.. a social worker entering practice for the first time, the requirements, legal requirements and policies...” (Participant – SW7).
--	--	--

Table 6.14c: Outcomes of supervision

Theme: Outcomes of supervision		
Sub-theme	Category	Qualifying excerpts from interviews
Education	Supervisors' comments	“I check what specific <u>training</u> she needs” (Participant - S3). “Report writing, we help with that...some are not good with computers, then we look at that... some also have to work on their interpersonal skills.” (Participant -S6). “...what is the procedures... timekeeping, statistics, the Children’s Act, fundraising...” (Participant- S7)
	Social workers' comments	“...it is, it focusses on, for example, my casework. The files that do not have all the required documents in it, for example, an outcome would be that I file and IDP for a client on the file” (Participant – SW 3). “.... my process notes are not comprehensive enough. It is not formulated according to the beginning, process and evaluation...” (Participant – SW4).

As indicated by the supervisors who participated in the study, the desired outcomes echo the general description of supervision based on supportive, educational and administrative functions

(cf. 4.9.1, 4.9.2, 4.9.3). Although it is valuable and provides some guidance for the inputs of the supervisor, the indicated outcomes are extremely ambiguous and difficult to measure.

The desired outcomes were formulated broadly and are difficult to substantiate. For example, participant S1 mentioned that she wants social workers to become independent. Participant S2 indicated she wants the social worker to grow, and participant S5 referred to developing the talents of social workers.

The social workers' responses resembled the outcomes of the supervisors to a great extent.

".... my process notes are not comprehensive enough. It is not formulated according to the beginning, process and evaluation..." (Participant – SW4).

".. a social worker entering practice for the first time, the requirements, legal requirements and policies..." (Participant – SW7).

These indicated outcomes are valid and noble; it is broad, generalised guidelines of what supervisors want to achieve. However, to succeed in meeting the outcomes of supervision, the outcomes must be precise and measurable. Practice standards based on the competencies required of a social worker will provide a framework of achievable expectations. Specific, measurable outcomes will also contribute toward principles such as transparency, partnership, sustainability, participation, empowerment, effectiveness, and efficiency (cf. 3.3.1-3.3.14). As discussed in 6.3.2.1.7 and throughout the study, the aim is to continuously develop social workers' skills and knowledge to ensure increased capability and competence. A focal shift defining the outcomes in terms of the desired competencies of the social worker could add to the effectiveness of supervision.

The standards for training social workers provide a framework of skills that should be integrated into a social worker's practice. The framework is comprehensive and specific and categorises the skills of social workers in nine areas: professional identity, ethical skills, legislation & policies, assessment and intervention skills, writing & professional communication, research, core values & principles, working with diversity and knowledge, and practice skills & theory. Using these groups as guiding categories will allow supervisors to formulate specific requirements aligned with the South African context. (cf. 4.10, 4.10.1-4.10.9). The participants were unclear on what competencies a social worker should have to be effective. The responses that led to this conclusion included the following:

Table 6.15: Skills required by social workers: supervisors' comments

Sub-theme		Qualifying excerpts from interviews
Skills competency	Supervisors' comments	a good social worker is somebody who is able to communicate properly with the beneficiaries, it is somebody who is <u>able to work in a team</u>,eh.....it's somebody who is also <u>respect his or her work ethics</u> it is somebody who also <u>respect the boundaries</u> which we are having in an organisation ...eh...but also it is somebody...eh...who (stuttering) who is a professional who knows <u>how to talk to other colleagues or other beneficiaries</u> whom he or her is serving ...also who is somebody who is <u>having Ubuntu</u>. (Participant – S2). “She must be able to <u>listen well</u>. She must be able to <u>separate the chaff from the wheat</u>. She must have an <u>openness for people</u>, and she should not have preconceived ideas. You know, to think everybody should stay in a three-bedroom house with a bathroom. Definitely <u>not have preconceived ideas, generalisations</u>.” (Participant - S 3) “...a good social worker is someone that will <u>do everything to be able to sort out the problem that is given to them</u> So a person who <u>will give their total attention to the case</u> that is happening and treat each case as important instead of saying you know it's just another case but will look at everything as important..... they must be able to <u>listen, listen without judgement</u> they must be able to listenuhm...listen without judgement

		Uhm.....what's the other skill?.....it will be to listen and also to allow clients to be themselves to understand that we're different and what works for me might not work for the client. Ja, just to also, to respect the client, whatever, whichever client comes to you, respect them, whether you agree with their lifestyle or not, <u>respect</u> is very important.” (Participant – S4).
	Social workers' comments	“...that is a difficult question. I think it is mostly your <u>passion</u>, your passion for social work. And <u>being driven</u>, to know you are here for the children, an <u>advocate</u> for children without a voice” (Participant – SW1). “...<u>time management</u>, <u>admin skills</u>, <u>communication</u> and you must remain <u>calm in crisis situations</u>...: (Participant – SW2). “....<u>admin skills</u>, <u>report writing</u>, <u>communication</u>, <u>moral values</u>, I know that is not a skill, but <u>integrity</u>, <u>confidentiality</u> and the values given to us by the SACSSP. But the most important is the communication and report writing...” (Participant – SW5).

Supervisors must know the skills social workers require to be effective and proficient in practice. Knowledge of the necessary skills should guide the formulation of supervision outcomes. During the interviews, participants referred to some general workplace skills. Although these skills are vital for a social worker to be successful, supervisors and social workers must have an in-depth understanding of the occupation-specific skills that should be developed in supervision.

The participants referred to skills such as listening, communication and being non-judgemental as essential for social workers. It is vital, but still, it is crucial to identify specific occupation-specific skills that should be developed in social workers, such as the training standards referred to earlier (cf. 4.10, 4.10.1-4.10.9). The fact that occupation-specific expectations are not a common language between supervisors and social workers could lead to misconceptions about the expected outcomes.

Social workers that participated in the study also had a vague description of the skills required to be proficient. The social workers' responses were consistent with those of the supervisors by primarily referring to general workplace skills instead of occupation-specific skills. Social workers used the terms skills and values as synonyms. It is a matter of great concern that supervisors and social workers have a generalist view of the skills that social workers need to be efficient in practice. As mentioned earlier, general workplace skills are essential and need to be addressed in supervision. In addition, social workers and supervisors need to clearly understand the specific professional skills that should be developed in a social worker—having a clear vision of what is expected of social workers could contribute to defining appropriate outcomes and focus the inputs of the supervisor. A clear indication of what is required of social workers will also contribute to the supervisors and social workers sharing the same vision in terms of the development of the social worker. The framework can successfully be implemented according to the cyclical process of supervision (cf. 4.11, 4.11.1-4.11.6) and foster progressive skills development while honouring the principles of the developmental approach (cf. 3.3.1-3.3.14).

In this regard, formulating practice standards that are appropriate for the South African context (cf. 6.3.2.4.1 & 4.11) could contribute towards effective and efficient supervision, enhancing the services rendered to the client system and ultimately promoting the professional standards. A framework of practice standards could also ensure uniform expectations of social workers. The same framework can be used to assess social workers during performance appraisals and for the assessment to make an informed recommendation in terms of the readiness of the social worker for consultation.

6.3.2.5 *Theme 5: Supervision needs of social workers*

A critical element of supervision is ensuring that social workers' skills are developed according to their needs and practice requirements. The challenge for the supervisor is to balance the demands of practice settings and the needs of the social worker to achieve sustainable development. The study explored two aspects that informed this theme. The first aspect that was

explored was the social workers' need for supervision, and secondly, the researcher explored what participants perceived as required skills to be effective in practice.

The social workers that participated in the study gave general needs of supervision. The following excerpts describe the needs of social workers:

Table 6.13: Supervision needs of social workers

Sub-Theme	Qualifying excerpts
Support	<i>"It depends on the person.... but she can sometimes show <u>more empathy</u>..." SW1</i> <i>"<u>Support and empowerment, definitely</u>. But I think support plays an important role. If I say support, if a social worker doesn't know how to deal with a situation, guidance.... and empowerment, to hear what are the needs, training needs and to help with that too." SW2</i> <i>"If you don't look at the <u>emotional well-being</u> of your social workers, you will lose them. If you look how often social workers move to other posts – why does that happen? I feel it is because the emotional well-being of the social worker is not looked after" SW2</i> <i>"...if you don't have the <u>right support and the right supervision</u>, you will burn out much quicker, especially in child protection" SW4</i>

Table 16b: Supervision needs of social workers

Sub-Theme	Qualifying excerpts
Debriefing	"I think there is a lot of value in <u>reflective practice</u>; I think this is what, at the end of the day, distinguishes a social worker who will last a long time in the profession versus the guy who gives up quickly..." SW5 "I think child protection social workers need <u>two types of supervision... the focus on the difficult cases.... and debriefing</u>. The poor supervisor also sometimes needs debriefing..." SW5
Self-Development	"To discuss cases is important and the core, but I need <u>something extra, a bit more. A bit more self-fulfilling</u>." SW3 "I think I would like <u>supervision that is challenging</u>, but in a nice way. The experience where a supervisor makes me excited to go and find out.... where she gives you the tool and say go and read about this..." SW5
Guidance	"<u>All the methods of social work</u> – group work, casework and then supervision must focus on all the skills a social worker should have ..." SW4 "...those difficult cases... to walk through them with your supervisor... and the <u>normal administrative things</u>"

The comments of the social workers referred to four basic but essential needs that accentuate the supervision process. First, social workers can be overwhelmed by the magnitude of information, the diversity of challenges, systemic problems and the emotions they face in social work. Therefore, the participants identified four intrinsic needs for supervision: support, debriefing, self-development and guidance.

While not explicitly mentioned, the intrinsic needs identified by the social workers confirm that the functions of supervision, as described by Kadushin (1976), are still valid, although this study proposes that it should not be the only focus of supervision.

Regarding the supportive function (cf. 4.9.3), the social workers confirm that they need debriefing and emotional support to be efficient and cope with the demands of practice. Their need for self-development and guidance to integrate theory and practice relate to the educational function (cf. 4.9.2). Participants also indicated that they need guidance regarding cases and administrative

matters (cf. 4.9.1). The inputs of the supervisor should reflect the functions as described by Kadushin. However, the functions must not be the primary focus of supervision. Instead, the focus should be empowering social workers with the skills required and inputs of the supervisor regarding their functions and should facilitate achieving the desired outcomes.

6.3.2.6 Theme 6: Professionalism in Supervision

Supervisors must set an example for social workers (cf. 4.7). They should model the integration of theory and practice (cf. 6.3.2.3). The way supervisors use professional language, professional curiosity, and the demonstration of professionalism should inspire social workers to progress to an advanced level of social work practice.

However, supervisors explicitly express that they distance themselves from the theoretical foundation of social work. Comments such as *“I am not theoretical”* (Participant /5) and *“I am not an academic person...”* (Participant – S6) raise a serious concern about the status of supervision. If supervisors practice supervision this way, what is expected of social workers regarding social work practice in general?

The informal and sometimes poor use of language and the absence of professional terms and social work jargon in interviews is a matter of great concern. Some responses from participants during the interviews included:

Table 6.14: Professionalism in supervision

Sub-theme	Qualifying excerpts from interviews
Poor professional knowledge	<i>[What techniques do you use in supervision?]</i> <i>“There <u>is</u> a lot ne! I like to do.... I am forgetting the name. There is this one where you actually do like a play something where they colour to find themselves where they are in the big... actually there is a tree – there was a tree that I last used then you know there is people falling someone is on the tree ... someone... just to find where are they uhm then I also use individually <u>I can see that this one is lacking on this and this and then I pull the very thing that they need</u> ... no... individuallyuh the previous one she had problems with ... when you know we grew up in differentshe is the last sayer on things on everything</i>

	so I can quickly identify that and develop her by herself, I get materials that are linked to that problem(Participant S1). “...other skills.... <u>I don’t actually think a lot about skills...</u>” (Participant S3). “...you <u>know I can actually see the form in front of me, but I cannot get the words...</u>” (Participant – S4).
Supervisors distancing themselves from theory	“... Theories and models? I don’t think I have uhm a theory as such.... a model... but when I studied, I used the theory... the PAC model ...no sorry the PC....the person-centred, Is that the PAC?” (Participant - S4). “.... <u>I am not theoretical</u> ...Which are there?” (Participant – S5). “.. to be honest with you, I <u>am not the academic kind of person</u>. I think a lot of times we apply some of these things...” (Participant -S6). “.. <u>I am not an academic person</u>. So, I don’t write down all the stuff that one... it is actually so part of you that later on you don’t realise what you are doing. ...I will have to look at the things again and sharpen my knowledge – the theories and everything. You know a lot of the things you use, but you forget – you do it so... I forgot the name” (Participant - S7)

In addition to the poor reflection of the use of professional language, the implementation of supervision is the absolute opposite of modelling the integration of theory and practice. Supervisors have very little to no theoretical grounding for their implementation of social work practice and supervision; they act on intuition and base their actions on their personal experiences that clearly also lack a scientific basis (cf. 4.6.4). Initially, the concern was that supervision in South Africa is still focused on problem-saturated theories. The comments of participants rather reflected the complete absence of theory (cf. 1.2, 1.6.1, 2.3.4, 2.3.5, 3.3, 4.10.6, 5.1).

If this is how supervision is practised, what is the future of social work in South Africa? If social workers, the future supervisors, have to rely on their personal experiences and current role models when they become supervisors, supervision and social work have an extremely bleak future.

Social workers and supervisors often advocate and claim that social work should be treated as a profession. Often the concern is raised that social work is not sufficiently recognised. For social workers to be treated as professionals and their status recognised, it will be required of the current social workers and supervisors need to accept the challenge and demonstrate the return to the scientific base of social work.

Social workers are often critiqued for the work they do. The Supervision framework for Social Service Professions (2012) was developed because of the need for effective supervision to enhance the quality and effectiveness of social work practice (Shokane et al., 2017:283). Recently social workers were scrutinised in the media for removing children unlawfully and conspiring with children to testify against parents (Eybers, 2022; Hattingh, 2022, Nanni, 2022; Rankin, 2022). The only way social workers can protect the future of the profession is that all our practices are saturated with scientific knowledge.

Guidelines that inform the outcomes of supervision are essential. A framework that provides supervisors and social workers with expectations and focuses on skills required in practice is vital for the scientific foundation of supervision practices. Guidelines for essential skills of social workers can be described according to the standards of the BSW degree (CHE, 2015: 6-17). If supervision is implemented according to these skills groups, focusing inputs of the supervisor, it could guide supervision practices. The skills groups provide a structure based on a scientifically grounded approach towards formulating outcome-focused objectives. The following table will introduce the skills groups required by a social worker:

Table 6.18: Skills required by social workers

Professional Identity	Social workers should exhibit professional behaviour and promote the profession. Social workers should accept responsibility for learning and development and role model effectiveness (cf. 4.10.1).
Ethical skills	Services should reflect an advanced level of critical thinking and ethical decision-making. File contents should contain evidence of measuring our ethical behaviour, debating potential ethical issues The role of supervisors should be clear. Supervisors must challenge social workers to consider ethical dilemmas, critically reflect on the implementation of ethical decision-making frameworks The actions of social workers should demonstrate professionalism and confidentiality and should leave no space for questioning the ethical behaviour of social workers. (cf. 4.10.2)
Legislation and policies	Services must reflect skilfully balancing legislation and policies with services rendered to service users. Reports to courts and in files must indicate that legislation and policies are considered and integrated with the services rendered. The principles of the developmental approach as guiding policy in South Africa should saturate our services – everything we do should shout empowerment, transparency, social justice, universal access etc. cf.4.10.3).
Assessment and intervention	The actions of the social worker should leave no doubt in terms of basing their actions on professionally structured assessments and intervention strategies (cf. 4.10.4). Social workers must identify and use appropriate assessment frameworks and evaluate outcomes.
Professional communication and writing	Reports on files should reflect professional communication, and the use of professional jargon should be reflected in all our actions and documentation of file

	The appearance of social workers in courts should leave no question about the scientific foundation of every action of the social worker Communication should reflect the professional input of supervisors guiding social workers toward professional actions in services (cf. 4.10.5)
Research	Services should indicate recognising of research and the desire to improve the knowledge of social workers and develop indigenous knowledge as we go Questioning all our actions in terms of validity and reliability, searching for explanations of what we do and improving the integration of theory, research and practice should be evident (cf. 4.10.6)
Core principles and values	Social workers must at all times adhere to the core principles and values of social work. Social workers should practice according to the guidelines of the of the ethical code of the SACSSP and demonstrate a critical application of the principles and values. (cf. 4.10.7)
Working with diversity	Social workers should be sensitive to the impact of their own values, culture, beliefs and attitudes and demonstrate competence in non-discrimination. The social worker should also recognise and manage the power invested in the role of a social worker (cf. 4.10.8).
Knowledge, theory and models	The implementation of knowledge, theory and models in rendering services should be evident. Social workers and supervisors must be competent in justifying interventions against sound scientific knowledge, theory and models. Communication in reports, courts and even interviews with service users should leave no doubt of the knowledge base of social work (cf. 4.10.9).

Current practices indicate that supervisors do not have uniform guidelines for developing skills in social work. Supervisors provided vague, general skills when probed about the skills they want to develop with supervision (cf. 6.3.2.4). Participants referred to general skills of social workers:

“...a good social worker is somebody who is able to communicate properly with beneficiaries... able to work in a team... it is somebody who is also respect for his or her work ethics. It is somebody who also respect the boundaries which we are having in the organisation but also it is somebody who is a professional who knows how to talk to other colleagues or other

beneficiaries whom he or her is servicing. Also, who is somebody who have Ubuntu” (Participant -S2).”

“...she must definitely be able to listen well. She must be able to separate the chaff from the wheat. She must have an openness for people, and she must not have preconceived ideas....” (Participant-S3).

One participant only briefly referred to specific skills needed by social workers.

“Continuously learning, you don’t stop to learn, ability to assess a client, a child –assessment is the one that lead you to where you going, the zeal to do the job, also report writinguhm how to write proper reports how to be able to present yourself in Court or any other professional uhm any professions meeting and how do I start doing an investigation for some of them” (Participant-S1).

The concern is that if supervisors do not indicate what skills a professional social worker needs to be effective in practice and only randomly focus on what comes to mind, supervision will not contribute to the professional development of a social worker. As a result, supervisors and social workers will lack consensus and clarity of what is expected of social workers to be effective in practice. As a result, social workers will continuously operate in a dimension that leaves them vulnerable to scrutiny. The only way social workers and supervisors can protect themselves and the profession and advocate for the vulnerable is to operate from a sound scientific base and measure everything they do against the profession's guidelines.

The comments above raise serious concerns in this regard. Although this study is mainly qualitative, the results do not represent all social work supervisors in South Africa. It is, however, enough to raise concerns about the future of social work and supervision in South Africa.

6.3.2.7 Theme 7: Supervision’s contribution to the resilience of social workers

The primary goal of supervision is to empower social workers to render exceptional professional services to service users. This includes the development of the social workers’ capacity to integrate theory and practice and to be resilient when it comes to the physical and emotional demands of practice (cf. 1.1, 1.2, 1.4). Developmental supervision must have a robust focus on the strengths and capabilities of social workers and develop resilience in social workers (cf. 1.3.2; 3.1; 4.10.9).

A broad description of the elements of the term 'resilience' reflects the following: The essence of resilience is the capacity to adapt to adversity. Social workers should display flexible cognitive, behavioural and emotional capacities to adapt to hardships and recover from challenges. (Greer, 2016: 21-22, cf. 3.1, 3.3.1, 3.3.2, 3.3.3, 3.3.6, 3.3.7 & 4.3.2). The nature of social work requires social workers to cope with various challenges, hardships and adversities. The professional skills of a social worker should be braced by resilience to cope with this.

During the interviews, participants' knowledge of the resilience theory and the implementation thereof in supervision was explored. The purpose of this exploration was to determine to which extent the supervisors know and implement the resilience theory in the supervision of social workers to aid sustainable development.

Supervisors' reactions support the observations discussed in Theme 5 (cf. 6.2.3.5). Theoretically, informed supervision practices are absent. Supervisors are not cognisant of implementing theories, and they communicate a gap between theory and practice. The following excerpts from the interviews led to the derived conclusions.

Table 6.15a: The use and implementation of the resilience theory in supervision

Theme: Supervision's contribution to the resilience of social workers	
Sub-Theme	Qualifying excerpts from interviews
Knowledge of the resilience theory	"What I understand with the resilience theory <u>talks about being able to bounce back</u>. Yes, so as we are working the social worker might not (be) good at something, but when she get <u>other training</u> ...it can help her to be able to bounce back and conduct whatever she is expected to conduct ...so like saying you need not to give up, but you should learn more that will help you become a better person." (Participant-S1). "<u>I don't know if I'm familiar with the theory. But it is now a buzzword</u>" (Participant-S5). "I know of the theory. But I don't know it. <u>I just took note of it. I think it is to regain balance?</u>" (Participant-S8). "...yes... <u>if there is a crisis, you bounce back?</u>" (Participant-S9).

Table19 b: The use and implementation of the resilience theory

Theme: Supervision's contribution to the resilience of social workers	
Sub-Theme	Qualifying excerpts from interviews
Implementation of the resilience theory	"So, <u>I do play videos for social work on resilience. I go on YouTube...</u>" (Participant-S1). "[R]esilience has a lot to do with your personality.... It is necessary, and I think the ones that stay in the organisation has it... I think in the child protection sector is it...<u>you either have it or you don't. If you don't you won't make it</u>" (Participant-S3). "...it is part of... when I ask how are you? Do you cope?... Do you cope with this? And there is situations where she will ask me if we can talk to a client together. You know, then I feel, then <u>I help her to be resilient because I support her...</u>" (Participant-S3).

	<i>"The whole resilience thing we can.... it is not an airy-fairy thing; I just think it became a buzzword. But if you really look at your personnel, <u>the execution thereof is very difficult, very difficult, and you cannot ignore the culture.</u>" (Participant-S5).</i> <i>".. it is a challenge because the fact that he is not resilient doesn't make him a bad social worker. But he tends to shy away from certain things he has to do. Do you hear me? It makes him shy away and it makes him burn out, so I have to babysit him all the time even though he is a fantastic social worker." (Participant-S5).</i>
--	--

The participants' comments confirmed that supervisors do not have extensive knowledge of the resilience theory. The comments indicate a basic understanding that resilience only refers to a general concept of bouncing back. The relation to supervision and the cognisant development of resilience in social work is missing. Some feel it is an attribute some workers possess that is essential for coping in social work.

I think in the child protection sector is it...you either have it or you don't. If you don't have it, you won't make it" (Participant-S3).

The concern that arises from this comment is the impression that resilience is an attribute that a social worker either has or does not have. The supervisor's lack of knowledge of the resilience theory thus results in the fact that supervision practices will not focus on developing the resilience of the social worker. Participants S2 and S4 said they do not use the resilience theory in the supervision of social workers. If supervisors do not know the theory, they cannot implement it. This contributes to the fact that supervision consists of intuitive actions, not focused on the sustainable empowerment of supervisees. Supervisors also fail to role model the professional use of the knowledge base of social work.

A great concern arising from discussing the themes is supervisors' lack of professional curiosity. They displayed a general understanding of supervision and limited knowledge of the theoretical foundation of social work and supervision that resulted in supervision practices implemented on a shaky scientific foundation, no clarity on the coherence of all elements of supervision and no understanding of the integration of theory into practice. If this is a trend among supervisors, the same careless attitude is modelled to social workers, who will practice accordingly. With time the current generation of supervisors will be replaced with a new generation. However, the actions and careless implementation will continue to exist because future supervisors will have

unsubstantiated examples of how to practice. There is an urgent need to realign supervision with the scientific knowledge base and

6.4 Results of the Quantitative Phase of the Study

The information received during the qualitative phase of the study informed the questionnaires that formed the basis of the quantitative phase. The link and QR code to the questionnaire were distributed via email and Facebook. Even though more than 200 emails were sent on three different occasions, only a few responses were obtained. Only 35 social workers and 15 supervisors completed the questionnaires. The pilot study results are included because of the low response rate. The results could be included because no changes were made to the content of the questionnaires after the pilot study. The total number of social worker respondents was 51, and the supervisor respondents were 21 when the pilot study was included.

The results of the quantitative phase are not generalisable and only valid for this study's respondents. The following section will discuss the findings of the quantitative phase.

The results obtained by social workers and supervisors will be presented separately to prevent confusion. The information of both groups of respondents will be integrated into a section that focuses on mixing the results (cf. 6.6)

6.4.1 Demographic information of social work respondents

6.4.1.1 Respondents per Province

The questionnaires were distributed to all major Child Protection Organisations in all the provinces. Organisations contacted included Christelike Maatskaplike Raad (CMR), Suid-Afrikaanse Vroue Federasie (SAVF), Rata, Free State Care in Action (FCA), Badisa, NG Welfare, Child Welfare and Caritas. The participation of social workers and supervisors in the quantitative phase of the study could be visually illustrated as follow:

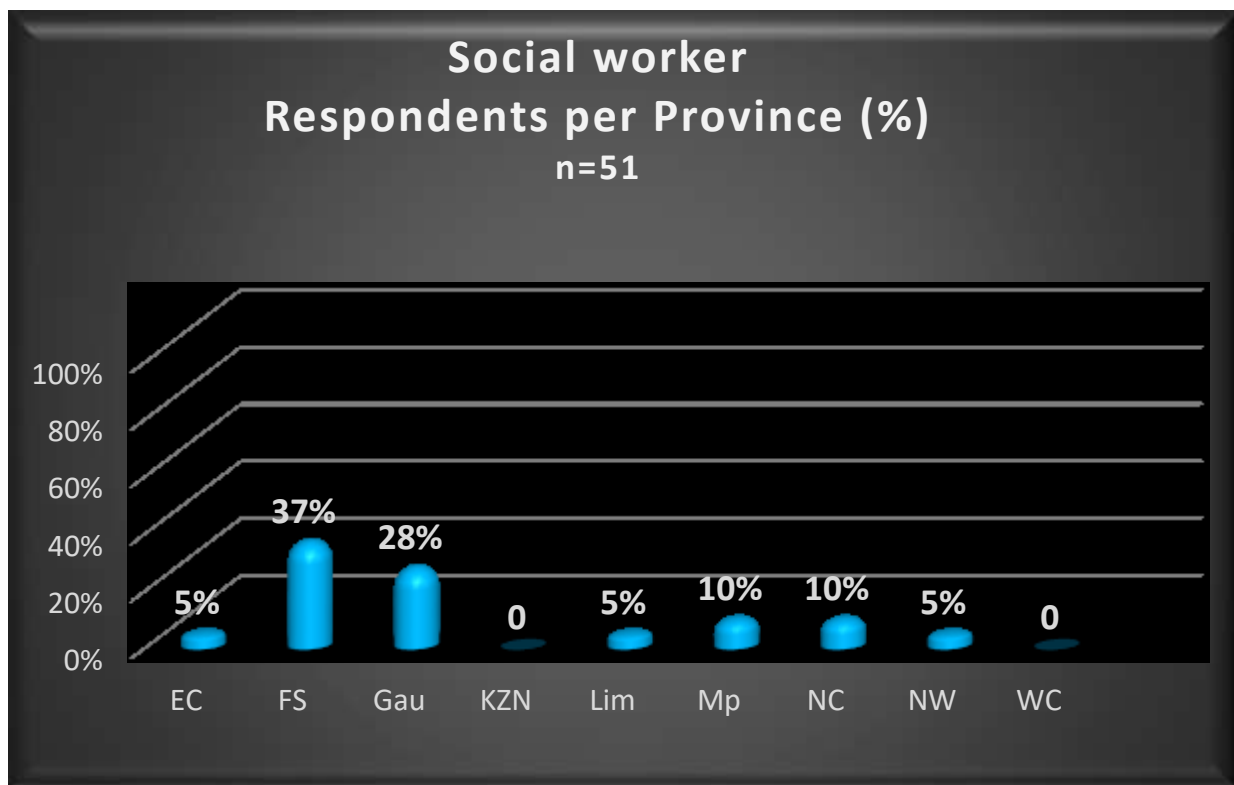


Figure 6.1: Social work respondents per Province

As indicated in the graph, most social workers were from the Free State and Gauteng, followed by Mpumalanga. Three provinces (Western Cape, Eastern Cape and KwaZulu Natal) had no social workers participating in the survey. Two Provinces with many social workers (Western Cape and KwaZulu Natal) did not participate in the study, which could contribute to the low response rate.

The poor response rate and the fact that some provinces did not participate led to the results cannot be generalised. Nevertheless, the information obtained provides some insight into the experiences and perceptions of respondents. The study was a mixed-method study, and it would be valuable to get statistical data to corroborate or contradict the information from the qualitative phase. The main emphasis of the research design was, however, qualitative (QUAL-quan). The quantitative data should thus be seen as supportive of the qualitative data.

6.4.1.2 Number of years of experience of social workers

Social workers participating in the study were asked to indicate the number of years of experience as social workers. This is important as the needs of supervisees change according to their level

of experience. The social workers that participated in the study indicated their years of experience as follows:

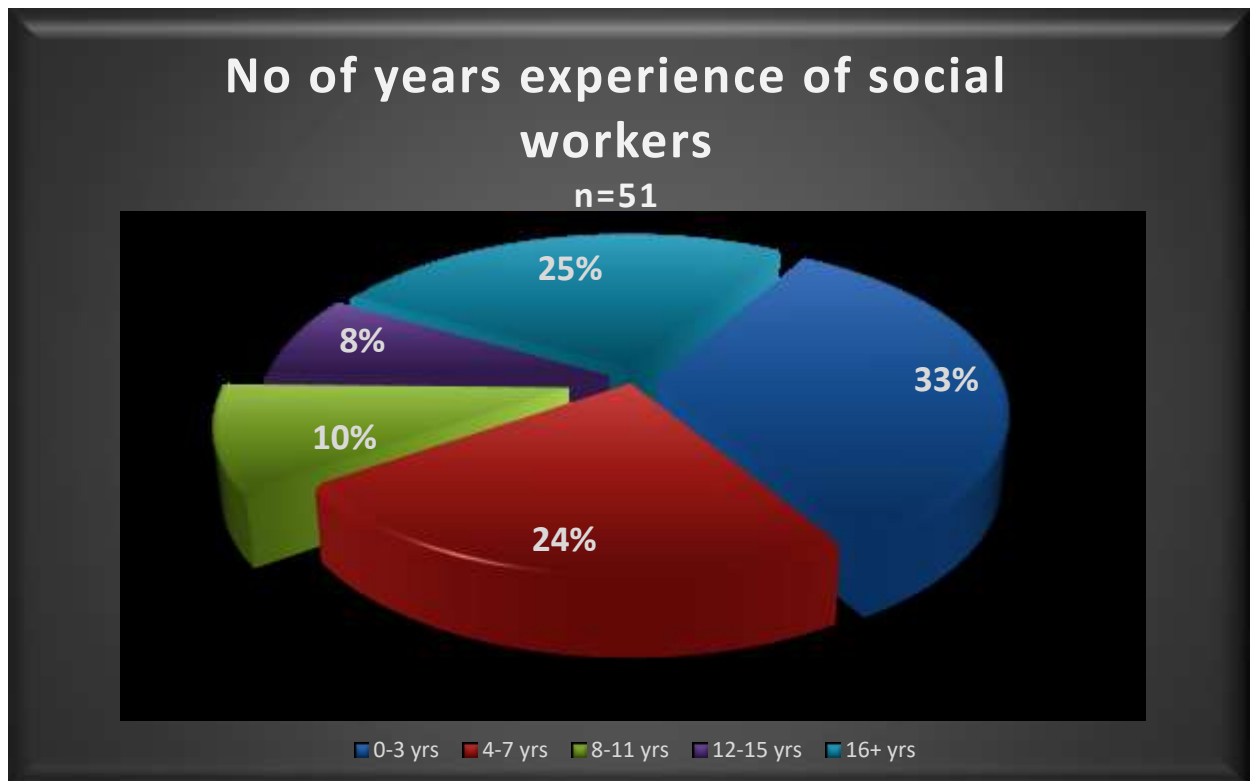


Figure 6.2: Number of years' experience of social worker respondents

Most respondents (33%) have 0-3 years of experience. According to the Supervision Framework (2012), they should receive supervision at least twice a month. The next group, with 16+ years of experience, comprises the second largest group of the study. There are fewer social workers in the groups 4-7years, 8-11 years and 12-15 years. This could be the age group that left South Africa during the so-called 'brain-drain' (cf. 2.2.3). At least 22 of the respondents could be considered to be assessed for consultation based on the number of years of experience. Although the number of years should not be the determinant for consultation, there is a possibility that, if supervision is focused on the progressive development of social workers, social workers might be eligible for assessment between 5-8 years after entering practice.

6.4.1.3 *Frequency of supervision*

The Supervision Framework (2012) provides guidelines for the frequency of supervision based on the number of years of experience social workers have (cf. 6.3.2.1.1). The information gathered from social workers on the frequency of supervision can be illustrated as follows:

Table 6.16: Frequency of supervision according to social workers that participated

Bi-weekly	2%
Monthly	65%
Quarterly	10%
Six monthly	2%
When needed	21%

According to this information, only 2% of social workers receive supervision twice a week, while most social workers (65%) receive supervision monthly. If the information about the number of years of experience (cf. 6.4.1.3) is considered, there should be more social workers that receive bi-weekly supervision. This conclusion is based on the Supervision Framework guidelines, indicating that social workers with less than three years of experience should receive supervision every second week.

A large percentage of social workers seem to be deemed ready for consultation as they receive supervision quarterly (10%), six-monthly (2%) or when the need arises (21%). The concerns raised about consultation (cf. 7.4.1, 6.3.2.1.7) are emphasised by this large percentage of social workers with less frequent supervision. If a social worker receives less frequent supervision purely because of the number of years of experience in the field, the risks for the clients, social worker, organisation and the profession are astronomical. The decision to decrease the supervisor's input must be informed by assessing the social worker's skills, knowledge and attitude and supported by evidence from the social worker's practice to confirm the social worker's readiness to accept

accountability and work more independently. Giving the social worker more independence will be risky if there is no formal assessment or decision.

The decision to decrease the supervision of a social worker should be preceded by a period of intensive supervision focused on specific outcomes. Then, only when a social worker is assessed and proven competent in the required competencies can the decision be made to decrease the frequency of supervision and shift the accountability and responsibility more to the social worker.

6.4.2 Demographic information of the supervisor respondents

6.4.2.1 Supervisor respondents according to Province

As indicated in 6.4.1.1, the questionnaires were distributed online to various potential respondents. In addition, reminders were sent out, and supervisors were requested to distribute the link to the questionnaire to more potential respondents. Unfortunately, despite these attempts, the response rate was very low; therefore, the results will only apply to the respondents of this study. The information is, however, valuable and provides insights into the application of supervision in South Africa.

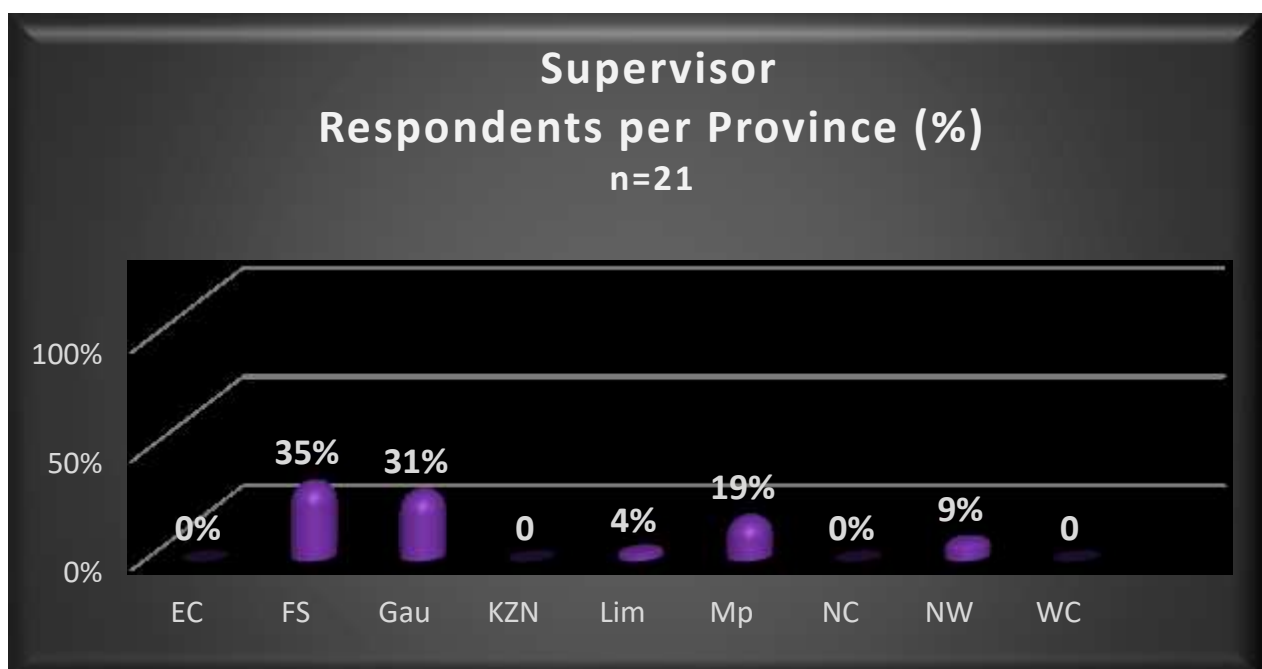


Figure 6.3: Supervisor respondents per Province

Free State (35%) and Gauteng (31%) had the most supervisors participating in the study. Two provinces (Western Cape and KwaZulu Natal) had no supervisors participating in the survey. However, these two provinces represent a significant area in South Africa, and it would be valuable to get input from supervisors in these Provinces.

As indicated earlier, the study was a mixed-method study, and it would be valuable to get statistical data to corroborate or contradict the information from the qualitative phase. The main emphasis of the research design was, however, qualitative (QUAL-quant). The quantitative data should thus be seen as supportive of the qualitative data.

6.4.2.2 *Number of years of experience of supervisors*

Supervisors who participated in the study were requested to indicate their years of experience in social work, excluding their experience in supervision. The responses can be illustrated as follow:

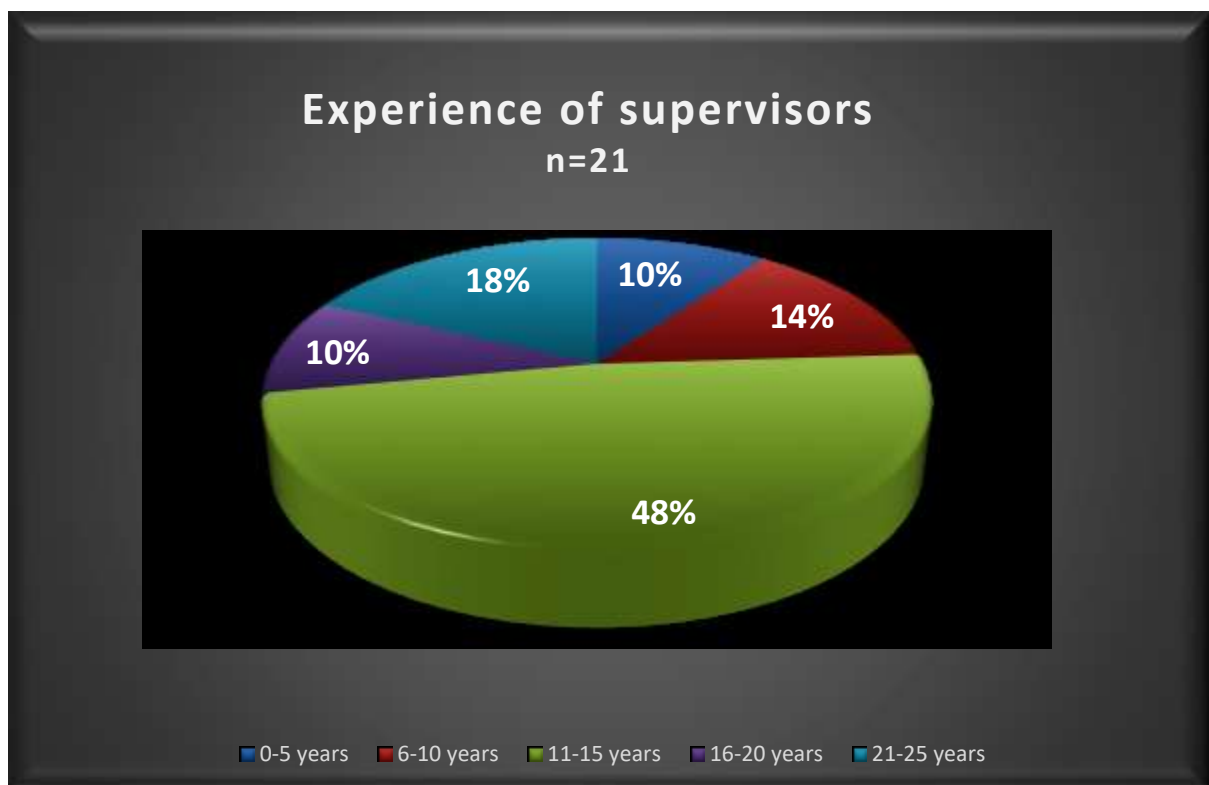


Figure 6.4: Training of supervisors

The responses in the questionnaires indicated that 76% of respondents received in-service training on supervision. In-service training is vital to ensure clear expectations, implementation of policies and alignment of theory and practice. However, the success of in-service training closely relates to the effectiveness of organisational policies and training programs. These policies and training programs should be guided by the Developmental Approach and have a strong theoretical foundation of supervision. If policies are not appropriately developed and lack comprehensive guidelines in supervision details, in-service training will not set an appropriate standard for applying supervision.

Many respondents (71%) indicated that they attended short courses/CPD training in supervision. It is positive that supervisors attend CPD training. The content of the CPD training was not explored. The contribution of CPD training in the development of supervisors will increase if, upon the appointment of supervisors, it is required that all supervisors attend standardised training with set outcomes.

The concern is the link between training and the gap in knowledge of the principles of the Developmental Approach (cf. 6.4.3.2, 6.4.3.4, 6.4.4.2 & 6.4.4.4). Although respondents indicated that they knew the Developmental Approach, they could not explicitly identify the principles when probed (cf. 6.4.3 & 6.4.4). This can lead to supervision practices that are intuitively implemented and do not reflect a decisive implementation of the Developmental Approach and other supervision theories.

The participants in the qualitative phase also indicated that they attended CPD training on supervision. However, they mainly stated that they were unfamiliar with the principles (cf. 6.3.2.2). The Developmental Approach is integral in implementing supervision and social work services. Therefore, if supervisors attend training but do not know the principles of the Developmental Approach, the training lacks depth and will not support the development of indigenous supervision practices that will support the Developmental Approach in service delivery and supervision.

Studies indicate that faulty and weak supervision directly relates to the effectiveness of social work services (cf. 1.2, 1.8). Literature highlights unaligned policies and inadequate supervisors' training as critical problems in implementing supervision. The challenge is that supervisors have to rely on personal role models in the absence of clear policies and proper supervision guidelines, and adequate training (cf. 4.3.3, 4.6.1, 4.6.4.). When participants' responses in both phases are compared with their knowledge of the Developmental Approach and the theoretical foundation in supervision, it is clear that they lack in-depth knowledge. This is a matter of great concern.

Only 4% of the respondents indicated that they have a master's degree, but not specifically a master's degree focused on supervision. Most research studies are performed as part of post-graduate studies. Literature confirms that there is a lack of research in social work in South Africa (cf. 1.1), and supervision is not regarded as a popular research topic (cf. 1.1 & 1.2). If more supervisors engage in formal post-graduate studies, it could address the lack of local research and insufficient knowledge.

Training and in-service training can contribute to the effectiveness of supervision if training addresses relevant skills and knowledge and ensures an alignment of practice and policies. Also, the training and orientation of newly appointed supervisors are critical for the successful implementation of supervision (cf. 1.6.6, 1.2, 2.3.2, 3.6, 4.4.3). Training of supervisors must include training in the Developmental Approach (cf. 2.3.4)

Respondents indicated that a significant segment of their training (57%) is self-study. Self-study is important and portrays a professional curiosity and the need to develop skills and attitudes. For supervisors, it is, however, important to focus self-study on information relevant to supervision and the Developmental Approach. Given the lack of knowledge regarding the Developmental Approach (cf. 6.3.2.2, 6.4.3.2, 6.4.4.2) and the lack of evidence of theoretical frameworks used in supervision (cf. 6.3.2.6), it is emphasised that supervisors should direct their self-study towards the development of their skills, knowledge and attitude as supervisor.

Supervisors further indicated that 19% of the respondents indicated that they received training in supervision during their training as social workers. This training is not sufficient for supervision. It should be supplemented by advanced training in supervision practices and theories. Social workers conducting their graduate studies do not have the social work expertise to integrate the limited knowledge given about supervision into practice. Supervision training in graduate studies only focuses on providing social workers with a basic understanding of supervision.

6.4.3 The application of the Developmental Approach in supervision according to the social workers

South Africa adopted a vastly different approach to social welfare. The approach was adopted nearly 30 years ago, and the expectation is that supervisors and social workers would have developed extensive knowledge and experience in implementing the model by now.

Respondents were asked if they were familiar with the principles of the Developmental Approach. The social workers (76%) that participated indicated that they were familiar with the Developmental Approach and 82% indicated that it should be implemented in supervision.

Subsequently, the researcher provided a list in the questionnaire and requested the respondents to select the principles of the Developmental Approach. The purpose of this question was to see if the selection of principles from the list corresponds with the indication that respondents are familiar with the Developmental Approach.

The responses of the social workers were problematic and could be illustrated as follows:

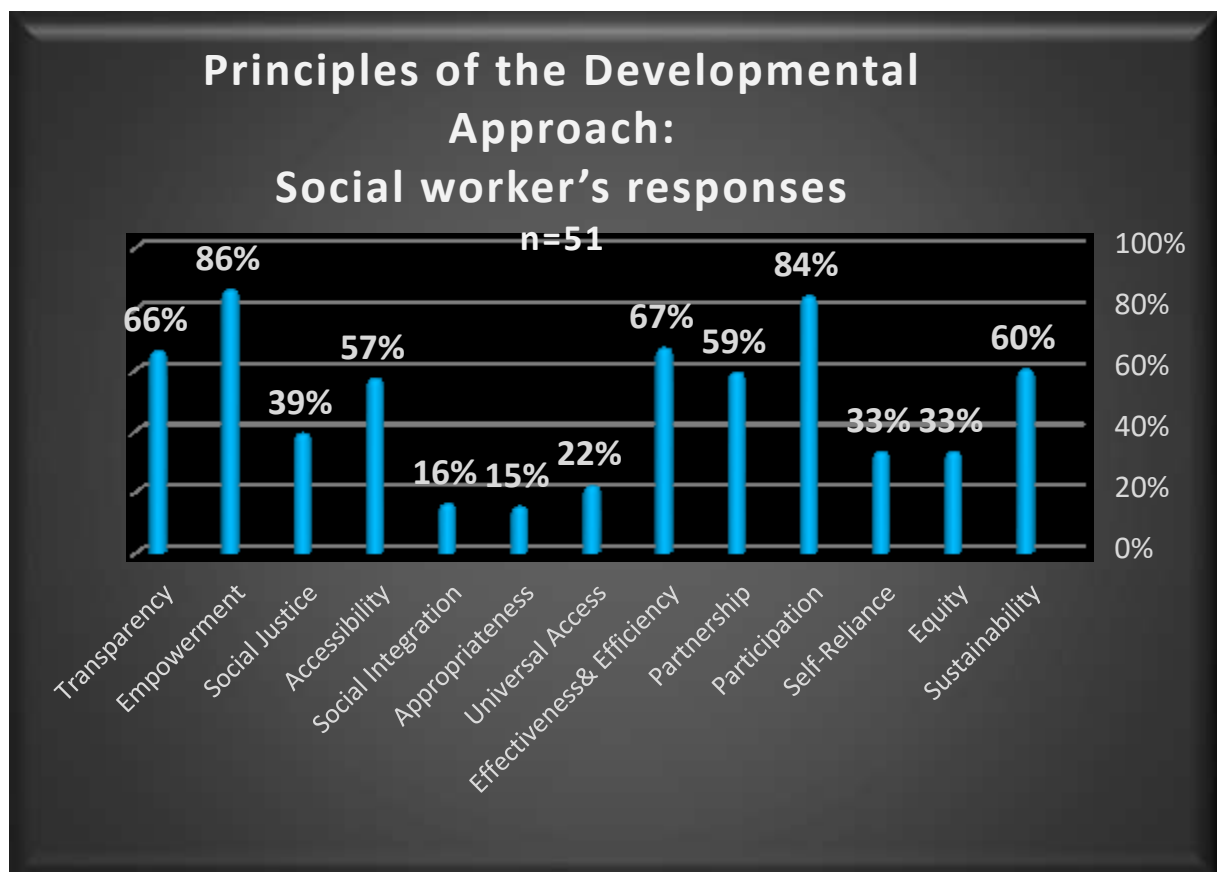


Figure 6.5: Principles of the Developmental Approach Social workers' responses

The social workers selected empowerment (86%) and participation (84%) most frequently, followed by effectiveness and efficiency (67%), transparency (66%), sustainability (60%), partnership (59%) and accessibility (57%). The other principles were selected by less than 50%

of the respondents. This contradicts the fact that social workers indicated that they are familiar with the principles of the Developmental Approach.

Even though most respondents indicated that they were familiar with the approach, many could not correctly identify the principles of the Developmental Approach. This led to the deduction that the respondents do not have comprehensive knowledge of the Developmental Approach. This also raises questions about the next question, where respondents were asked if the approach should be applied in supervision. The social work respondents (82%) indicated that the Approach should be implemented in supervision. If social workers are not in a position to identify the correct principles, they might not be implementing the Developmental Approach. If they lack knowledge of the Approach, they will probably not have sufficient knowledge to implement it effectively.

Social workers and supervisors that participated also selected different principles (cf. 6.4.4). There might thus be little congruence among respondents in identifying the principles of the Developmental Approach. If they differ about the principles, the probability that they agree on the implementation of the principles in supervision and what each principle entails are small. From this data, it can be said that there is a small probability that supervision is currently based on a Developmental Approach.

Throughout the entire dissertation, the importance of linking the Developmental Approach to supervision is emphasised (cf. 1.6.3, 1.6.5, 1.8, 2.1, 2.2.3, 2.3, 2.3.4, 2.5, 3.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.3.8, 3.3.9, 3.3.10, 3.3.11, 3.3.12, 3.3.13 & 3.3.14). The effective implementation of the Developmental Approach relies on aspects such as knowledge, comprehension and conceptualisation of the approach. Therefore, supervisors should have expert knowledge of the implementation of the Developmental Approach and the capacity to integrate the knowledge of the Developmental Approach in the application of supervision.

During the next section of the questionnaire, the respondents were asked five questions and then had to grade their answers. The purpose of these questions was to establish the respondents' views regarding the Developmental Approach and supervision. The section below gives the questions and responses of social workers participating in the study. The graphs will deal with each of the questions separately.

6.4.3.1 *The implementation of the Developmental Approach in Supervision*

This section will try to answer the question of to what extent supervisors and supervisees think the Developmental Approach is implemented in Supervision in their current organisations. A scale

was provided to the respondents ranging from 'Not implemented at all' (1) to 'implemented all the time' (6).

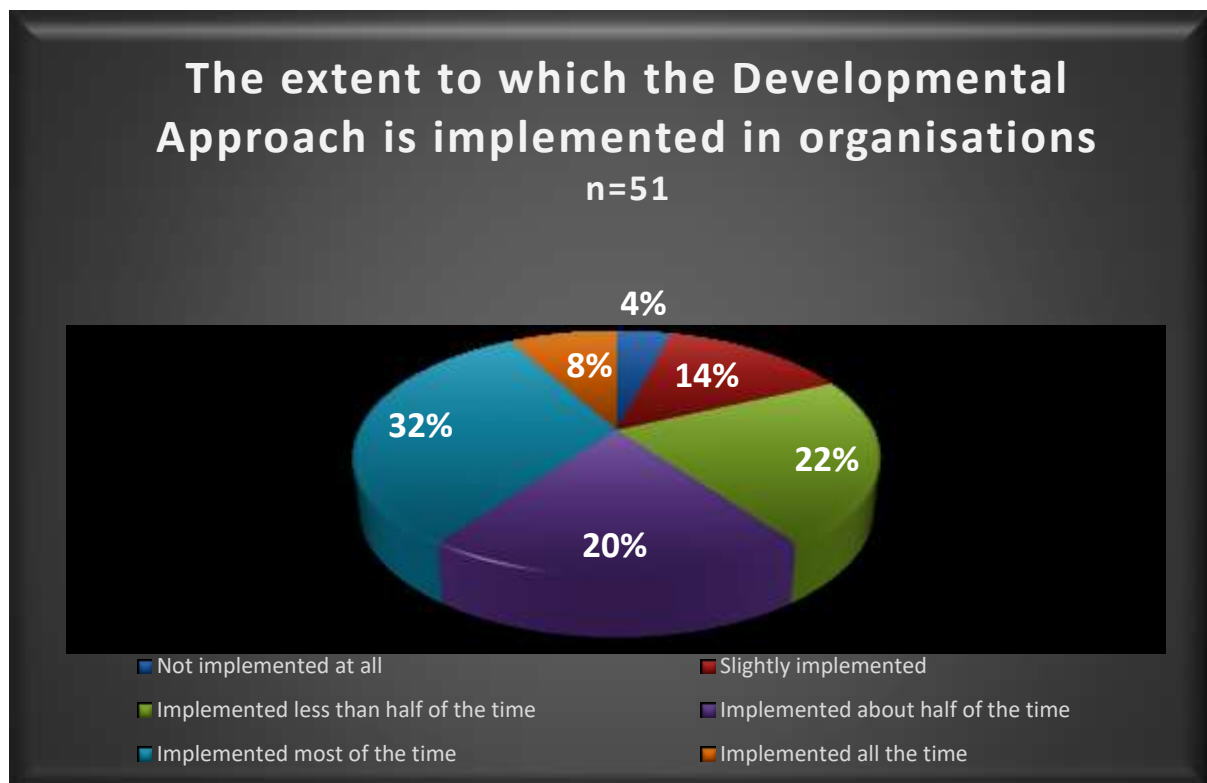


Figure 6.6: The extent to which social workers believe the Developmental Approach is implemented in their organisations

The responses were evenly distributed, with the highest frequency found at 'Implemented most of the time' for social workers (32%). Although that option presented with the highest percentage, it is a very low value, especially considering that developmental social work is the national policy. Less than a third of the respondents believe that the Developmental Approach is implemented 'most of the time.'

Considering that the Developmental Approach has been the prescribed approach for welfare services in South Africa for more than three decades, it is a matter of great concern that the respondents believe that the Developmental Approach is not the predominant approach in supervision practices in organisations. Whatever the reason for the poor implementation of the Developmental Approach, the reality is that supervisors are responsible for implementing the Developmental Approach in supervision and guiding social workers toward the implementation of the approach (cf. 2.3, 4.7.)

6.4.3.2 Knowledge of the Developmental Approach

Respondents were asked to rate their knowledge of the Developmental Approach. Disturbingly only 20% of social workers regard their knowledge of the approach as good or excellent. Most respondents regard their knowledge as average. At least 55% of social workers rate their knowledge as basic or less.

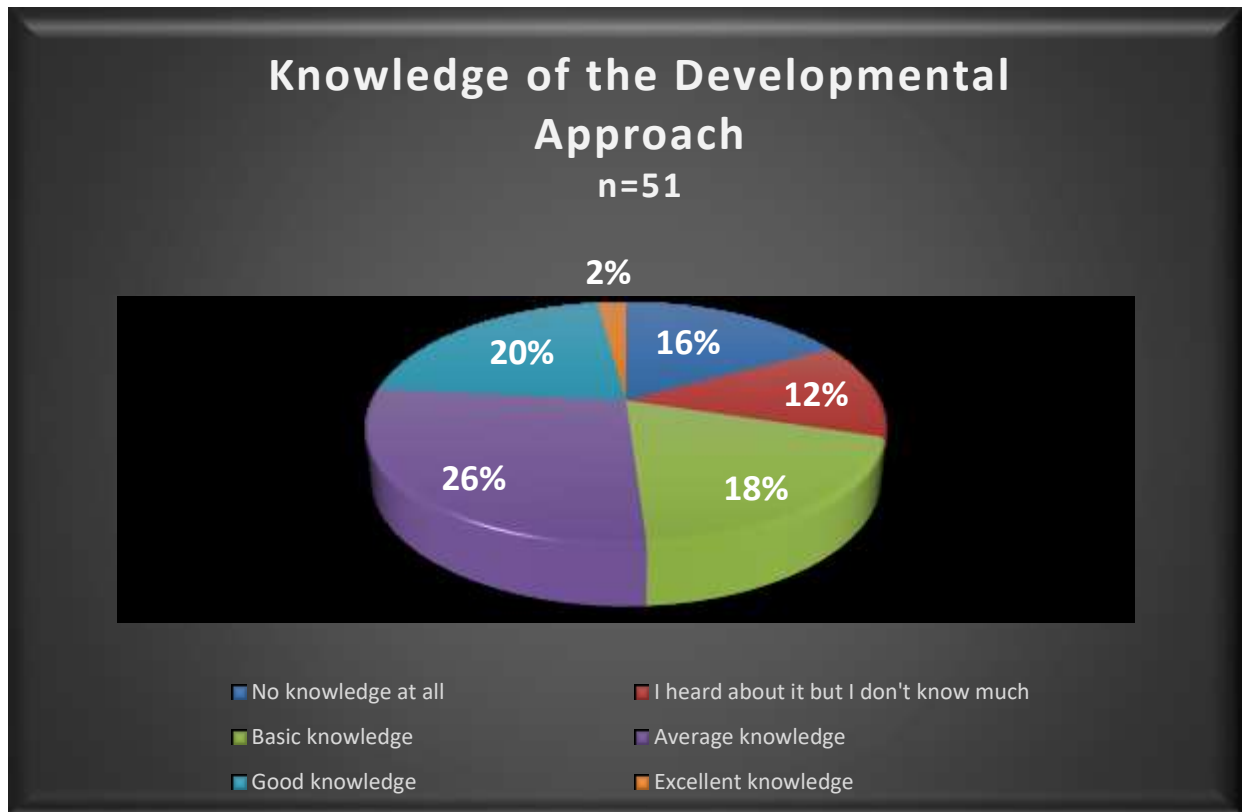


Figure 6.7: How social workers rate their knowledge of the Developmental Approach

The social workers in the study rate their knowledge mainly at the lower range of the scale provided to them. The two lowest levels represented 31% of the respondents that indicated they have 'no knowledge (6%) and 'I heard about it, but I do not know much (25%). Only 24 % of the social workers indicated that they have 'basic knowledge'. Only 2% indicated they have excellent knowledge, and 18% stated they have good knowledge.

This information supports the information gathered in the qualitative phase (cf. 6.3.2.2). It might also link to the fact that supervisors and social workers communicate that they lack the theoretical foundation of social work (cf. 6.3.2.6). It further seems that the respondents also lack the motivation to increase their professional knowledge of social work.

6.4.3.3 *The concepts relating to the Developmental Approach are clearly defined in organisational policies and literature*

Although poor conceptualisation might not be the only reason for the challenges experienced in implementing the Developmental Approach (cf 3.6), the impact of poor conceptualisation could contribute (cf. 2.3, 3.5.4, 4.6). From the responses in the table, only 4% of supervisors view the conceptualisation as clear, while 28% of social workers describe conceptualisation as clear or extremely clearly defined. Most social workers and supervisors rate the conceptualisation on the lower gradings. The poor conceptualisation of the Developmental Approach will lead to supervision practices that do not support the Developmental Approach. As a result, supervisees may be confronted with conflicting or unclear expectations.

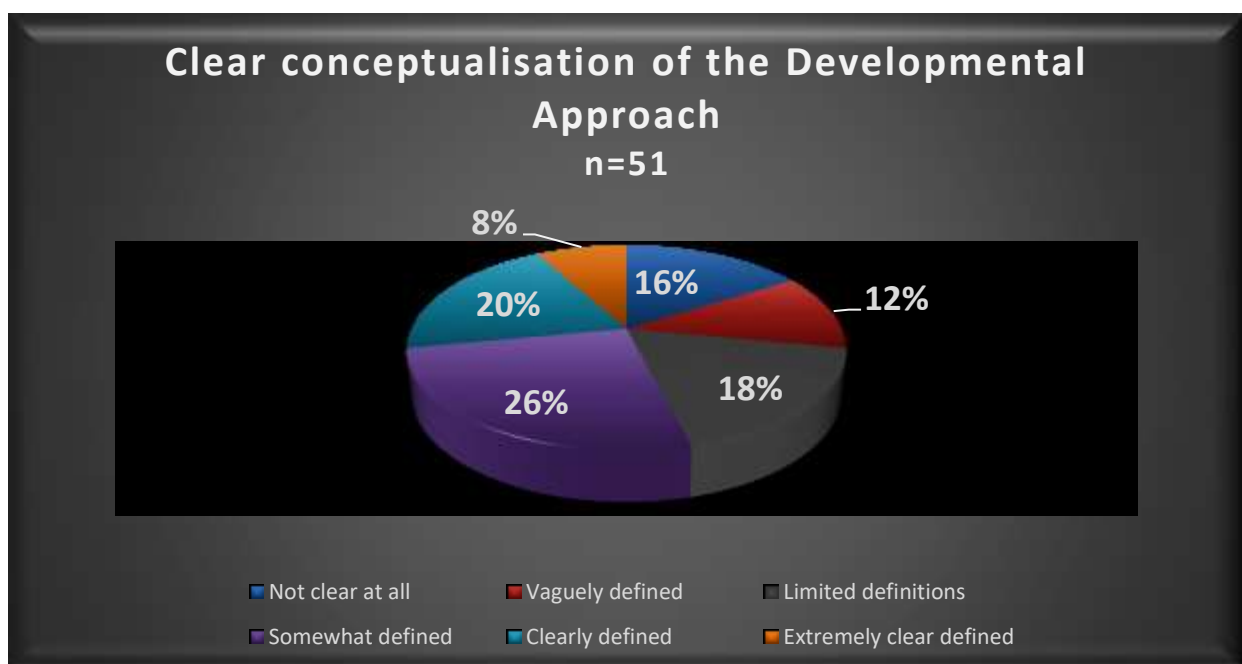


Figure 6.8: Clear conceptualisation of the Developmental Approach: social workers' perceptions

Social workers rate the clarity of the concepts in policies and literature slightly better than the supervisors. However, only 8% of the social workers stated that the conceptualisation is extremely clear, and 20% said the conceptualisation is clear. This still leaves 72% of respondents rating conceptualisation as questionable.

Suppose there is a perception among respondents that the concepts are not defined as clear and understandable in the literature and policies. In that case, the probability is that they might not understand what is expected of them and that the implementation of the approach will either be

absent or accidental actions aligned with the approach. The lack of understanding of policies results in supervision and social work that are not aligned with South Africa's approach to welfare services.

6.4.3.4 The link between the Developmental Approach and supervision

Implementing the Developmental Approach in supervision relies on an advanced comprehension of the Developmental Approach and subsequently applying the approach to the supervision of social workers. The next question aimed to determine the respondents' perception of the link between supervision and the Developmental Approach is clear.

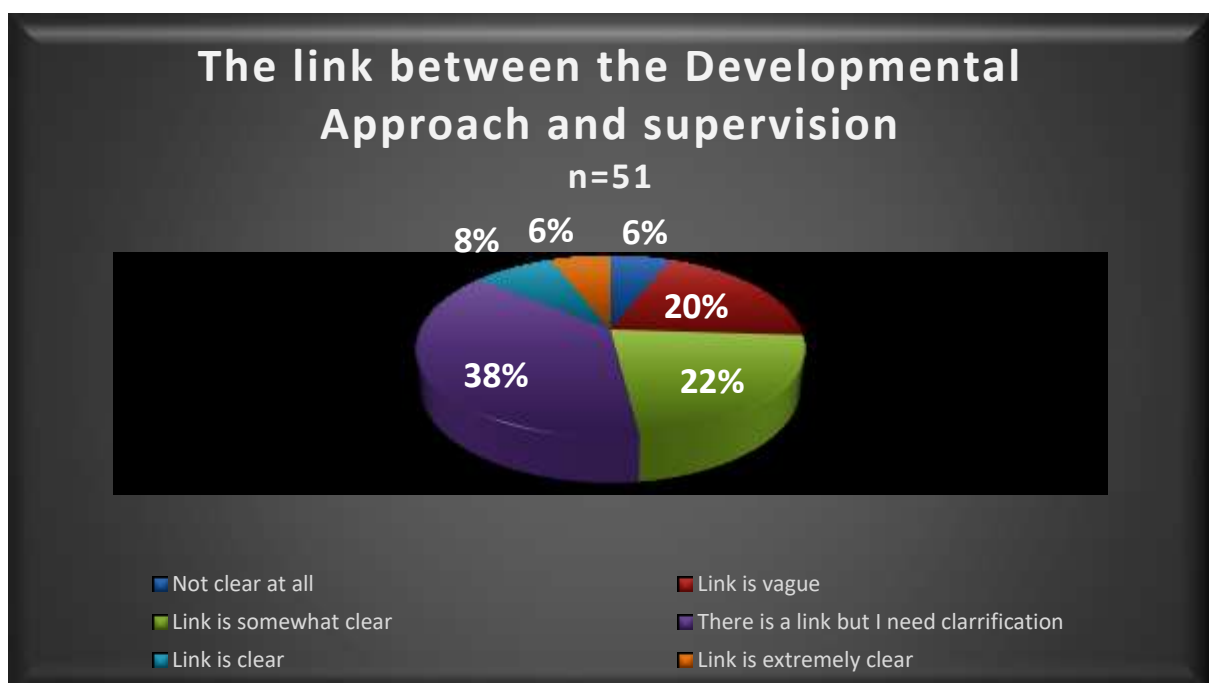


Figure 6.9: The link between the Developmental Approach and supervision: social workers' perceptions

Only 6% of social workers expressed that the link between supervision and the Developmental Approach and supervision are extremely clear, and 8% stated that the link is clear. This is only 14% of social workers. If only a small percentage of the social workers clear the link between the Developmental approach and supervision is clear, it contributes to the conclusion that supervision is not yet sufficiently aligned with the Developmental Approach.

Most social workers (76%) indicated that the link between supervision and the Developmental Approach needs attention. Supervisors should be in a position to communicate and clarify the link between supervision and the approach. Supervisors should introduce supervision that honours the Developmental Approach and establish a clear link between the approach and supervision.

6.4.3.5 Availability of information about the Developmental Approach

As indicated, most literature and research in social work and supervision is done in North America and European countries (cf. 1.1 & 4.6.1). South Africa is one of few countries following a Developmental Approach to social welfare. The most popular approaches are the residual and institutional approaches (cf. 1.1, 2.1, 2.2, 2.2.1, 2.2.2, 2.3.4 & 2.5) which are vastly different and contradict the nature of the Developmental Approach. Many authors highlighted a dire need for indigenous research and literature to guide practitioners (cf. 1.2, 2.1, 2.2.3, 2.3.2, 3.3.7, 4.2.1, 4.7 & 4.8). Respondents were asked if they believed sufficient information was available to guide supervision and social work. The responses are contained in the following graph:

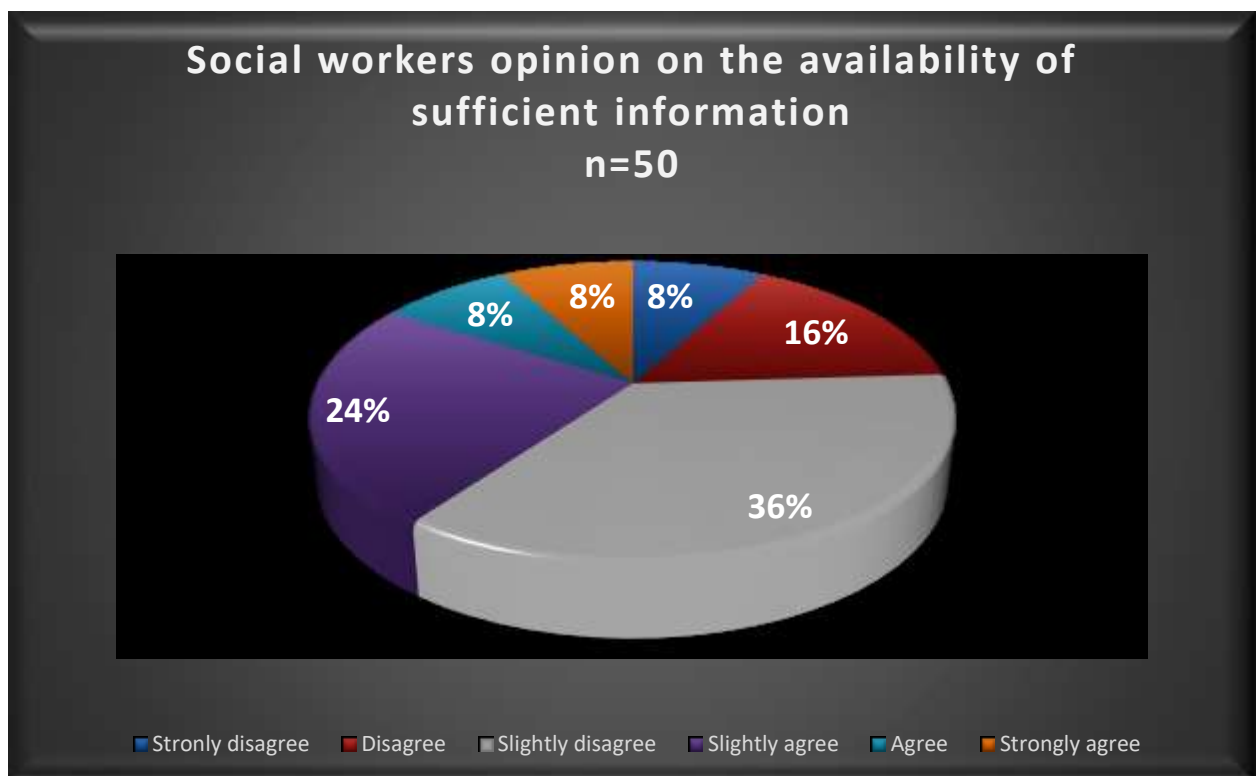


Figure 6.10: Availability of information

Only 8 % of social workers strongly agree another 8% agree that sufficient information is available, and 24% slightly agree with this statement. The majority of respondents slightly disagree (36%), disagree (16%) and strongly disagree (8%). The social worker's responses mostly resemble the supervisors' responses, where 36% slightly disagree, 16 % disagree, and 8 % strongly disagree that sufficient information is available. Although not representative of the entire population, these responses suggest a need for indigenous research on the Developmental approach and literature to inform social work practices. More research will ensure sufficient information on the Developmental Approach.

From the responses to the five questions in this section, it is clear that the respondents in this study do not experience congruence between the knowledge, conceptualisation, implementation of the Developmental Approach or the link between supervision and the approach. The results are not generalisable, but it is a significant concern even if not many social workers and supervisors portray these apprehensions. Supervisors should lead the profession and encourage social workers to implement the Developmental Approach. If the identified gaps exist, even in a small part of the population, the Developmental Approach will not be successfully implemented in supervision practices or general social service delivery. There is a dire need for further training in the Developmental Approach (cf. 1.6.3, 2.3.2, 4.3.3, 4.6.1, 4.6.3, 6.3.1.3, 6.3.1.2 & 6.4.2).

6.4.3.6 *Objectives of supervision*

Following the above sections, questions explored the objectives of supervision, the topics most discussed and the skills that should be developed in social workers. If developmental supervision should focus on outcomes, the relation between realities and policies should be explored (cf. 3.5.4).

The first question attempted to explore the current objectives most formulated in supervision. From the information gathered in the qualitative phase, the seven most dominant objectives were stated, and respondents were prompted to indicate which of the objectives enjoyed the most attention in supervision. Figure 6.11 illustrates the results:

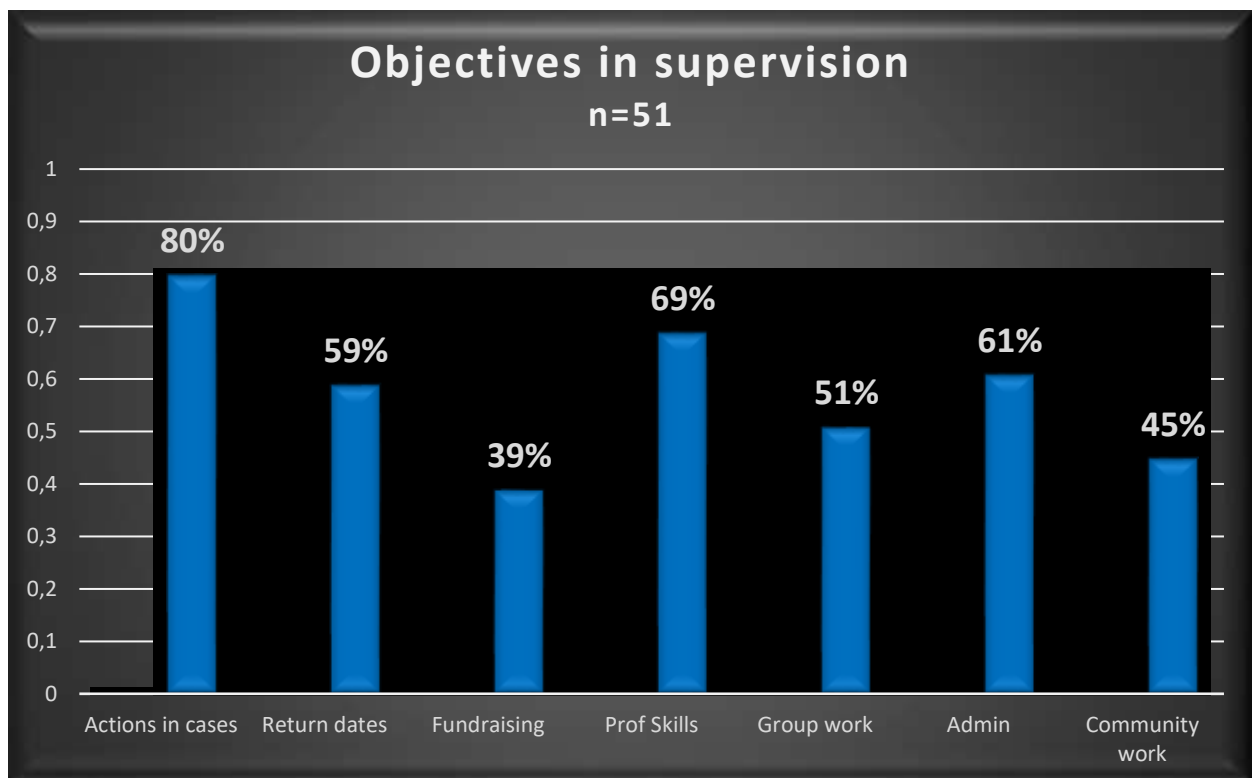


Figure 6.11: Respondents' perception of objectives in the current implementation of supervision

Social workers agree that actions in specific cases are prioritised (80%). Administrative skills (61%) and professional skills (69%) are the topics that received the second and third most attention in supervision.

While the Developmental Approach advocate for community development and group work with a strong focus on prevention and empowerment (cf. 2.3.5, 3.3 & 3.5.4), group work (51%) and community work (45%) are indicated lower on the priority list by social workers.

The lower emphasis on group-and community work could result from social workers still facing structural challenges, including excessive caseloads and limited resources (cf. 1.2, 2.3, 2.4, 2.5, 3.1, 3.3, 3.5.1, 3.5.4, 3.6, 4.4.2 & 4.6). In conjunction with limited resources, the demands of statutory cases and crisis intervention could prevent an increased focus on these methods.

6.4.3.7 Professional skills to be developed in supervision

Subsequently, the questionnaire explored the value social workers and supervisors award to the different professional skills critical for social workers in South Africa (cf. 4.10.1 – 4.10-9). Finally,

respondents were asked to indicate which professional skill should be developed in supervision. The responses of both supervisors and social workers are illustrated in the figure below:

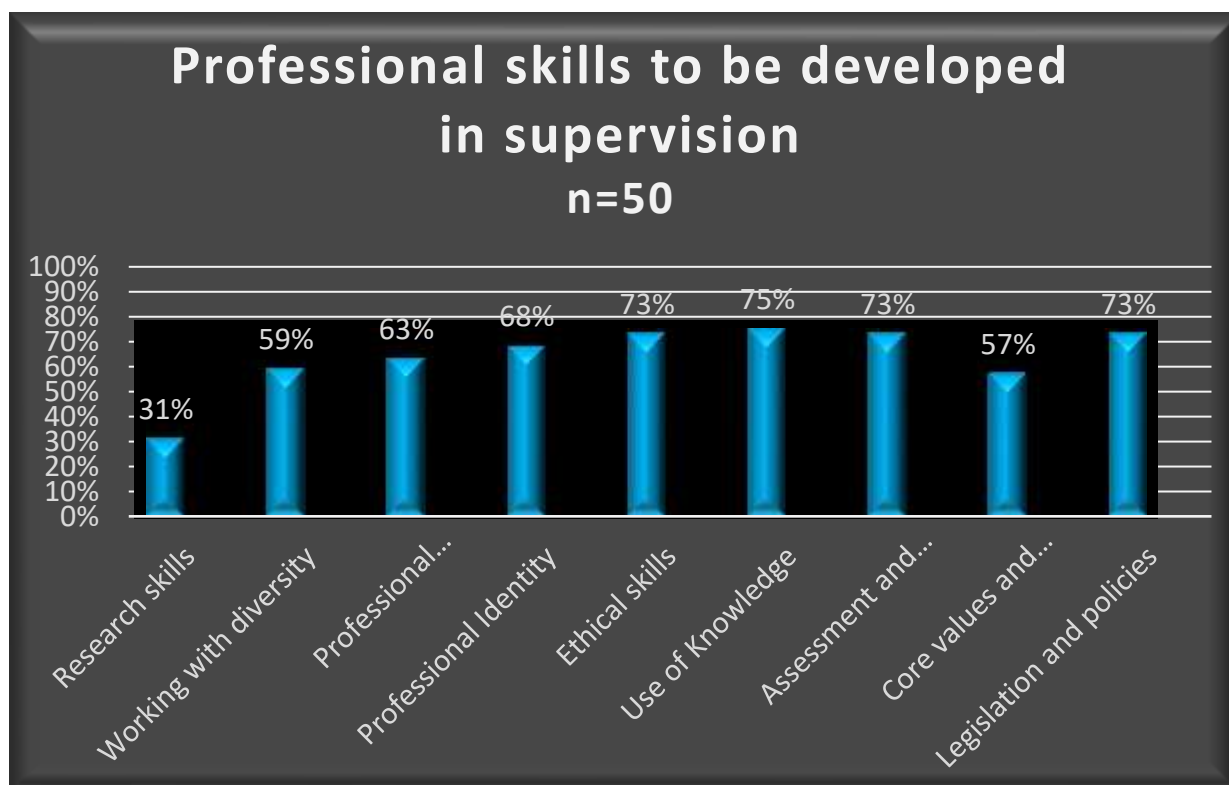


Figure 6.12: Topics discussed most in supervision

Social workers' responses confirmed that most of the supervision time is spent discussing complex cases (88%). The complexity of cases and the size of social workers' caseloads necessitate attention to the matters that should be handled. The concern is that progressive skills development does not only rely upon procedural matters. The advanced skills development of social workers must increase their ability to face adversity by an approach that will develop professional skills (cf. 4.10.1-4.10-.9).

Group work (37%) and community work (30%) were ranked significantly lower, contradicting the focus of the Developmental Approach and the required increase in focus on prevention. Supervision might not assist and guide social workers sufficiently to implement the Developmental Approach.

6.4.4 The application of the Developmental Approach according to the supervisors

As indicated (cf. 6.4.3), the Developmental Approach was adopted more than 30 years ago. It is expected that supervisors should be well-educated in terms of the Developmental Approach by now. When supervisors were asked if they were familiar with the Developmental Approach, a significant portion of respondents (81%) indicated that they were familiar with the Developmental Approach and 95% of the supervisors confirmed that it is vital that it guides supervision.

The following question provided a list of possible principles, and respondents were asked to identify the fourteen (14) principles of the Developmental Approach to validate this information. The responses of the supervisors are illustrated in the following graph.

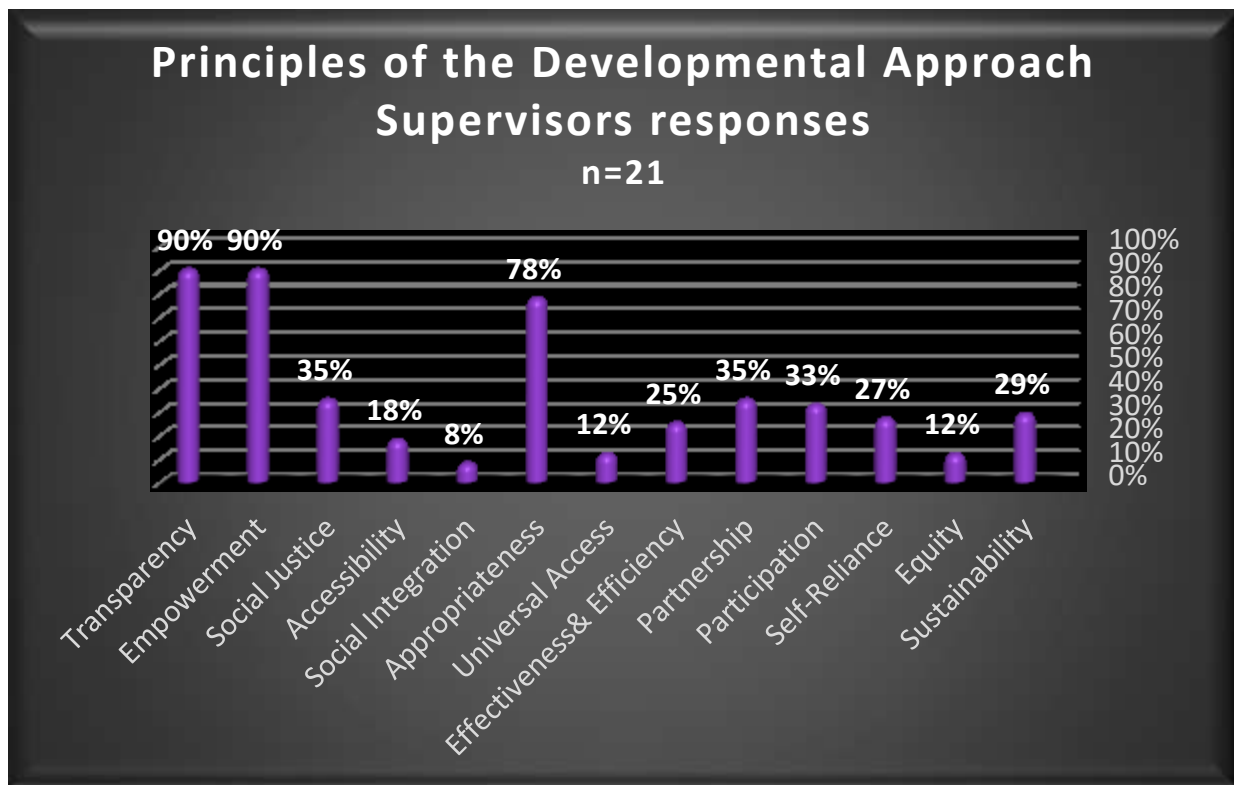


Figure 6.13: The principles of the Developmental Approach selected by supervisors

This information contradicts the fact that 81% of the respondents feel familiar with the approach. The principles that were selected frequently by supervisors were transparency (90%), empowerment (90%) and appropriateness (78%). Less than 50% of the respondents selected all

the other principles. If this information is considered, it seems that although supervisors indicate that they are familiar with the Developmental Approach, they do not know the principles of the Developmental Approach.

This supports the deduction in 6.4.3 that even though respondents believe that they are familiar with the approach. They will probably not have sufficient knowledge to implement the Developmental Approach decisively.

6.4.4.1 *The current implementation of the Developmental Approach in organisations*

The supervisors were asked to indicate to what extent they believe the Developmental Approach is implemented in their current organisation. The responses are illustrated in the pie diagram:

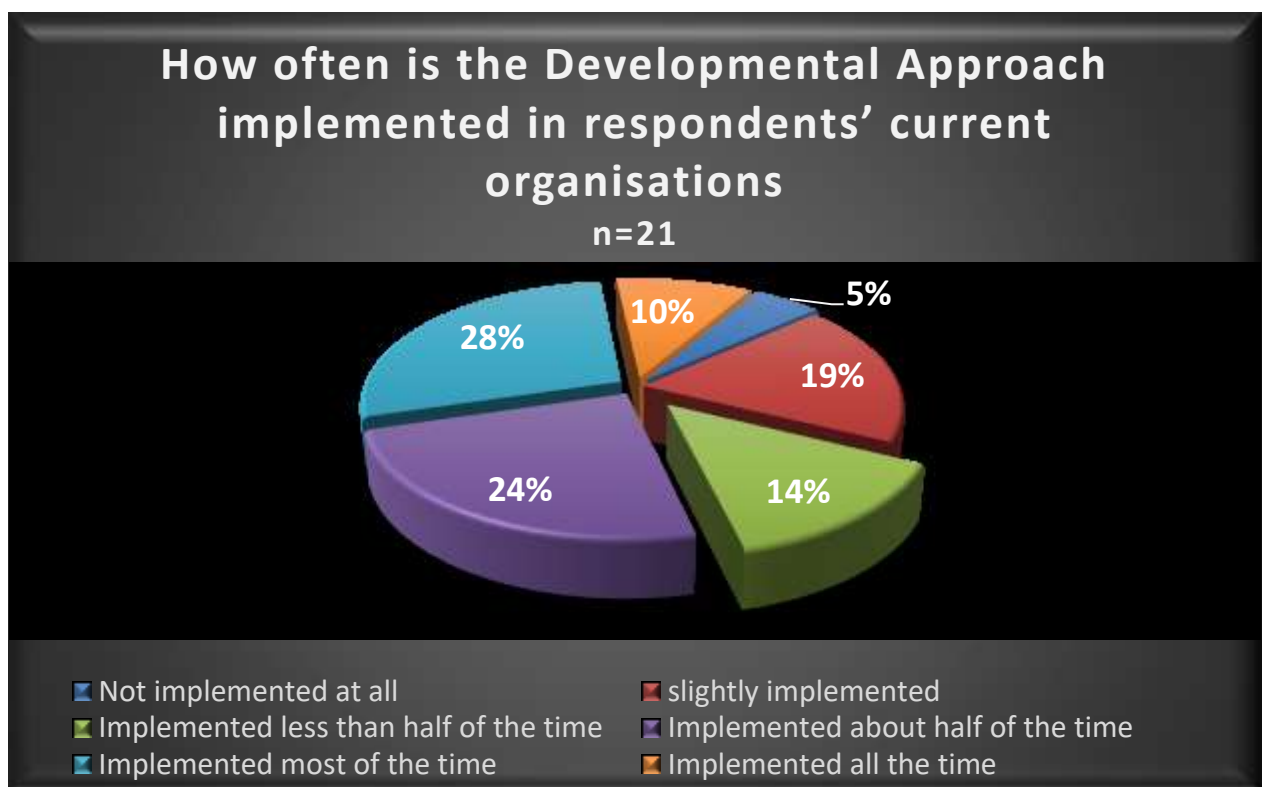


Figure 6.14: How often is the Developmental Approach implemented: Supervisors' views

Most supervisors (28%) indicated that the Developmental Approach is implemented 'most of the time', and another 10% indicated that the approach is implemented 'all the time'. The fact that less than half of the respondents indicated that the approach is implemented more often raises concerns. The Developmental Approach is the reigning approach in welfare in South Africa, yet only about 38% of the respondents indicated a favourable response about implementing the Developmental Approach.

6.4.4.2 Knowledge of the Developmental Approach

When supervisors were asked to rate their knowledge of the Developmental Approach, the responses were concerning.

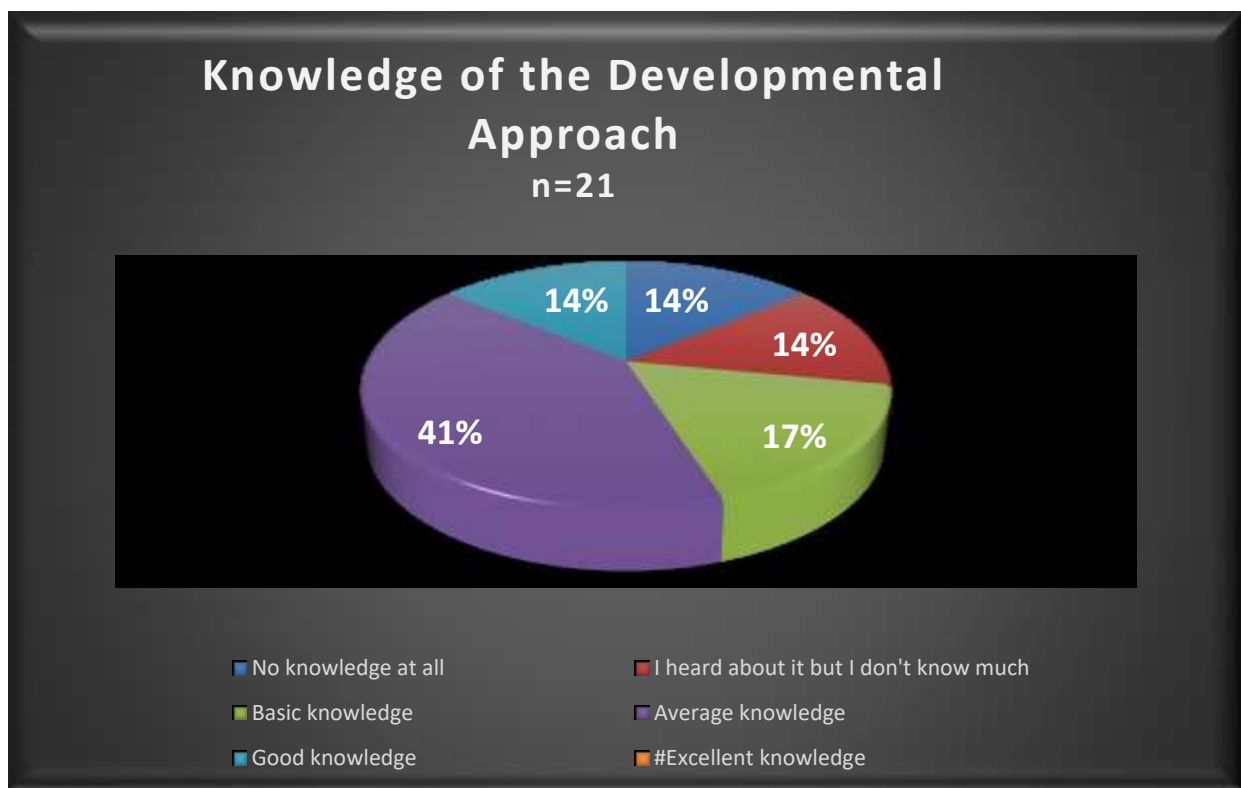


Figure 6.15: The link between the Developmental Approach and supervision: supervisors' perceptions

The expectation is that supervisors have sufficient knowledge and the ability to link supervision practices with the Developmental Approach. Supervisors should be experts on the approach and supervision. Currently, it seems that there is a lack of knowledge (cf. 6.4.3.2), a lack of clear conceptualisation (cf. 6.4.3.3) and a lack of understanding of the link between supervision and the Developmental Approach (cf. 6.4.3.4). The knowledge, skills and attitude of supervisors

participating in this study do not reflect the implementation of supervision from a Developmental Approach.

6.4.4.3 Availability of information about the Developmental approach

Professionals need access to literature that support, guide and inform practices. As indicated, there is a need for South African literature. Unfortunately, many sources of literature are informed by North American and European countries implementing a residual or institutional approach to social welfare (cf. 1.1, 1.2, 2.2, 2.2.1, 2.2.2, 2.3.4, 2.5 & 6.4.3.5). Supervisors were asked if they believe that sufficient information is available for supervisors to implement developmental supervision.

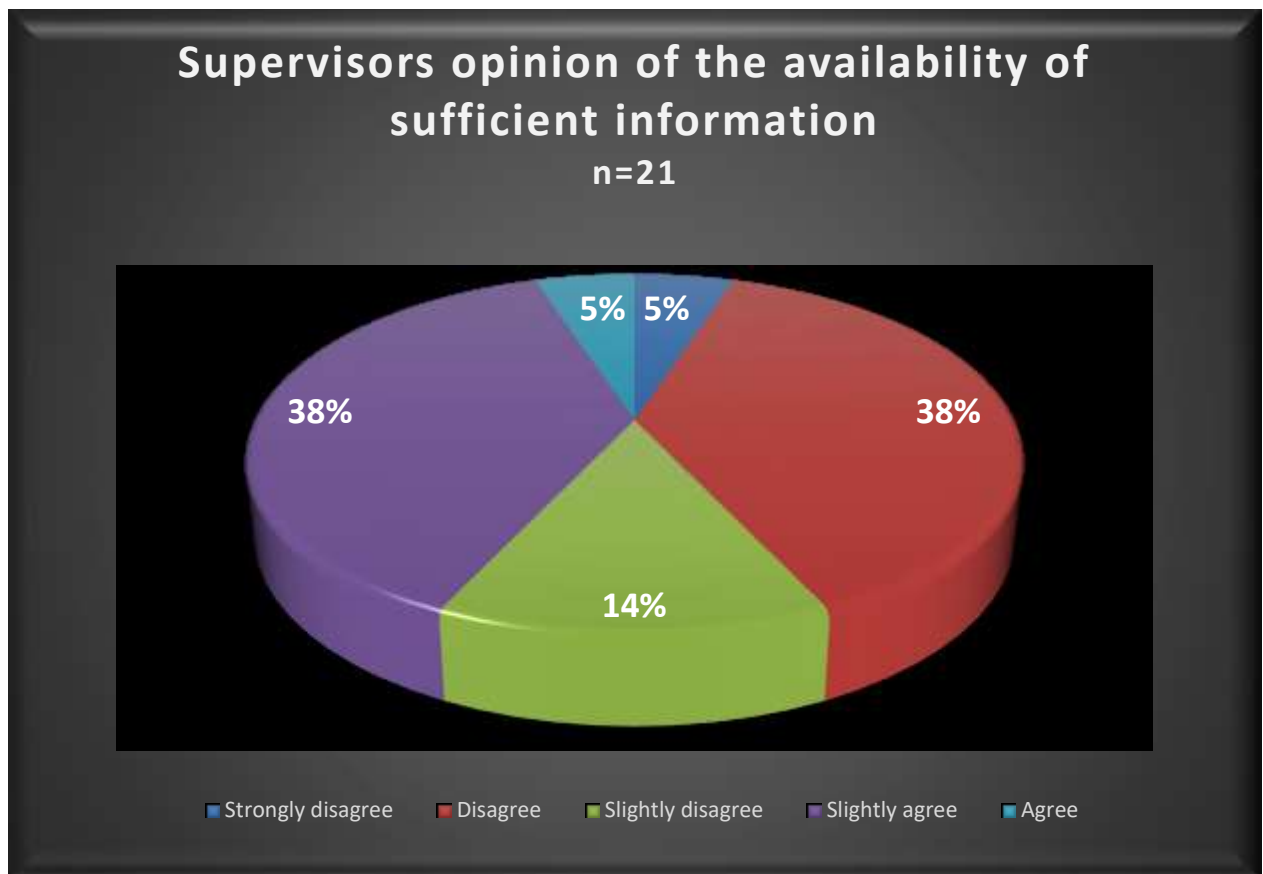


Figure 6.16: Supervisors' perception of the availability of information regarding the Developmental Approach

The same pattern of response is observed. The majority of supervisors indicated that information is not available. Only 5% agreed that sufficient information is available. Only 52% of respondents either slightly agreed or slightly disagreed that sufficient information is available. This leaves 43% of supervisors that indicated that information is lacking.

These statistics are supported by earlier discussions on the lack of local research that informs supervision practices in South Africa. There is also a link with the fact that supervisors do not use theoretical frameworks and knowledge to guide practices (cf. 6.3.2.6)

6.4.4.4 Objectives in supervision

The formulation of objectives for supervision is critical. Appropriate development and empowerment of social workers depend on the alignment of the realities of practice, the reigning approach and policies (cf. 3.5.4). For this reason, respondents were asked to identify the most important objectives often formulated in current supervision practices. The information from the qualitative phase was used to formulate the seven most dominant objectives (cf. 6.4.3.5).

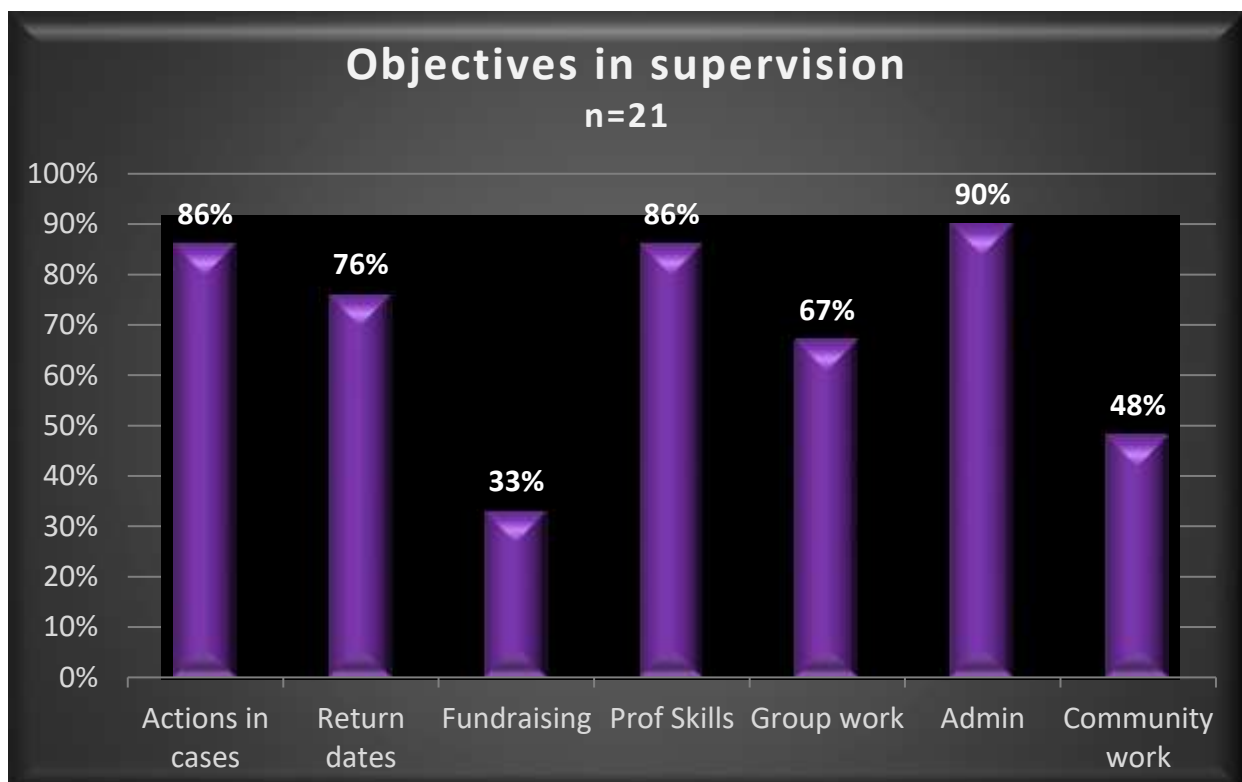


Figure 6.17: Objectives in supervision: supervisors' feedback

Supervisors indicated that most objectives (90%) focus on administrative skills, followed by actions that should be taken in specific cases (86%) and professional skills (86%), while return dates also receive a great deal of attention (76%). The supervisors also indicated that group work (67%) and community work (48%) receive insufficient attention. This resembles the information received from the social workers (cf. 6.4.3.5).

The Developmental Approach advocates that more attention should be given to prevention and early intervention services, implying a greater focus on community work and group work practices. The current structural problems, including excessive caseloads of social workers (cf. 1.2, 2.3, 2.4, 2.5, 3.5.1, 3.5.4, 3.6, 4.4.2 & 4.6) and the requirements of statutory cases, might influence the focus given to group work and community work.

6.4.4.5 *Professional skills to be developed in supervision*

The importance of developing professional skills in supervision is discussed throughout this dissertation. Specific skills required by social workers in South Africa are emphasised (cf. 4.10.1-4.10.9) and should inform the objectives of supervision.

Respondents were asked to indicate which professional skills should be developed in supervision. The responses of supervisors were:

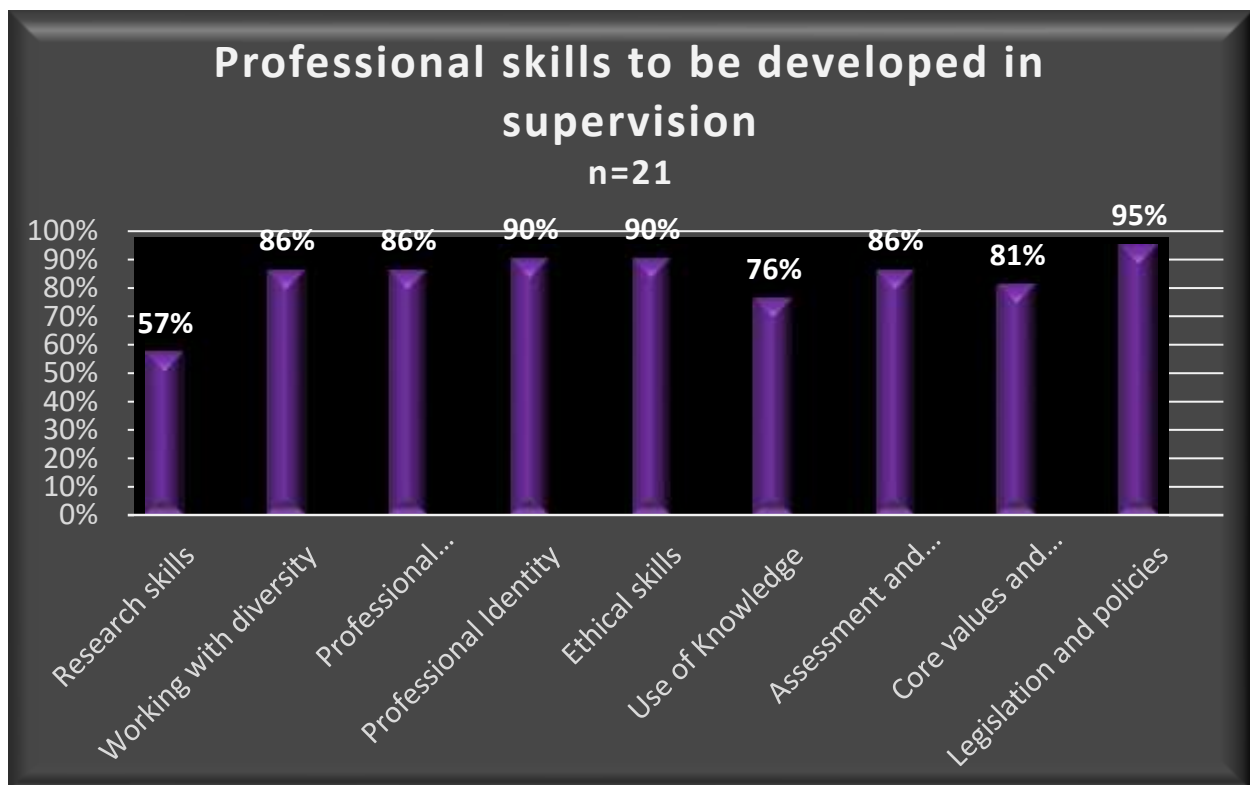


Figure 6.18: Professional skills to be developed in supervision according to supervisors

Supervisors rated skills related to legislation and policies (95%) as the most important. This matches the attention given to specific actions that should be taken in cases identified as one of the topics or objectives receiving the most attention in supervision (cf. 6.3.2.1.3, 6.4.3.5 & 6.4.3.8).

Two skills rated lower than the others were 'use of knowledge' (76%) and research (57%). Although the 'use of knowledge' was slightly lower, it supports the information in the qualitative phase (cf. 6.3.2.3, 6.3.2.6), where respondents indicated that they do not use theories, models and approaches to inform practice.

The skill rated as the least important is 'research' (57%). The response raises concerns. If supervisors do not regard research skills as important professional skills, the chances for developing and implementing indigenous practices are slight. This could also contribute to poor response rates and the lack of research in South Africa, indicating that research is regarded as the least important professional skill correlates. Other skills were all rated between 86% and 90%.

6.4.4.6 Challenges experienced with supervision

The researcher identified six major challenges from the information received during the qualitative phase. Then, the respondents of the quantitative phase were given the identified challenges and

requested to rank the challenges from the most important to the least important ones. The following figure reflects the illustration of the results:

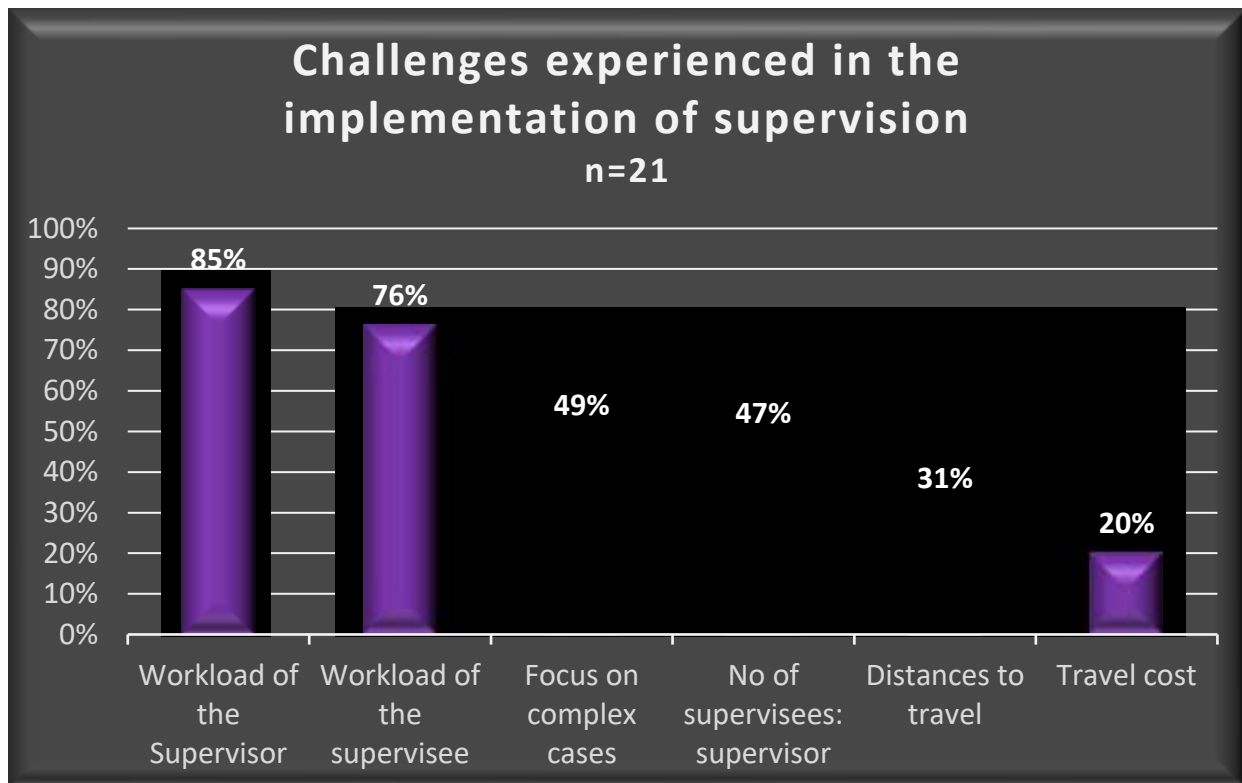


Figure 6.19: Challenges in implementing supervision

Respondents identified the workload of the supervisor (85%) and the workload of the social worker (76%) as the most significant challenges. This could reflect the excessive workload identified as a challenge social workers experience in South Africa. Another concern emphasised by this challenge is the lack of human resources, which should be addressed urgently (cf. 3.3.4, 3.3.7 & 4.3.2).

6.4.4.7 Topics most discussed in supervision

The respondents were given a list of topics that were identified as topics most frequently discussed in supervision during the qualitative phase. Then, respondents were requested to rank them according to the frequency of discussions in supervision. Supervisors' responses are illustrated in the following graph:

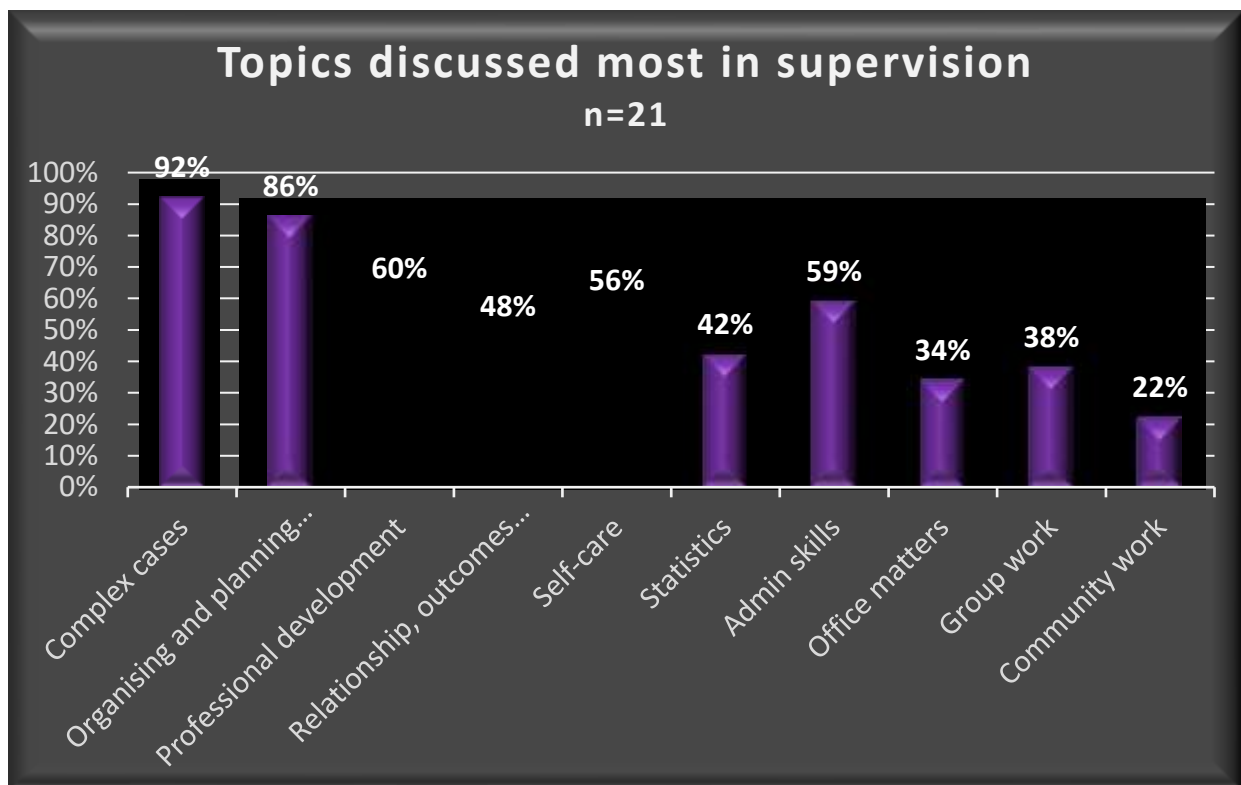


Figure 6.20: Topics most discussed in supervision

Discussing complex cases (92%) and organising and planning the workload (86%) are indicated to be significantly higher than the other topics. This confirms that supervision mainly focuses on procedures and the immediate actions social workers should take in rendering service. Thus, there is the perception that during supervision sessions, much time is spent on the administrative inputs of supervisors. As a result, the social worker's sustainable, progressive development does not receive the required attention. This contradicts the essence of developmental supervision and might not completely assist in increasing the resilience of social workers. Therefore, the holistic development of social workers should include more than only addressing procedures and instructions for the immediate handling of specific cases.

Group work (38%) and community work (22%) were again rated the lowest. The Developmental Approach requires an intense focus on prevention and early intervention. The current focus of supervision does not support this, as most of the time is spent on complex cases. It is confirmed repeatedly in this study that group work and community work do not receive the attention it deserves and that the intended focus of service rendering (cf. 3.5.4) is suffering because of this.

6.5 Best Practices in Supervision

6.5.1 Responses from Social work respondents

Developing indigenous practices greatly relies on local research and practice wisdom from local practitioners. Professional curiosity encourages professionals to develop practices that adapt and develop indigenous practices (cf. 4.7, 4.8, 4.10, 4.10.3 & 4.10.6).

The focus of local research should include identifying these best practices that could inform indigenous knowledge. The researcher explored the essential elements of supervision relationships, theories, practices, techniques, and models used by supervisors, as well as challenges and experiences in supervision. This was done to identify supervision practices that could be considered best practices for future use.

6.5.1.1 Important elements in the supervision relationships

One of the critical elements in all the definitions of supervision is the supervision relationship. The Supervision Framework (2012) mentions that supervision should occur in a positive, anti-discriminatory relationship (DSD, 2012:18, cf. 1.6.5). Respondents were asked what elements are vital to the supervision relationship.

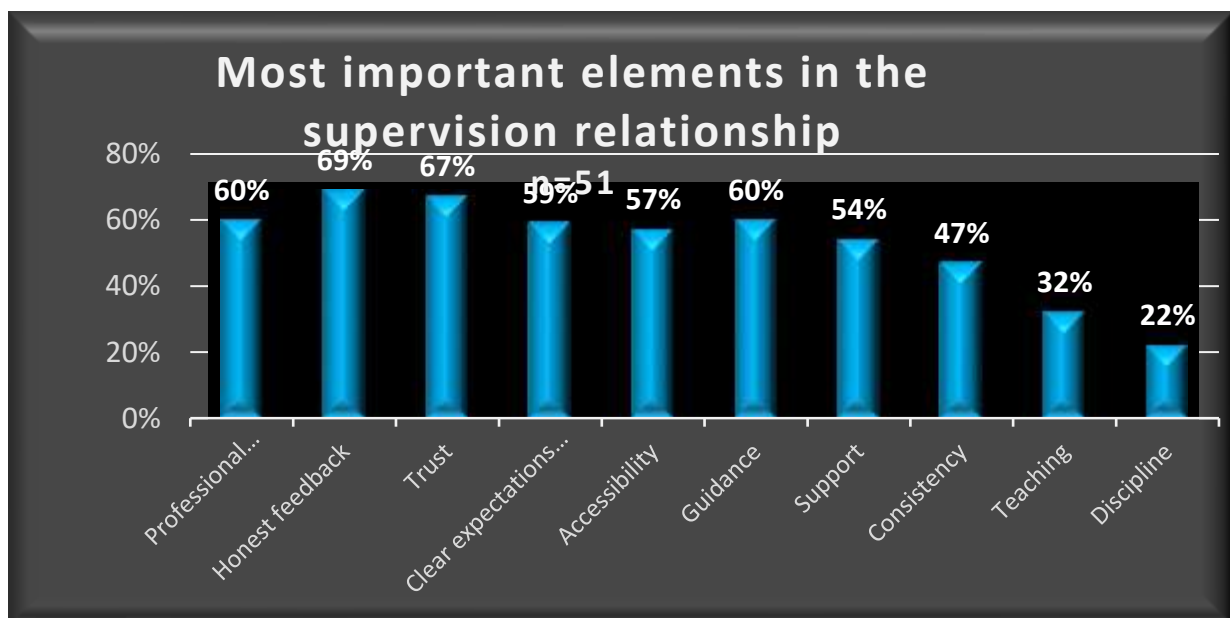


Figure 6.21: Topics most discussed in supervision

The graph indicates that supervisors identify trust (81%) and support (74%) as the two most important elements of the supervision relationship. Interestingly, social workers gave less value (54%) to support. This contradicts (cf. 6.3.2.1.5) the responses from the qualitative phase, where support was identified as one of the most common needs of supervisees.

The participants in the qualitative phase of the study included 33% of social workers with 0-3 years of experience. The development of social workers with less experience has to include teaching and discipline to guide and inform their development.

Social workers identified honest feedback (69%) as the most important element, followed by trust (67%), guidance (60%) and professional boundaries (60%).

Social workers and supervisors who participated in the study had different opinions of the important elements of supervision relationships. This emphasises the importance of principles such as participation (cf. 3.3.1), transparency (cf. 3.3.6), appropriateness (cf. 3.3.7) and partnership (cf. 3.3.11). Social workers and supervisors should negotiate and agree on the elements of the supervision relationships. Implementation of the cyclical process is encouraged throughout the supervision stages, specifically in the engagement (cf. 4.11.1) and contracting phases (cf. 4.11.4).

6.6 Integration of Quantitative and Qualitative data

The essence of a mixed-method study is the integration of the information obtained from both phases. Throughout the chapter, the researcher attempted to desegregate the information in the discussions. Some main arguments will be concluded here.

The research design (cf. 1.3.3 & 5.4) emphasised that the main focus of the study is the qualitative phase. The quantitative information is integrated with the analysis of the qualitative information to honour the research design. As mentioned, due to the low response rate, the information from the quantitative phase is not generalisable. The information does provide insight into the current state of supervision and introduces topics for further research.

The intention is not to repeat the discussions earlier in the chapter, although there will be some repetition. To conclude the discussions on the information, this section will deduce some final arguments for the research questions.

6.6.1 The current implementation of supervision

The qualitative and quantitative phases studied aspects that could provide insight into the current supervision practices and implementation.

6.6.1.1 Frequency of supervision

The Supervision Framework informs the frequency of supervision, and supervisors attempt to adhere to the prescribed norms. However, the challenges experienced in the implementation of supervision result in the fact that supervision frequencies are not implemented diligently.

Participants in the qualitative phase indicated that they endeavour to have frequent supervision, but unforeseen events, excessive workloads and distances to travel prevents them from having regular sessions. The information from the quantitative phase corroborated the results of the qualitative phase by indicating that supervision mostly (65%) occurs monthly.

The concern is the frequency of supervision for less experienced social workers. Only 2% of the respondents in the quantitative phase indicated that supervision takes place every two weeks (Table 6.20), yet 16% had less than three years of experience. Participants in the qualitative phase also highlighted that the reality does not allow bi-weekly sessions for less experienced social workers. The intensity of supervision at the onset of a social worker's career is crucial, and from the information, there is no evidence of more frequent supervision for beginners.

Subsequently, it was evident that many participants had supervision less frequently (quarterly, twice a year or if they needed advice). These frequencies suggest that the social workers are in consultation. The concern, as highlighted with consultation (cf. 6.3.2.1.7), is the absence of evidence of an assessment of social workers before the frequency of supervision decreases. The only indicator for consultation is the number of years of experience, not the social worker's skill, knowledge or attitude.

6.6.1.2 Structural components of supervision

The exploration of the structural components in the quantitative phase was limited due to the nature of the questionnaire. The information received in the qualitative phase informed the instrument used in the quantitative phase. The responses from the qualitative phase that the content and use of the structural components to benefit the supervision process is a bigger challenge than the mere existence of the components. For example, almost all participants in the

qualitative phase indicated that they have agendas for supervision. Upon further exploration, it seems that it is primarily a standardised list of aspects covered in supervision. Including these elements in the quantitative instrument would not provide extensive information on the suitability and effectiveness of the components.

The participants in the qualitative phase confirmed that there is some form of agenda and performance appraisal. Of greater concern is the role these documents play in the supervision process and the focus of each document. The documents seem to be used in a scattered manner and do not articulately contribute to supervision effectiveness (cf. 6.3.2.1.2).

Participants from the qualitative phase indicated that organisations are still in the process of developing policies and guidelines for the implementation of supervision. It is concerning that after implementing the Developmental Approach for more than 30 years, some organisations still have limited guidelines and policies.

6.6.1.3 *Topics discussed during supervision*

Responses from both phases verified that the discussion of complex cases and actions social workers should take in service rendering takes precedence in the topics discussed (cf. 6.3.2.1.3 & 6.4.3.8). In addition to the cases, much time is spent on administrative matters, meeting return dates, policies and procedures. The Developmental Approach encourages prevention services and capacity building (cf. 3.5.4, Figure 3.2) and suggests that most time is spent on these levels of service rendering. Most time is spent managing statutory cases (cf. 3.5.4, Figure 3.3). This is enforced by the structural challenge experienced, including excessive caseloads and a lack of resources.

The Developmental Approach in supervision is non-existing, and the challenges moving from policy to practice described in the literature (cf. 2.4, 3.6) still dominate the realities of social workers and supervisors in South Africa. Supervision often still focuses on a residual approach rather than a developmental approach. This could be because the supervisors and social workers do not have sufficient knowledge of the Developmental Approach. Social workers and supervisors emphasise the lack of knowledge, indicating that they feel the conceptualisation needs to be more precise. There is little information regarding the Developmental Approach, particularly the link between supervision and the Developmental Approach available. There is also a lack of local research to develop indigenous models and practices.

6.6.1.4 *Elements of the supervision relationship*

The supervision relationship is pivotal in the success of supervision. The Supervision Framework (DSD, 2012:18) illuminates vital aspects of the relationship. The responses from both phases emphasised the vastness of the relationship. The needs and developmental stage of the supervisee should inform the nature of the supervision relationship. The principles of the Developmental Approach (cf. 3.3.1-3.3.14) provide clear descriptors on the nature of the supervision relationship.

Elements embedded in the principles identified by the participants (cf. 6.3.2.1.4 & 6.5.1) included trust, support, honest feedback and participation. The supervision relationship should provide a space for investment in human capital. The relationship should provide opportunities for growth and allow social workers to take responsibility for their professional development. Although the supervision relationship is not the goal of supervision, it is one of the determinants of successful supervision (cf. 6.3.2.1.5).

6.6.1.5 *Challenges in the implementation of supervision*

Supervision is faced with a magnitude of challenges ranging from structural to implementation (cf. 1.2, 1.4, 3.3.1, 3.3.2, 3.3.7, 3.3.9, 3.3.10, 3.5.4 & 3.6). During both phases of the study, participants were invited to identify the most prominent challenges. The qualitative phase results indicated that the distances the supervisor has to travel are challenging because it limits the time the supervisor has available for supervision.

The participants in the qualitative phase rated the workload of the supervisor (85%) and the supervisee (76%) as the most prominent challenges. This also translates into the time available for supervision.

Previous studies identified a lack of time as one of the major challenges in the implementation of supervision (cf. 4.9.3). This study confirms that the lack of time is still perceived as one of the major challenges by supervisors and supervisees.

6.6.1.6 *Best practices*

Indigenous practices and knowledge are informed by local best practices that developed in the day-to-day supervision performance within the reality and challenges faced. Therefore,

participants were requested to share best practices that could contribute to developing a genuinely South African supervision model.

Best practices identified by the participants of the qualitative phase (cf. 6.3.2.1.6) remarkably correspond with those of the quantitative phase (cf. 6.5). Many of the best practices highlighted describe the supervision relationship, while others refer to techniques or actions of the supervisor. The most frequent practices are presented in the table:

Table 6.1721: Most frequent actions considered best practice

Relationship	Techniques	The Supervisor
Non-judgemental	Use of clay, drawings and helping aids	Knowledgeable
Trusting	Reflection	Comprehensive supervision reports
Supportive	Guidance	Agenda
Accessible	Demonstrating skills	"Taking supervision out of the office"/less formal settings
Patient	Support	Ethical practice
Compassionate	Good listening skills	
Positive and constructive feedback	Conflict Management	
Encouragement	Avoid interruptions	
Encouraging participation		
Honesty		
Humanity		

The input of participants could add value to supervision. The practices identified are essential for effective developmental supervision. However, the best practices can only be effective if all aspects of supervision are synchronised, based on the principles of the Developmental Approach and informed by appropriate theoretical models and approaches.

6.6.1.7 *Training of supervisor*

Training of supervisors is random. There are no requirements for the training of supervision in South Africa. The result is that supervisors develop a “make-do” approach based on their personal experiences of supervision and social work practice. Literature reported concerns about weak and faulty supervision in the past, and this study confirms that it has not changed. The defective supervision practices of the past inform current supervision and, if not changed, will inform future supervision practices. Poor training also results in intuitive acts of guidance and support.

The lack of standardised training negatively impacts all aspects of supervision. The supervisor's lack of knowledge of the Developmental Approach is poor, and all of the Developmental Approach only reflect in the intuitive actions of the supervisors. The result is that the supervision process does not reflect a meaningful, decisive application of the Developmental Approach. Principles such as transparency, partnership and participation are not implemented conscientiously. Supervisors also demonstrate a lack of theoretical foundations in supervision practices.

The lack of structured training in supervision needs to be addressed, and all aspects of supervision should be included in specialised training.

6.6.2 The implementation of the Developmental Approach

Effectively implementing the Developmental Approach requires supervisors to have extensive knowledge of the approach, followed by implementing appropriate theories, practice models and techniques.

Participants of the qualitative phase admitted they did not know the principles of the Developmental Approach (cf. 6.3.2.2). When the principles were prompted to the participants, their interpretations were based on knowledge of the word, e.g., development means to grow. There is no advanced interpretation or application of the principles in supervision. Participants only had a basic understanding of some general concepts relating to the Developmental Approach. There was a lack of evidence of applying the Developmental Approach in supervision.

The respondents of the quantitative phase rated their knowledge of the Developmental Approach mostly as insufficient. The respondents could not identify the principles of the Developmental Approach (cf. 6.4.3 & 6.4.3.2). Only three principles were selected frequently by respondents: transparency, empowerment and appropriateness. The other principles were selected by less

than 50% of the respondents, and only 18% of the supervisors participating in the quantitative phase referenced the direct link between the Developmental Approach and supervision.

The results from both phases suggest that supervisors have limited knowledge of the Developmental Approach and the link with supervision is vague; subsequently, the cognisant implementation of the principles is impossible.

6.6.2.1 *Theories, practice models and techniques used*

The complex nature of the social work profession requires intensive knowledge of theories and a skilful application thereof in daily practice (cf. 2.5, 4.8, 6.3.2.3). Participants in the qualitative phase described themselves as distant from the scientific knowledge base of social work (cf. 6.3.2.3).

This presents a problem on at least two levels. Firstly, this implies hap hazardous actions without structure or the implementation of scientific knowledge that can lead to poor supervision practices. As a result, the poor and weak application of supervision that impacts negatively on the services to service users will continue to be poor. Secondly, the probable result is that social workers are not guided to implement social work from a sound theoretical base. The ultimate result is that the profession is losing credibility and the quality of services to service users is questionable. Consequently, social workers will also be unable to justify their intervention in Courts.

Respondents in the quantitative phase stated that they used the Strengths and the Person-Centred Approach. They also indicated that problem-focused models are used often (47%), which contradicts the essence of the Developmental Approach. The strengths-based approaches currently do not provide a clear step-by-step model that guides these approaches' implementation. Using problem-focused models for structure in the application of the Developmental Approach can be successful if supervisors have the expert knowledge and skills to implement the chosen model from a Developmental Approach. The level of knowledge of the said approaches and the lucid implementation thereof was not established in the quantitative phase.

6.6.2.2 *Outcomes and skills development of social workers*

The limited literature on supervision mainly focuses on the supervisor's input in the functions described by Kadushin (cf. 4.9.1, 4.9.2 & 4.9.3). However, since the Developmental Approach advocates for the development of human capital, it might be appropriate to move the primary

focus of supervision to specific outcomes (cf. 4.10, Engelbrecht, 2004: 206-207 & Engelbrecht, 2019c:176-183).

The researcher explored the nature of outcomes that are formulated for supervisees. In the qualitative phase (cf. 6.3.2.4), the outcomes can be grouped into categories:

- focusing on the *personal development* of supervisees to become more independent;
- *administrative matters* such as report writing and procedures;
- addressing the *educational needs* of the supervisees.

The responses from the quantitative phase emphasised the development of administrative skills (90%) as the most prominent objective, followed by actions that should be taken in specific cases (86%). The references made by respondents about personal development were vague. The respondents only indicated that social workers should become more self-reliant. Clear objectives must be formulated to develop specific skills that will contribute to social workers becoming more resilient and self-reliant and increase the resilience of social workers. The objectives must include the educational needs of supervisees. These actions are vital, but if the outcomes focus on the progressive, sustainable development of appropriate skills, the abovementioned outcomes will be achieved, and the competence of social workers will improve.

Guidelines for expected behaviour or range of activities of social workers should be formulated. The guidelines must be used to inform activities to ensure that outcomes and objectives are focused on what is required of social workers and not intuitively based on the personal perceptions of supervisors and supervisees (cf. 4.10, Appendix K).

6.7 Application of the Resilience Theory in Supervision

The Developmental Approach is known for its strong focus on strengths, capabilities and the building of resilience (cf. 1.1, 1.2, 2.1). The nature of social work and the reality of practice is testing the creativity and resilience of supervisors and social workers, and developmental supervision should specifically focus on increasing the resilience of social workers (cf. 3.1, 3.3.1, 3.3.2, 3.3.3, 3.3.6, 3.3.7 & 3.5.10). These statements confirm the validity of the resilience theory as a theoretical framework for supervision.

The knowledge of the participants regarding the theory limits the implementation of the Resilience Theory. During the qualitative phase, the participants' responses confirmed the gap between theory and practice, as discussed in Theme 5 (cf. 6.3.2.7). Participants communicated a general understanding of the word resilience (bounce back) but indicated that they do not have extensive knowledge of the Theory. In the quantitative phase, only 19% of respondents indicated using the Resilience Theory (cf. 6.5.2). The biggest concern is that supervisors implement supervision without any theoretical grounding (cf. 6.3.2.5). The result is that supervisors perform random acts that focus on the immediate need of the supervisee. As a result, there is no coherent long-term development of skills that would increase the resilience of social workers.

6.8 Limitations of the Study

It is essential to identify limitations to this research study. Theorfanidi & Fountouki (2018:156) indicates that limitations refer to potential weaknesses that are out of the researcher's control that impose a restriction on the study. The researcher must be aware of, recognise and acknowledge limitations and report it to make the reader aware of the potential impact on the study.

6.8.1 Sample size

The sample size of the study is not large enough to make generalisations. The conclusions are only valid for the participants of this particular study. The researcher did describe the research process to repeat the study to include a larger sample.

6.8.2 Timing

During the data collection phase, South Africa faced the Covid pandemic, and for some provinces (KwaZulu Natal) this was followed by extreme flooding. Social workers are frontline workers, and during this time potential participants were experiencing increased pressure to address the needs of communities. This could impact the availability or willingness to participate in the research study.

6.8.3 Response rate

The link to the questionnaire and the QR code were sent to more than 200 email addresses of social workers, supervisors and leading Child Protection Organisations. The email addresses were obtained from the websites of the organisations. The emails were sent three times in a period of 6 weeks to allow potential participants to find an opportunity to complete the

questionnaire. The links and QR codes were also posted on two Facebook groups of South African social workers.

Despite the attempts of the researcher and the time allowed for completing the questionnaires, only 35 social workers and 15 supervisors completed the questionnaires of the qualitative phase. Although a complete database is not available to calculate the exact response rate, the number of questionnaires completed is not enough to generalise the study's findings.

Three provinces, KwaZulu Natal, Western Cape and Northern Cape, had no social workers that completed questionnaires, and KwaZulu Natal and Western Cape had no supervisors that completed questionnaires.

6.8.4 Availability of literature

A few aspects of the study had limited literature available to study. Firstly, there is limited literature on the specific outcomes of supervision and the required professional skills of social workers in South Africa. Secondly, no literature explicitly links the Developmental Approach with supervision. In addition, most literature on supervision focuses on the supervisor's input and the supervision functions, with limited reference to the outcomes of supervision.

6.9 Summary

This chapter focused on presenting and analysing the information gathered from participants during both phases of the study. The information was processed and organised according to themes that will assist in answering the research questions in the next chapter. The mixed-method study mainly focused on qualitative data (QUAN-qual).

The first section of the chapter interpreted the information gathered from the qualitative phase. The information was organised into six basic themes. The discussion of the themes explored the current implementation of supervision with a specific focus on implementing the Developmental Approach.

The second section introduced the information gathered during the quantitative phase. Unfortunately, the results of the quantitative phase cannot be generalised due to the poor

response rate to this phase of the study. However, the phase did generate important information that supported the information from the qualitative phase.

The last section of the chapter focused on mixing the results from the qualitative and quantitative phases to allow the researcher to make deductions and conclusions by comparing the information.

The final chapter will focus on specific conclusions and answering the research questions. Finally, the final chapter will be concluded with specific recommendations regarding practice, policies, education and research.

CHAPTER 7 CONCLUSIONS AND RECOMMENDATIONS

7.1 Introduction

The main focus of the study was to explore the implementation of the Developmental Approach in the Supervision of Social workers in South Africa. The research aims to provide guidelines for social work supervision based on the Developmental Approach. Hopefully, this research will contribute to the general improvement of social work services rendered in South Africa and the overall well-being of the country's social workers.

7.2 Research Problem and Objectives

The success of the study relies on a well-formulated research problem and detailed research objectives. The research problem and objectives guided all aspects of the research. The research problem that is the focus of this study is formulated in the following section. The research problem will be followed by the objectives formulated for this study.

7.2.1 Research problem

Social work supervision practices in South Africa are not yet adequately aligned with the Developmental Approach. As a result, supervision and social work practices are not aligned, and the implementation is done from theories and models that do not support the Developmental Approach.

As indicated in the motivation for the study, social work supervision is a pivotal factor in the rendering of effective social work services (cf. 1.2.). Social work is a profession with extremely high emotional demands, and the challenges experienced by social workers in the working environment adds to the everyday occupational stress. This accentuates the necessity of supervision (Kadushin, 1992:30-42; Botha, 2000:2; Munson, 2002:92; Engelbrecht, 2015a:125; Greer, 2016:102, cf. 1.2.). It is, however, clear that for many decades a variety of concerns were raised regarding supervision practices, and it seems that it was not sufficiently dealt with (Du Plessis, 1965; Botha, 2000:1-8; Engelbrecht, 2006:130; DSD, 2006:32; Engelbrecht, 2010a:324, 329; Engelbrecht, 2010b: 5-6; Engelbrecht, 2015:143; DSD, 2016: 265, 279, 282). The outcome is a disparity between the supervision and service delivery practices that have implications for different role players: the social worker, the client and the organisation.

Although this study focused mainly on implementing supervision from a Developmental Approach, literature emphasised many other concerns. Some of these concerns included the excessive workloads of social workers and supervisors that resulted in a lack of supervision. In addition, concerns were raised that supervision mainly focuses on performance management, and there is a lack of development and support for social workers. The literature further raises concerns about a lack of research in the field of supervision in South Africa.

Social workers might experience that their needs are not addressed adequately. They experience being overwhelmed and struggling to cope with the demands of practice. Sometimes, they say they do not receive proper guidance and support towards the issues with which they have to deal. Social workers are struggling to cope with the stress of the profession, and unfavourable working conditions in South Africa could result in insufficient or sub-standard services that the clients receive from social workers (cf. 1.1 & 1.2; Alpaslan & Schenk, 2012:374-382). In addition, the quality of services will be compromised if social workers do not receive proper supervision (DSD, 2016:256, 279-280; cf. 1.1&1.2).

As indicated earlier (cf. 1.1 & 1.2), there is a direct correlation between the efficiency of a social worker and supervision. In child protection services, the lack of proper supervision could lead to an increased risk for social workers and clients in terms of the accountability of decisions made by social workers. These risks and the decisions that must be made could impact the social worker, the supervisor, the organisation and the client.

The Supervision Framework (DSD, 2012:8) suggests that supervision is a critical area that needs attention to assist in the retention of social workers and to improve effective social work services. Supervision practices should, however, be informed by local research to align supervision practices with the Developmental Approach. Supervision practices will be decolonised if it is appraised by local research.

The research problem that guided the study is the misalignment between social work supervision practices in South Africa and the developmental approach, resulting in an inconsistency between supervision- and service delivery practices. Therefore, the study aims to analyse current supervision practices in South Africa and subsequently provide specific guidelines for social work supervision in a developmental context.

The intention was to explore the nature, content and implementation of supervision that will be true to the Developmental Approach and the uniqueness of the cultures and social environments in South Africa. Accordingly, it is submitted that there is a need for local research to focus on

designing a framework of supervision that will inform South African-specific supervision practices. In this regard, supervision should be based on the needs and realities of people living in South Africa, based on local research and frameworks that adhere to the Developmental Approach.

7.2.2 Research questions

According to Fouche & De Vos (2007:91), professional practitioners often discover research topics during their daily practice. As indicated earlier in this study (cf. 1.2), several concerns regarding supervision were raised during the last three decades. These concerns have been neglected because challenges experienced in practice were more popular research topics.

Research questions will focus on the research process and direct the study.

The following research questions directed the study:

- How should the Developmental Approach be reflected in the implementation of social work supervision?
- How can resilience theory assist in aligning social work supervision practices with the Developmental Approach?
- What supervision and management models and theories could contribute to implementing developmental social work supervision in South Africa?
- What practices are social work supervisors using to guide their supervisees in Child Protection organisations (CPOs)?
- What supervision practices are needed to ensure that social workers effectively deal with the demands of practice?

The goal of the research was to provide guidelines for social work supervision based on the Developmental Approach. It is envisaged that these guidelines will contribute to the general improvement of social work services rendered in South Africa and the overall well-being of the country's social workers.

7.3 Conclusions

This final part of the dissertation aims to conclude the study with clear interpretations with conclusions to evaluate the significance of the study. The extensive interpretation of the results will conclude with specific recommendations in terms of practice, policies, education, social work theory and future research.

7.3.1 How should the Developmental Approach be reflected in the implementation of social work supervision?

As indicated, South Africa adopted a Developmental Approach to social welfare almost three decades ago. Supervision is pivotal in the implementation of social work and should professionally guide social workers and ensure adherence to the national approach (cf. 1.1, 1.2, 1.3, 2.2.3, 2.6, 4.1, 4.4.1, 4.4.2, 4.4.3, 4.4.4). Supervisors cannot distance themselves from the Developmental Approach or portray insufficient knowledge or a lack of implementation.

Supervision practices should exemplify active investment in the development of social workers to enhance their capability to facilitate change in communities (cf. 3.3.1-3.3.14). Supervision must focus on specific outcomes aligned with knowledge, skills and attitude required by social workers in the context of the South African realities and policies (cf. 4.6.3, 4.7, 4.10.1-4.10.9, 4.11). To successfully align supervision with the Developmental Approach requires a diligent, conscientious implementation of all actions in supervision aligned with the Developmental Approach acquiring the progressive development of social workers and moving away from traditional practices of scattered advice and support (cf. 4.12).

The study confirms that supervision is not yet fully aligned with the Developmental Approach. Neither supervisors nor social workers are thoroughly familiar with the Developmental Approach. When the principles were presented to social workers and supervisors, a shallow interpretation of immediate thoughts followed, and the participants' interpretation mainly applied to the general application of social work and not supervision. Participants rationalised the content of each of the principles based on the general understanding of the principle as it is familiar terminology used in the South African context. Discussions were general deductions of the terms and did not reflect an in-depth understanding, reasoning, or application of any principles (cf. 6.3.2.2).

All participants seem only to have a basic understanding of the general concept of development and describe their comprehension of the approach with general terms such as growth and not being stagnant. The conceptualisation of the Developmental Approach seems, however,

fragmented. When the nature and principles of the Developmental Approach are explored, the account mainly relates to the term developmental and not the scientific exposition of the Developmental Approach. The researcher experienced that participants only have a basic, generic understanding of the principles and the Developmental Approach. Without a clear, in-depth understanding of the principles, it will not be possible to implement a developmental approach to supervision.

The participants were requested to discuss the Developmental Approach's principles, specifically in the application of supervision. The responses of most of the participants, however, applied the general understanding of the principles to generic social work and not supervision. Instead of referring to the relationship between the supervisor and the social worker, participants attempted to apply the principles to the client-social worker relationship. Participants fitted their experiences of supervision with the description of the principles to indicate that supervision is adhering to them. However, it does not seem that supervision is implemented with a deliberate implementation of the principles. There is no evidence of a critical evaluation or implementation of the Developmental Approach or any other theoretical framework in supervision. The supervisors act on intuition in this regard, and there is no cognisant link between the Developmental Approach, inputs of the supervisor and outcomes designed to facilitate the progressive development of social workers focused on the context in which social workers render services.

In addition to the lack of knowledge of the Developmental Approach, some structural challenges also hamper the implementation of the Developmental Approach. Organisations struggle with resources. Although organisations attempt to honour the supervisor, social worker ratio, challenges include the distances supervisors travel and the limited time available for supervision. The implementation of the Developmental Approach is further challenged by the administrative burden of the payment of grants, a high number of statutory cases, and the procedures and requirements of statutory work. Studies confirm that social workers have excessive caseloads and limited resources. They complain about the availability and proficiency of the supervision they receive (cf. 1.2, DSD, 2006:33; Shokane et al. 2017:278-279). The study further emphasised the importance of the progressive development of social workers. Social workers seem to struggle to apply professional guidance or required skills to future situations (cf. 3.3.1).

The research revealed that there is a need for supervision guidelines that will ensure the alignment of all practices (supervision and service delivery) with the Developmental Approach. A clear link should be established between conscientiously implementing the Developmental Approach and the desired progressive development of the social worker (cf. 3.3.1-3.3.14, 4.10.1-4.10.9, 4.11.1-4.11.6). The Developmental Approach must be implemented in a coherent structure

with clear expectations that empower social workers to meet the requirements of service rendering. The guidelines for practice standards will contribute to the alignment between outcomes and inputs of the supervisors. The guidelines for practice standards that were developed will eliminate supervisors' intuitive, haphazard actions of supervisors. The guidelines are categorised into groups of skills that will allow the supervisor to deliberately focus development on coherent skills (cf. Appendix K.). If the guidelines for practice standards are followed, supervisors will promote participation, transparency, empowerment, partnership and all other principles of the Developmental Approach (cf. 3.3.1-3.3.14).

Developmental supervision will proactively focus on identifying strengths and developmental areas to align the social worker's skills, knowledge and attitude with the demands of practice. These strengths and developmental areas will inform the developmental plan and the practices implemented in supervision toward a focused development of the supervisee. However, developmental supervision goes beyond the identification of strengths. The identified strengths must inform the supervision practices and expected outcomes. There must be a tangible investment in the development of the social worker; supervision must empower social workers and influence their capabilities to develop strategies and interventions that are scientific and effective.

7.3.2 How can the resilience theory assist in aligning social work supervision practices with the Developmental Approach?

Social workers operate in a complex environment that requires professionalism, commitment and inner strength. The nature of social work infers that social workers will have to face adversity and make difficult decisions. Furthermore, the social worker's task requires well-developed professional skills (cf. 1.2, 3.6, 4.4.1, 4.4.2, 4.4.3, 4.6.5). To effectively deal with these challenges, social workers need to be resilient. The necessity of resilience is summarised by Greer (2016: 21-22) when he indicates that the outcome of resilience is the ability to adapt successfully to adversity. He further refers to two critical elements of resilience. Firstly, it relates to the social workers' ability to recover from challenges and an increasing capacity to regain physiological and psychological equilibrium. Secondly, resilience relates to sustaining health and well-being in a challenging environment (Greer, 2016:22).

The outcome of resilience resonates with the focus of supervision as supervision focus on empowering social workers to render professional services in this adverse environment (cf. 2.3.5, 3.3.2, 3.3.3, 4.4.1, 4.7, 4.8.4, 4.10). The effectiveness of a social worker closely relates to the ability to recover and sustain physiological and psychological equilibrium. The resilience theory

thus provides a sound, scientifically based foundation for supervision, but only if the supervisors are proficiently trained and equipped to integrate the theory into supervision practices.

Resilience is further described as a multi-dimensional process (Greer, 2016:16) which imply that social workers can experience different levels of resilience in different aspects of their functioning as social worker and personal life. Supervision focuses on developing skills, knowledge and attitudes in all facets of social work and the social workers' ability to cope with the demands of practice. If the core of supervision purposefully attends to the implementation of the administrative, educational and supportive functions (cf. 4.9.1, 4.9.2, 4.9.3) and aligns the inputs of the supervisor with specific outcomes that correspond with the skills required to be effective in practice (cf. 4.10.1-4.10.9) it might result in social workers developing the capability to regain balance in adversity.

The lack of theoretical knowledge and integration of theory in practice is evident (cf. 6.3.2.3; 6.3.2.6). Social workers and supervisors are familiar with development and resilience and refer to implementing these as concepts in supervision. However, it does not seem they have real knowledge of the models and theories of resilience or the Developmental Approach and its different principles and focus. Most participants admitted that they only vaguely recall theoretical concepts and have not worked with theory since completing their studies. Instead, they act on intuition and their perception of what is necessary. Their perceptions are based on personal experience of both social work and being supervised.

The gap between theory and the implementation of supervision does not foster resilience in social workers; it instead focuses on crisis management. Supervision must, instead, create opportunities for social workers to develop strategies and provide tangible skills to increase their resilience. A focus on support and education can successfully allow supervisors to create these opportunities for the development of social workers.

The continuity of the supervision process and the benefits of implementing supervision as an integrated process do not manifest within the participants of this study. The information in the study confirms that supervision mainly focuses on performance management and not the holistic development of the social worker (cf. 1.2).

There is a strong link between the Developmental Approach and supervision: both focus on increasing the ability of the social worker to meet the demands of practice efficiently. The reciprocal focus on investing in human capital through focused development will foster increasing the resilience of social workers. However, supervision can only reach its objectives and contribute

to the resilience of social workers if supervisors have the knowledge, skills, attitude and commitment to integrate all the different elements of supervision. Supervision should be a coherent culmination of a supervisor's decisive, organised, evidence-based inputs that empower social workers to recognise and develop strengths and promote self-reliance.

7.3.3 What supervision models and theories could contribute to implementing developmental social work supervision in South Africa?

The effectiveness of practice requires social workers and their supervisors to have the ability to draw on and use scientific knowledge (cf. 7.3.1 & 7.3.2). As professionals and leaders in the development of social workers, supervisors should have an advanced ability to use specific theoretical knowledge to inform their practices (cf. 2.5, 4.7, 4.8). Supervisors should influence social workers to become more professional and render excellent services to service users. For supervisors to be competent in fulfilling this role, they must diligently know their theory and implement and contribute to developing the indigenous knowledge base of social work.

In South Africa, there are no indigenous practice models specifically designed to supervise social workers (cf. 4.5.2, 4.7). As a result, supervisors carelessly apply models that may seem appropriate without aligning them with the process and specific focus of supervision. The literature study revealed that there is a need for a practice model that would assist supervisors in the implementation of effective supervision, guiding their actions and the development of social workers towards efficiency (cf. 4.7). There is a need for a practice model that will also empower supervisees to be resilient and to work independently as they mature in the social work profession.

South Africa's unique approach to welfare services adds complexity to selecting appropriate practice models. As discussed, most North American and European countries have a residual problem-focused approach to social welfare that differs from the Developmental Approach employed by South Africa (cf. 1.2, 1.6.4, 2.3.4, 2.3.5, 2.5.2.6, 3.6, 3.7, 4.6.1, 4.10.6). The imprudent implementation of this approach condemns the effectiveness of the Developmental Approach. Ncube (2019:345) confirms that the literature revealed many supervision models; unfortunately, none of the said models is directly linked to the Developmental Approach (cf. 4.8).

The importance of using a sound theoretical foundation for implementing supervision is summarised in three focal points. Firstly, as professionals, the accountability of supervisors and social workers is vital. Therefore, theory should guide decision-making and intervention. Secondly, progressive professional skills development is essential, and a thorough theoretical foundation allows social workers and supervisors to review assumptions and practices daily.

Lastly, professionals are expected to contribute to developing the knowledge base of social work (cf. 4.7). Supervisors have to apply this to their own practices, but they also have to foster the focal points of a sound theoretical foundation in social workers too.

Engelbrecht (2019:16) confirmed that no evidence exists that supervisors identify and implement supervision models in supervision. This study confirms that this is still reflected in practice. Supervisors who have to encourage and influence social workers in professional service render do not devote their practices to a specific theoretical framework, practice model or approach.

During the study, only a few participants referred vaguely to being familiar with theories and practice models. Sadly, it seems that, in general, supervisors regard practice removed from theory. They described themselves as "not the theory type", and predominantly, comments regarding the use of theory indicated that supervisors do not prioritise the use of theories and practice models in the implementation of supervision. It was evident that supervisors lacked theoretical knowledge, and the use of any practice model, theory or approach was non-existing. It can thus be expected that if supervisors do not use theoretical frameworks in practice, they will most likely not expect their supervisees to use theory in practice, and they will not challenge social workers to do so. Secondly, if supervisors do not model the practical implementation of theory and display a profound knowledge of theoretical frameworks, social workers will disregard the importance of theory in practice.

Failing to implement supervision from a sound, professional theoretical foundation results in haphazard actions focusing on the immediate needs of the social worker. This contradicts the underlying principles of the Developmental Approach, aiming at sustainable development of the entire professional capacity of the social worker. Subsequently, there might be a degeneration in using theory in the general application of social work. This raises serious concerns for the future of social work and, consequently supervision of social workers.

The fact that supervisors rely on their personal experiences of supervision to guide them in implementing supervision is a significant concern since it seems that many supervisors in the past also did not use well-researched supervision models. Supervision thus seems to be caught in a relentless downward spiral, moving away from a professional knowledgebase and the principles of the Developmental Approach. Unless radical changes occur, the future of supervision seems superficial. The current implementation of supervision will also not be efficient in guiding future supervisors to an improved, indigenous application of supervision.

The results show that supervision mainly focuses on the social workers' ability to implement and follow procedures and is not focused on the professional development of the social worker. Training and developmental aspects addressed in supervision fundamentally focus on the social worker's knowledge to implement procedures. Supervisors do not have the required theoretical knowledge, and their practice does not portray the evident, meticulous implementation of an appropriately selected theoretical framework. (cf. 2.5). The lack of knowledge and disregard for theoretical frameworks is detrimental to the profession. It can be concluded that some theories that could be used effectively to inform supervision practices include the Ecological Systems Theory (cf. 2.5.1), the Strengths Perspective (cf. 2.5.2) and the Person-Centred Approach (cf. 2.5.3).

7.3.4 The supervision practices social work supervisors use to guide their supervisees in Child Protection Organisations (CPOs)

South African supervisors need to choose and construct theories and practices true to the South African context (cf. 2.2.3). Indigenous practices refer to practices developed by South African professionals based on the specific context and needs of the South African welfare realm. South African social workers are confronted with extremely high caseloads, increasing complexity of cases and a scarcity of resources to perform developmental social work. These realities of the social workers are testing the skills, creativity, and resilience of social workers (cf. 3.1). For supervisors to effectively respond to these realities, they require even more skills, creativity and resilience.

During the empirical phase of the study, the perceived best practices of supervisors were explored to determine what social workers and supervisors regard as helpful in supervision. The purpose of exploring the best practices was to identify what indigenous practices can contribute towards developing a supervision model faithful to the Developmental Approach. The participants' feedback illuminated that supervisors have a "make-do" approach and act on intuition and that some of their practices may not be seen as best practices.

From the feedback, it is clear that most of the time spent on supervision is focused on guidance for complex cases, direct services and procedures that should be followed, due dates and court cases, all of which translated into the administrative function of supervision (cf. 4.9.1). During the study, supervisors identified inputs that they regard as best practices. However, although they described various actions related to the administrative function, they did not regard those actions as best practices. (cf. 6.3.2.1.6). Some critical elements that could be identified from the participants' responses that could translate into best practices are:

- a non-judgmental, well-established relationship between the supervisor and the social worker is critical for implementing the supervision process. This correlates with the definition of supervision (cf. 1.6.4), the Person-centred Approach (cf. 2.5.3) and the Solution-Focused model (cf. 4.8.1);
- personnel development and continuous learning were also highlighted to be vital. This aligns with the progressive development and empowerment of social workers (cf. 3.3.3) and could contribute to self-reliance (cf. 3.3.2);
- some references were made to the supportive function (cf. 4.9.3.1) when participants indicated that they showed interest in the well-being of the social worker.

Although all these are vital for supervision, they will only fully contribute to the aim of supervision if it is practised from an appropriate approach and aligned with a specific practice model. Unfortunately, there is a gap between the actions of the supervisors and the theoretical alignment of their inputs.

To be seen as a best practice, supervision practices should be adapted and specifically use the process of supervision to actively identify strengths and development needs to inform specific developmental strategies that will increase resilience (cf. 7.3.2 & 7.4.1). Supervision is a reciprocal partnership, and specific actions should be taken to increase transparency, participation, sustainable empowerment and the resilience of social workers. The guidelines for practice standards should focus on the supervision practices and specific outcomes and will guide specific actions of the supervisee and supervisor toward coherent, progressive professional development.

7.3.5 Supervision practices needed to ensure that social workers effectively deal with the demands of practice

As indicated repeatedly, supervision focuses on the needs, context and demands of social work in South Africa (cf. 1.2). Social workers are overwhelmed and struggling to meet the demands of practice. They are fighting the stress of the profession and the working conditions of social workers, which are accompanied by challenges such as a lack of resources and excessive caseloads (cf. 1.1, 1.2, 1.3, 3.5.4). It is established that there is a direct correlation between the quality of services and supervision, which raises concerns about the effectiveness,

appropriateness and quality of services to service users (cf. 1.1.2, 1.3). The disparity between supervision and service delivery has serious implications for the service user, the social worker and the organisation (cf. 1.8).

Participants found it difficult to describe the skills a social worker needs to be efficient in practice (cf. 6.3.2.4, 6.8.4.2). This lack of clear understanding of what is required of a social worker in practice suggests a lack of clearly envisaged outcomes for supervision among participants. This confirms that supervisors implement supervision according to their personal experience of supervision (cf. 2.3.4) and intuition. The supervision practices used are not necessarily focused on the needs of social workers or the demands of practice. The result is that social workers might feel their needs are not addressed, and the services to service users might not meet the requirements of national and organisational policies and standards.

Occupational-specific skills seem to be a vague concept. None of the participants referred to professional skills (cf. 4.10.1-4.10.9). The only skills they did refer to that could form part of a structure of occupational skills include administrative skills and report writing.

Supervision practices focusing on the outcomes must provide structure and clarity regarding the expected outcomes. The well-known and respected functions of supervision, as described by Kadushin, must be used to validate the supervisor's actions to work towards the sustainable development of occupational skills. The guidelines should include skills that build on the categories of skills set by the Standard Generating Body (CHE, 2015) as skills required to qualify social workers (cf. Appendix K). Although these are skills required for a beginner social worker, this provides a starting point for practice standards that could be further developed in future.

To address the challenges highlighted, it is clear that the needs of the social worker, the challenging demands of practice and supervision practices should be aligned. The participants did not explicitly refer to the functions of supervision (cf. 4.9.1, 4.9.2 & 4.9.3), but the practices they described as part of supervision can be organised according to the said functions. The functions are valuable and provide some guidance to the supervisor. The challenge is that the functions purely focus on the inputs of the supervisor and give no indication of what the outcomes of supervision should be. The pure focus on implementing the supervision functions will only provide part of the solution to the challenges experienced in supervision. The implementation of developmental supervision from a sound theoretical framework (cf. 7.5.3) synchronised with explicit outcomes based on skills required (cf. 4.10.1- 4.10.9, Appendix K) and the supervision functions (cf. 4.9.1, 4.9.2 & 4.9.3) will increase the resilience of supervisees.

Supervision practices must thus be focused on well-researched, scientifically directed sets of skills. The proposed guidelines suggest that practice research would guide the definition of determinants that would be used to assess the level of competence of a social worker in terms of the groups of skills. Aligned with the Developmental Approach principles, supervision will focus on the progressive development of appropriate skills. Inputs of the supervisor will thus be adapted to the level of skill of the social worker. The proposed guidelines will provide supervisors with a framework that will assist them in consistently assessing all social workers on the same premises and require all social workers to develop a standardised set of outcomes.

The guidelines suggest that practice indicators for each group of skills be developed in partnership with the social worker to determine what is required of the social worker and guide the parties toward the formulation of desired outcomes. This model would provide more opportunities to introduce the principles of the Developmental Approach to supervision, namely empowerment, participation, transparency, effectiveness and efficiency, partnership, and accountability.

It can be concluded that the supervisor and supervisee must agree on what skills are needed to be effective in practice and the specific job competencies needed (cf. 4.10.1-4.10.9, 4.11.1, 4.11.2). The skills identified by the supervisor and supervisee must correlate with the specific competencies identified in the BSW standards (CHE, 2015; cf. 4.10.1-4.10.9) and must be used to assess the developmental level of the supervisee (cf. 4.11.2). The outcome of the skills assessment level of the supervisee should be translated into specific objectives in the Individual Developmental Plan (cf. 4.11.3 & 4.11.4). Through transparent communication and participation of the supervisor and supervisee, specific indicators and determinants will be identified that are required of the supervisee. The supervisor will determine the nature of the supervision practices needed in terms of support, education or administrative actions and continuously decide on steps that should be taken to facilitate the empowerment of the supervisee. Techniques implemented in supervision must be employed to encourage sustainable development and not just guidance for the immediate needs of the supervisee. The same objectives must be used for continuous monitoring of the progress (cf. 4.11.5), and the performance appraisal of the supervisee (cf. 4.11.6). The progress that is determined after the formal assessment (cf. 4.11.6) will be used to inform the next cycle of developmental goals (cf. 4.11).

7.3.6 Attainment of the goal of the study

The goal of the study was to explore and describe the implementation of supervision and the alignment of supervision practices with the national welfare approach. In addition, the study intended to develop guidelines to improve the alignment of supervision practices with the

Developmental Approach. The study did result in the proposal of a set of guidelines for developmental supervision.

The core elements of these guidelines, comprehensively described in Appendix K, are subsequently emphasised. Guidelines for supervision from the Developmental Approach propose that practice standards are developed to translate the specific professional skills required by social workers in South Africa into tangible objectives for supervision. The guidelines acknowledge the different developmental levels of social workers and identify different expectations for each developmental phase of the supervisee. The guidelines provide a structure for integrating the Developmental Approach principles into the cyclical supervision process. The guideline proposes that the traditional description of functions of supervision (Kadushin, 1976) still focuses on the inputs of the supervisor. However, implementing these functions should facilitate the progressive development of professional skills (Appendix K). The inputs or functions of supervision, aligned with the Developmental Approach that diligently focuses on the progressive empowerment of the social worker, will contribute to increased resilience.

The objective of the study was achieved. Appendix K provides a comprehensive discussion of guidelines for practice standards organised according to specific skill groups. The Developmental Approach guides the nature of the inputs of the supervisor. The guidelines that were developed can be used to develop practice standards for supervision and contribute to the development of indigenous guidelines.

7.4 Recommendations

The researcher considered the literature and the empirical findings of the study in making the recommendations. The literature and research findings should be incorporated in the context of supervision in South Africa. Evidence-based practices should be used to guide the implementation of supervision and contribute to the profession's development. The recommendations will be organised in the following headings: practice, policy, legislation, education and research. Each of the mentioned sub-sections will be addressed in the following sections.

7.4.1 Social work Practice

The following recommendations are made to improve social work practice and, more specifically, supervision services.

1. There is a shortage of social workers and supervisors in CPOs. In the discussion of challenges experienced in practice (cf. 3.6) and challenges experienced with the implementation of supervision (cf. 4.3.2, 4.3.3, 4.6, 4.6.6, 4.9.3, 6.3.2.1.5 & 6.4.3.7), the issue of insufficient human resources repeatedly surfaced. Implementing developmental social work and supervision would be time-consuming and require sufficient staffing. Thus, the lack of human resources should be addressed to ensure proper service to recipients.
2. Social workers and supervisors must realise that social work is a profession, and relevant theories should inform their actions. Therefore, social workers and supervisors must have extensive knowledge of relevant theories, practice models and approaches and refrain from intuitive actions when making decisions. It is recommended that social workers and supervisors are proficient in applying theory in practice, and relevant theories, models and approaches should inform all services to service users and supervision of social workers.
3. The supervision functions, namely administrative, educational and supportive functions, should be an integral part of supervision and should be seen as the inputs from the supervisor towards reaching the outcomes of supervision. However, supervision functions should not be seen as the ultimate focus of supervision (c.f. 6.6.1.3, 6.6.1.6).
4. It is recommended that the recruiting and appointing of supervisors should consciously focus on the desired outcomes of supervision. This means that the appointment and selection of supervisors should not be based purely on the number of years of experience as a social worker but on evidence of the development of advanced skills and knowledge needed in practice.
5. Further, the proficiency of a social worker must be comprehensively assessed according to the skills level of the supervisee in terms of the required skills groups (cf. 4.10.1-4.10.9). The assessment and decision to upgrade the supervisor's role from supervision to consultation must include a thorough determination, identification and evidence of more advanced skills and knowledge.
6. Supervision practices that stem from the Developmental Approach should concentrate on the quality of professional services to the service user and the empowerment of the social worker and encourage social workers to apply the Developmental Approach in their professional development and wellness and direct services to service users.

7. Supervisors must model the implementation of the Developmental Approach and actively guide social workers toward the implementation of the approach in social work practices. This means that supervisors must guide and encourage social workers to expand their knowledge and skills in economic development (cf. 2.3.4).
8. Recommended models that can be used effectively in the implementation of the Developmental Approach include the Person-centred Approach (cf. 4.8.2), Solution Focused Model (cf. 4.8.1), the Competency-Based model (cf. 4.8.3) and the Resilience Theory (cf. 3.1, 3.3.1, 3.3.2, 3.3.3, 3.3.6, 3.3.7, 3.3.14, 3.5.1, 4.10.9, Appendix K).
9. A support network for Supervisors focusing on skills, techniques, theory application, distribution of appropriate reading material and encouraging practice-based research in the field of supervision across organisations could contribute to the support of Supervisors and the development of indigenous material.
10. It is recommended that supervision work on the perceived reluctance of social workers to implement practices aligned with the development approach. Social workers must be empowered, encouraged and guided to integrate micro- and macro practices and work towards sustainable development (cf. 2.2.3).
11. Supervision should be implemented in a structured way. The supervisor should implement the different phases and use all elements to inform the supervisor's actions. Supervision does not consist of random acts. Guidelines for practice standards according to specific skills groups will ensure that supervision contributes to a well-organised structure based on research to inform the outcomes and inputs of the supervisor. The following recommendations in terms of proposed guidelines are made:
 - a. It is recommended that a model with guidelines for practice standards and a strong focus on progressive skills development be implemented. The use of these guidelines can contribute to the development of an indigenous model for Supervision in South Africa.
 - b. The outcomes of supervision must be clearly defined according to a framework based on the professional skills required of a social worker. The implementation of the proposed guidelines should acknowledge the current experience level, and the expectations of the social worker (cf. 2.5.2.3). The expectations of each social

worker should be adapted according to the level of experience and outcomes should promote progressive development.

- c. Practice standards focusing on outcomes defined in terms of specific skills contributing to the effectiveness of social workers should be implemented. Skills are organised in groups based on the Standards for the Bachelor in Social Work (CHE, 2015). Skills groups that are identified are: Developing a professional identity, professional writing and communication, ethical skills, working with diversity, skills in the application of legislation and policies, assessment and intervention skills, research skills in the application of theory and practice models and skills in the application of the core values and principles.

12. The guidelines for practice standards should consider the development and experience of the social worker, and expectations regarding specific guidelines for practice standards should be formulated accordingly. The proposed guidelines can be used throughout the entire process of supervision and include the following:

- a. During the engagement phase, the guidelines will guide the supervisor to explore the experience and knowledge of the supervisee. The engagement phase will already guide the collaborative partnership that will be the foundation of the supervision process (cf. 4.11.1).
- b. The proposed guidelines will give structure to the job-specific requirements. It provides general requirements for social workers in South Africa. The supervisor and supervisee can use the proposed guidelines to formulate a detailed job inventory (cf. 4.11.2).
- c. Subsequently, the guidelines can assist with well-formulated objectives supported by the Developmental Approach (cf. 4.11.3).
- d. The content of the supervision contract will follow and will include logistical details to ensure the set objectives will be met (cf. 4.11.4).
- e. The implementation will focus on specific skills required in practice, not random acts hoping to develop appropriate skills. The guidelines are specific, and a product of research based on the needs of South African social workers (cf. 4.11.5).

- f. The last step of the supervision process will include a specific assessment of the objectives, and the guidelines will structure the assessment. The guidelines will provide relevant indicators for the assessment and lead to the formulation of new objectives for progressive skills development. The use of the guidelines throughout the entire process will promote transparency, appropriateness, partnership participation, empowerment and self-reliance.
- g. The guidelines can be used to assess the skills of the social worker and identify developmental needs to inform the Individual Development Plan.
- h. Guidelines for practice standards can inform and focus actions in the implementation phase, where the social worker and supervisor work towards developing skills that are relevant for practice.
- i. During the performance appraisal, the guidelines can act as the basis for assessing the development of the social worker, and the outcomes can be used to define new developmental goals.

These guidelines are fully described in Appendix K.

7.4.2 Training

1. Accredited training for Supervisors should be implemented according to indigenous theories, techniques and approaches that specifically focus on supervision. Some theories that can be effectively aligned with the Developmental Approach that supervisors should be trained on include the Person-centred model, the Ecological Systems Theory, the Strengths perspective, the Solution-focused model and the resilience theory. Formal training of supervisors must unambiguously include advanced knowledge of the Developmental Approach and the implementation of the principles in supervision.
2. The continuous professional development of Supervisors should focus on developing advanced knowledge and skills of supervision. Supervisors need extensive knowledge of the Developmental Approach, appropriate theories and models to use in supervision and specific techniques that will inspire the progressive growth of social workers; Once the registration of supervision as a speciality in social work is finalised, training, CPD and development of Supervisors should be monitored and implemented accordingly.

3. It is recommended that a Post Graduate Qualification be developed for specialised training in supervision. The curriculum of such a qualification should at least include advanced training on the Developmental Approach, the application of the approach in supervision, practice models and theories that can be aligned with the Developmental Approach and the focus of supervision, the effective use of techniques, the formulation of appropriate developmental supervision outcomes aligned with specific requirements of practice (cf. 4.10.1- 4.10.9). A standardised curriculum and specialised training of supervisors are critical. Standardised training will contribute to ensuring that supervisors develop advanced expertise in supervision practices. Appropriately trained supervisors will result in more effective supervision, developing indigenous supervision practices and possibly more local research on supervision.
4. Annual or Bi-Annual follow-up training of supervisors that will encourage critical reflection on supervision practices to ensure progressive development of supervisors to enhance proficiency in supervision is recommended to ensure that supervisors' skills develop and that their knowledge stays abreast of the relevant, recent research.

7.4.3 Policy

1. National policy guidelines, such as the Framework for Supervision for the social work professions (2012), should be adapted to provide clarity on the exact nature of consultation and specifically the matter of accountability of the supervisor.
2. According to the Developmental Approach, organisations should develop specific policies to expedite the effective implementation of supervision. Policies should be more than just compliance documents. It should actively guide, support and challenge the execution of supervision in specific organisations. It is recommended that these documents include topics such as the process of supervision, the principles of the Developmental Approach specifically applied in supervision and appropriate theories and practice models that should be used in supervision.
3. The Integrated Service Delivery Model does not explicitly refer to the supervision of social workers as a secondary method. The reason for this is not apparent, and it might be an important factor to address in future policies. Emphasis on the fact that supervision is a secondary method will support the urgency to implement the supervision process and hopefully encourage research on supervision.

7.4.4 Future Research

Research in South Africa aiming to develop an extensive knowledge base for supervision should be encouraged. South Africa urgently needs recent scientific material illuminating specific needs and challenges for indigenous supervision. The researcher does not view this study as exhaustive or complete. The researcher hopes this study will inspire further research and exploration of the findings and recommendations. Some areas that the researcher recommends should get attention include:

1. developing theories and practice models that explicitly apply to supervision and that are aligned with the Developmental Approach;
2. the skills, characteristics and requirements for the appointment of supervisors need to be determined;
3. the nature of consultation should be clarified, and an appropriate assessment framework to determine if the professional development of the social worker justifies consultation should be developed and implemented;
4. appropriate techniques that can be used in supervision to promote the development of the social worker. These techniques should be aligned with the Developmental Approach;
5. research should be done on the issue of management responsibilities as part of supervision in a developmental context. Supervision in South Africa is a middle management position. Is it workable for the same person to be the manager and supervisor?
6. attitudes and challenges of supervisors and social workers about the use of technology in the implementation of supervision should also be researched.

7.4.5 Theory

Recommendations relating to the development of indigenous theories include:

1. the proposed guidelines for practice standards (Appendix K) should be used to develop a practice model for supervision in South Africa;
2. specific indigenous practice models for supervision should be developed. These models must be informed by local research and focus on the needs and realities of South African social workers;
3. a conceptualisation of the link between the Developmental Approach and supervision;
4. description of specialised techniques that can be used in developmental supervision.

7.5 Summary

The research problem that guided the study was the mismatch between social work supervision practices and the Developmental Approach that serves as the national policy framework regarding social services. Since supervision is not done from a developmental approach, the principles of developmental social work are not modelled and ingrained into social workers, resulting in social services not being delivered within the developmental framework. Hence the study aimed to analyse current supervision practices in South Africa and subsequently provide specific guidelines for social work supervision in a developmental context.

A comprehensive literature study was done to describe important concepts relating to the Developmental Approach, supervision and the South African realities that impact supervision in South Africa. During the literature study, previous research and information guiding the implementation of the Developmental Approach and supervision were explored. In addition, the resilience theory was used as a theoretical framework because of the strong connection with the Developmental Approach and supervision.

The mixed-method study consisted of two sequential phases. During the first phase, semi-structured interviews were conducted to explore the implementation and best practices of supervision in South Africa. The participants were social workers and supervisors. The information gathered was used to inform the second, quantitative phase. During this phase, online questionnaires were distributed to social workers and supervisors. The response rate of the quantitative questionnaires was insufficient, and although the information cannot be generalised, it supported the information gathered in the first phase.

As a result of the quantitative and qualitative information, guidelines for implementing developmental supervision were formulated (Appendix K). Therefore, it can be concluded that the aim of the research was reached (cf. 1.3 & 1.4).

BIBLIOGRAPHY

Alpaslan, N. & Schenck, R. 2012. Challenges related to working conditions experienced by social workers practising in rural areas. *Social work/Maatskaplike werk*, 48(4): 367-386.

Alston, M & Bowles, W. 2003. Research for social workers: an introduction to methods. 2nd edition. London: Routledge Taylor and Francis Group.

Australian Association of Social workers (AASW). 2013. Practise Standards. <https://www.aasw.asn.au/document/item/4551>. Date of Access: 2021-01-06.

Bar-on, A., 2003. Indigenous practice: Some informed guesses – self-evident but impossible. *Social Work/MaatskaplikeWerk*, 39(1):26-40.

Baxter, P & Jack, S. 2008. Quality case study methodology: study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544-559.

Beyers-Jakobs, H. & Morrison, L. 2019. Supervision of social workers [personal interview]. 16 October Heilbron.

Black-Hughes, C and Strunk, L. 2010. Casework. (*In* Introduction to social work. Nicholas, L., Rautenbach, J. & Maistry, M., ed. Claremont: Juta and Company Ltd. p40-47).

Botha, N.J. 2000. Supervisie en konsultasie in maatskaplike werk. Bloemfontein: Druforma.

Bradley, G., Engelbrecht, L. and Höjer, S., 2010. Supervision: A force for change? Three stories told. *International Social Work*, 53(6):773-790.

Brady, P. 2007. My developing approach to supervision. *Irish Association of Humanistic and integrative psychotherapy*, Issue 51. <https://iahip.org/inside-out/issue-51-spring-2007/my-developing-approach-to-supervision>.

Braun, V. & Clarke, V. 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3 (2). pp. 77-101.

Bronstein, L.R & Kovacs, P.J. 2013. Writing a mixed methods report in social work research. *Research on social work practice*, 23(3): 354-360.

Calitz, T., Roux, A. & Strydom, H. 2014. Factors that affect social workers' job satisfaction, stress and burnout. *Social work/Maatskaplike werk*, 50(2): 153-169.

Callifronas, M.D. & Brock, S. 2017. A person-centered view of the aim, goals and tasks in clinical supervision: proposals on topics for experiential learning. *British Journal of Medicine and Medical Research*, 19(8):1-12.

Cambridge dictionary. 2022. Guideline.

<https://dictionary.cambridge.org/dictionary/english/guideline>. Date of access: 2022-10-16.

- Caras, A. 2013. Ethics and supervision process – fundamentals of social work practice. *Procedia – Social and behavioural sciences*. 92:133-141.
- Chavalala, K.I. 2016. Perspectives of social workers in implementing the developmental social welfare approach in the Department Social Development in Mopani District, Limpopo. Pretoria: University of Pretoria. (Mini-Dissertation – Masters).
- Chibaya, N. 2018. The execution of individual reflective supervision sessions: experiences of intermediate frontline social workers. Stellenbosch: US. (Thesis – Masters).
- Chiller, P. & Crisp, B. 2012. Professional Supervision: A Workforce Retention Strategy for Social Work? *Australian Social Work*, 65(2):232-242.
- Cohen, B. 1999. Intervention and supervision in strengths-based social work practice. *Families in Society*, 80(5):460-466.
- Council on Higher Education. 2015. Qualification standard for Bachelor of social work. https://www.che.ac.za/sites/default/files/Draft%20Standards%20for%20BSW%20v6%20final_Redy%20for%20Public%20Comment_20150807.pdf. Date of access: 2019-10-28.
- Creswell, J.W. 2013. Research design: qualitative, quantitative and mixed-method approaches. London: Sage Publications
- Creswell, J.W. 2014. Research Design: qualitative, quantitative and mixed methods approaches. 4th ed. London: Sage.
- Creswell J.W. & Clark, V.L. 2011. Designing and conducting mixed-method research. London: Sage.
- De Jong, P. & Berg, I.K. 2013. Interviewing for solutions. 4th ed. Pacific Grove, CA:
- Department of Social Development. 1997. White Paper for Social welfare: Principles, guidelines, recommendations, proposed policies and programmes for developmental social welfare in South Africa. Pretoria: Government Printer.
- Department of Social Development . 2001. Draft National policy framework for families. Pretoria: Government Printers.
- Department of Social Development. 2005. Integrated service delivery model. Pretoria: Government Printers.
- Department of Social Development 2006. Recruitment and retention strategy for social work. Pretoria: Government Printer.
- Department of Social Development. 2007. Norms and standards: Development of social welfare services. Pretoria: Government Printers.
- Department of Social Development 2012a. Supervision Framework for the social work profession in South Africa. Pretoria: Government Printer.

Department of Social Development. 2012b. Information guide on the management of statutory services in terms of the Children's Act 38 of 2005. Pretoria: Government Printers.

Department of Social Development. 2012c. Guidelines for the effective management of foster care in South Africa. Pretoria: Government Printers.

Department of Social Development. 2013a. Framework for social welfare services. Pretoria: Government Printers.

Department of Social Development. 2013b. Information guide on the management of statutory services in terms of the Children's Act 38 of 2005. Pretoria: Government Printers.

Department of Social Development. 2016a. Summary Report on the Review of the White paper 1997. <https://www.socialserviceworkforce.org/system/files/resource/files/Summary%20Report%20on%20the%20Review%20of%20the%20White%20Paper%20for%20Social%20Welfare%2C%201997.pdf>. Date of access: 2017-02-26.

Department of Social Development. 2016b. Comprehensive Report on the Review of the White paper 1997. <https://www.gov.za/documents/comprehensive-report-review-white-paper-social-welfare-1997-28-sep-2016-0000>. Date of access: 2017-02-26.

Department of Social Development. 2017. Policy for social service practitioners. Pretoria: Government Printers.

Dewane, C.J. 2015. Solution-Focused supervision: a go-to approach. *Social work today* 15(5): 24-28.

DSD – see Department of Social Development

Du Bois, B., Miley. K.K. 2005. Social work an empowering profession. 5th ed. New York: Pearson.

Du Plessis, E. 2019. The application of developmental social work in child protection services [Personal interview]. 22 October Bloemfontein.

Du Plessis, G.A. 1965. Supervisie as hulpmiddel in maatskaplike werk, met besondere aandag aan die Departement van Volkswelsyn en Pensioene. Pretoria: Universiteit van Pretoria. (Thesis-PhD).

Earle, N. 2008. Social work as a scarce and critical profession: scarce and critical skills research project. <https://www.socialserviceworkforce.org/resources/social-work-scarce-and-critical-profession>. Accessed on 2019-03-21.

Egan, R., Maidment, J., & Connolly, M. 2018. Supporting quality supervision: Insights for organisational practice. *International Social Work*, 61(3):353-367. <https://journals.sagepub.com/doi/abs/10.1177/0020872816637661?journalCode=iswb>

Elmusharaf, E. 2018. Qualitative sampling techniques. Training course in research methodology and research protocol development. <https://www.gfmer.ch/SRH-Course-2018/research-methodology/pdf/Qualitative-sampling-techniques-Elmusharaf-2018.pdf>. Date of access; 2021-03-21. [PowerPoint Presentation].

Elo, S, Kääriäinen, Kanste, O., Pölkki, Utriainen, K. & Kyngäs, H. 2014. Qualitative content analysis: A focus on trustworthiness. *SAGE Open*. <https://doi.org/10.1177/2158244014522633>. Date of access: 2021-03-14.

Engelbrecht, L.K. 2004. Operationalising a competence model of supervision to empower social workers and students in South Africa. *Social work/Maatskaplike werk*, 40(2): 206-216.

Engelbrecht, L.K. 2006. Plumbing the brain drain of South African social workers migrating to the UK: Challenges for social service providers. *Social Work/Maatskaplike Werk* 42(2):127-146.

Engelbrecht, L.K 2010(a). 'Yesterday, today and tomorrow: Is social work supervision in South Africa keeping up?' *Social Work*, 46(3): 324–342.

Engelbrecht, L.K 2010(b). A strengths perspective on the supervision of social workers: an alternative management paradigm within a social development context. *Social Work and Social Sciences Review*, 14(1):47-58.

Engelbrecht, L. K. 2010b. A strengths perspective on supervision of social workers: An alternative management paradigm within a social development context. *Social Work & Social Sciences Review* 14(1):47-58.

Engelbrecht, L.K. 2012. The neglected agenda of social work management and supervision: Issues and challenges. Joint World Conference on Social work and Social Development. Stockholm: Sweden.
http://146.232.129.77/bitstream/handle/10019.1/86894/engelbrecht_neglected_2012.pdf?sequence=1&isAllowed=y. Date of access: 2020-04-21. [PowerPoint presentation].

Engelbrecht, L.K. 2013. Social work supervision policies and frameworks: playing notes or making music? *Social work/Maatskaplike werk*, 49(4), pp 456-468.

Engelbrecht, L.K., 2019. Social development, management and supervision of social workers. (In Engelbrecht, L.K. (ed). *Management and supervision of social workers: Issues and challenges within a social development paradigm*). China: Cengage Learning EMEA. p. 2-10).

Engelbrecht, L.K. 2019a. Towards authentic supervision of social workers in South Africa. *The Clinical Supervisor*. March 2019:1-25.

Engelbrecht, L.K. 2019b. Fundamental aspects of supervision. (In Engelbrecht, L.K. ed. *Management and supervision of social workers: Issues and challenges within a social development paradigm*. 2nd ed. China: Cengage Learning EMEA. p.150-173).

Engelbrecht, L.K. 2019c. Processes, tasks, methods and activities in supervision. (In Engelbrecht, L.K. ed. *Management and supervision of social workers: Issues and challenges within a social development paradigm*. 2nd ed. China: Cengage Learning EMEA. p.174-191).

Everett, J.E., Miehl, D., DuBois, C. & Garran, A.M. 2011. The developmental model of supervision, as reflected in the experiences of field supervisors and graduate students. *Journal of teaching in social work*, Vol 31: 250-264.

Eybers, J. Valke bekyk CMR oor 'menseroof'. <https://www.netwerk24.com/netwerk24/nuus/aktueel/valke-bekyk-cmr-oor-menseroof-20220709>. Date of access 2022-10-08

Fouche, C.B. & De Vos, A.S. 2007. Selection of a researchable topic. (In De Vos, A.S., Strydom, H., Fouche, C.B. & Delport, C.S.L. eds. Research at grassroots for the social sciences and human service professions. 3rd ed. Pretoria: Van Schaik Publishers. p. 89-99).

Golafshani, N. 2003. Understanding reliability and validity in qualitative research. *The qualitative report* 8(4): 597-607.

Gonsalvez, C.J. & Clavert, F. 2014. Competency-based models of supervision: principles and applications, promises and challenges. *Australian Psychologist*, 49(4):200-208.

Gray, M., 1996. Towards an understanding of developmental social work. *Social Work Practice*, (1): 9-13.

Gray, M. 2002. Developmental social work: A strengths 'praxis' for social development. *Social development issues*, 24(1):4-14.

Gray, M. 2010. Theories of Social work practice. (In Nicholas, L., Rautenbach, J. & Maistry. eds. *Introduction to social work*. Claremont: Juta and Company Ltd. p75-102).

Gray, I & Coates, J. 2010. *Indigenisation and knowledge development: extending the debate. International Social Work*, 53(3): pp 1-15. Sage Publications.

Gray, M & Mazibuko, F. 2002. Social work in South Africa at the dawn of the new millennium. *International Social Welfare*, 11:191-200.

Greeff, M. 2007. Information collection: interviewing. (In De Vos, A.S., Strydom, H., Fouche, C.B. & Delport, C.S.L. eds. Research at grassroots for the social sciences and human service professions. 3rd ed. Pretoria: Van Schaik Publishers. p. 286-313).

Greenwood, E., 2010. Attributes of a profession. (In Kitch, A, ed. *Role of the design professional in society*. San Diego (CA): University readers. p. 65-74.

Greer, J. 2016. Resilience and personal effectiveness for social workers. London: Sage Publications.

Greville, L. 2015. Self-care solutions: Facing the challenge of asking for help. *Social work today*, 15(3):14.

Hafford-Letchfield, T. & Engelbrecht, L.K. 2018. Contemporary practices in social work supervision: time form new paradigms? *European journal of social work*, 21(3):329-332.

Hair, H.J. 2012. The purpose and duration of supervision, and the training and discipline of supervisors: what social workers say they need to provide effective services. *British Journal of social work*. 43:1562-1588

Hattingh, M. 2022. Dogter onthul 'my pa het my nie verkrag'. <https://maroelamedia.co.za/vermaak/televisie/dogter-onthul-my-pa-het-my-nie-verkrag/>. Date of access 2022-10-08.

Heale, R. & Twycross, A. 2015. Validity and reliability in quantitative studies. *Evidence-based nursing* 18(3):66-67.

Healy, K. 2005. Social work theories in context: creating frameworks for practice. New York: Palgrave MacMillan.

Hess, J.D. & Bacigalupo, A.C. 2013. Applying emotional intelligence skills to leadership and decision-making in Non-Profit organisations. *Administrative Sciences*, 3(4): 202-220.

Hölscher, D., 2008. The emperor's new clothes: South Africa's attempted transition to developmental social welfare and social work. *International Journal of Social Welfare*, 17: 114-123.

Howe, K. & Gray, I. 2013. Effective supervision in Social Work. London: Sage Publications.

Hughes, J. 2010. The role of supervision in social work: a critical analysis. *Critical social thinking: policy and practice*, 2:63-82.

IFSW. 2014. Global definition of social work: International Federation of Social workers. <http://ifsw.org/policies/definition-of-social-work/>. Date of access: 2018-10-28.

Igwenagu, C. 2016. Fundamentals of research methodology and data collection. <https://www.researchgate.net/publication/303381524>. Date of access: 2021-03-03.

Jacques, G. 2019. Supervision functions: African Echoes. (In Engelbrecht, L.K. ed. Fundamental aspects of supervision. Management and supervision of social workers: issues and challenges within a social development paradigm. Hampshire: Cengage Learning EMEA. p192-210).

Jordan, B. 2013. Social Justice. (In Worsley, A., Mann, T., Olsen, A. & Manson-Whitehead, E. (eds). Key Concepts in Social Work Practice. London: Sage. pp 241-245).

Kadushin, 1992. Supervision in Social Work. Third ed. New York: Columbia University Press

Kondrat, D.C. 2010. Person-centred approach. (In Teater, B., ed. An introduction to applying social work theories and methods. New York: McGraw Hill Open University Press. p. 102-116).

Korstjens, I. & Moser, A. 2018. Series: Practical guidance to qualitative research. Part Trustworthiness and publishing. *European Journal of General Practice*, 24(1):120-124.

Kothari, C.R. 2004. Research methodology: methods & techniques. New Delhi: New Age International p414. Limited, Publishers.

Lincoln, Y.S. and Guba, E.G., 1985. Naturalistic Inquiry London. England: Sage Publications.

Lombard, A & Wairire, G. 2010. Developmental social work in South Africa and Kenya: Some lessons for Africa. *The Social Work Practitioner-Researcher*. Special Issue, April 2010: 98-111.

- Lombard, A. 2008a. The implementation of the white paper for social welfare: a ten-year review. *The social work practitioner-researcher*, 20(2):154-173.
- Lombard, A. 2008b. Social work: a social partner to economic development. *Social Work/ Maatskaplike Werk*: 2008:44(2):121-142.
- Lombard, A. 2019. Developmental Social Work. (In Van Breda, A & Sekudu, J. eds. Theories for decolonial social work practice in South Africa. Cape Town: Oxford University Press. p.47-66).
- Lombard, A., Grobbelaar, M. & Pruis, S. 2003. Standards for Social Work Qualifications in South Africa. *Social Work. Maatskaplike Werk*, 39(1).
- Louw, S. 2019. Subsidy [correspondence]. 18 December. Bloemfontein.
- Maguire, M & Delahunt, B. 2017. Doing a thematic analysis: a practical, step-by-step guide for learning and teaching scholars. *All Ireland Journal of teaching and learning in Higher Education (AISHE-J)*, 8(3):3351-33514
- Maidment, J & Bedoe, L. 2012. *Is social work supervision in "Good heart"? A critical commentary. Australian Social work*, 65(2): 163-170.
- Manthosi, F & Makhubele, J. 2016. Impact of supervision on Social Workers' job performance: Implications for service delivery. SAAPAM Limpopo Chapter 5th Annual Conference Proceedings. p49-56.
- Maree, K. & Pietersen, J. 2007. Sampling. (In Maree, K. ed. First steps in research. Pretoria: Van Schaik Publishers. p172-181).
- Marshall, M.N. 1996a. The key informant technique. *Family Practice*, Vol 13(1):92-97.
- Marshall, M.N. 1996b. Sampling for qualitative research. *Family practice*, 13(6):522-525
- Mathebane, M.S. & Sekudu, J. 2018. *Decolonising the curriculum that underpins social work education in South Africa. South African Journal of social work and social development*, 30(1):1-19.
- Mbedzi, P. 2019a. Ecosystems. (In Van Breda, A. & Sekudu, J., eds. Theories for decolonial social work practice in South Africa. Cape Town: Oxford University Press. p86-104).
- Mbedzi, P. 2019b. Person-centered. (In Van Breda, A. & Sekudu, J., eds. Theories for decolonial social work practice in South Africa. Cape Town: Oxford University Press. p198-221).
- Medina, A. & Beyebach, M. 2014. How do child protection workers and teams change during Solution-Focused Supervision and training? A brief qualitative report. *International Journal of Solution-Focussed Practices*, 2: 9-19.
- Midgley, J. 1995. Social Development. The developmental approach in social welfare. London: Sage publications.

- Morgan, D.L. 2014. Pragmatism as a paradigm for social research. *Qualitative Inquiry*, 20(8): 1045-1053.
- Munro, E. 2011. Munro review of child protection: final report – a child-centred system. <https://www.gov.uk/government/publications/munro-review-of-child-protection-final-report-a-child-centred-system>. Date of access: 2015-03-28 .
- Munson, C.E. 2002. Handbook of clinical social work supervision. 3rd ed. New York: Haworth Press.
- Mupedziswa, R. 2020 Social work in Southern Africa in the postcolonial era: Rekindling the debate on the quest for relevance. (In The Routledge handbook of postcolonial social work. Kleibl, T., Lutz, R, Noyoo, N., Bunk, B., Dittmann & Seepamore, B. eds. New York: Routledge. p276-285).
- Nanni, M. 2022. Vrou ‘nooit gedwing om te lieg oor verkragting’ <https://maroelamedia.co.za/nuus/sa-nuus/vrou-nooit-gedwing-om-te-lieg-oor-verkragting/>. Date of access 2022-10-08.
- NASW. 2013. Standards for social work practice in child welfare. https://www.socialworkers.org/LinkClick.aspx?fileticket=zV1G_96nWol%3d&portalid=0. Date of Access: 2021-01-06.
- Ncube M.E. 2019. A process model of social development supervision in social work. *In Southern African Journal of Social Work and Social Development*, 31(2):1-22.; *UNISA Press*, 2019.
- Ncube, M & Noyoo, N. 2020. The search for relevance: social work supervision in a social development approach in South Africa. (In The Routledge handbook of postcolonial social work. Kleibl, T., Lutz, R, Noyoo, N., Bunk, B., Dittmann & Seepamore, B. eds. New York: Routledge. p337-347).
- Nicholas, L. 2010. The history of South African social work. (In Introduction to social work. Nicholas, L., Rautenbach, J. & Maistry, M (ed.) Claremont: Juta and Company Ltd. p. 40-47).
- Niewenhuis, J. 2007. Qualitative research designs and data gathering techniques. (In Maree, K. ed. First steps in research. Pretoria: Van Schaik Publishers. p70-97).
- Noble, C., Gray, M. & Johnston, L. 2016. Critical supervision for the human services: A social model to promote learning and value-based practice. Jessica Kingsley Publishers.
- Nowell, L.S., Norris, J.M., White, D.E. & Moules. 2017. Thematic Analysis: Striving to meet the trustworthiness criteria. *International journal of qualitative methods*16(1):1-13
- Ntjana, E.N. 2014. The progress of developmental social welfare: a case study in the Vhembe district, Limpopo. Pretoria: UP (Dissertation-Masters).
- O'Donoghue, K. 2003. Restorying social work supervision. Palmerston North: Dunmore Press.
- O'Donoghue, K. and Tsui, M. 2015. Social work supervision research (1970-2010): The way we were and the way ahead. *British Journal of social work*, 45:616-633.

Ornellas, A. 2017. Social Workers' reflections on implications of neoliberal tenets for social work in South African Non-Governmental organisations. Stellenbosch: US (Dissertation - Doctoral).

Osei-Hwedi, 1993. The challenge of social work in Africa: a process to start indigenisation. *Journal of social development in Africa*, 8(1):18-30.

Oxford advanced learner's dictionary. 2022.Guideline.

<https://www.oxfordlearnersdictionaries.com/definition/english/guideline?q=guideline>. Date of access: 2022-10-16.

Parker, L. 2017. Essential professional competencies of social work supervisors in a non-profit welfare organisation. Stellenbosch: US (Dissertation-Doctoral).

Patel, L. 2014. Social workers shaping welfare policy in South Africa: The White Paper for Social Welfare and lessons for policy practice. <https://csd.wustl.edu/publications/documents/p14-23.pdf>. Accessed on 2018-03-26.

Patel, L. 2015a. Social welfare and social development. Cape Town: Oxford University Press.

Patel, L. 2019. Social development, management and supervision of social workers. (*In* Management and supervision of social workers: Issues and challenges within a social development paradigm. L.K. Engelbrecht., ed. China: Cengage Learning. p2-10).

Patel, L. & Hochfeld, T. 2012. Developmental social work in South Africa: Translating policy into practice. *International social work*, 56(5):690-704.

Patel, L., Hochfeld, T, Graham, L. & Selipsky, L. 2008. The implementation of the White Paper for Social Welfare in the NGO sector. Centre for Social Development in Africa, University of Johannesburg. Available at <http://hdl.handle.net/10210/8272>.

Patel, L & Selipsky. 2010. Social welfare policy and legislation in South Africa. (*In* Introduction to social work. Nicholas, L., Rautenbach, J. & Maistry, M., ed. Claremont: Juta and Company Ltd. P48-72)

Payne, M. 2005a. The origins of social work: Continuity and change. New York: Palgrave Macmillan.

Payne, M. 2005b. Modern social work theory. 3rd ed. New York: Palgrave McMillan.

Pullen-Sansfaçon, A. 2015. Ethics and virtues in management and supervision. (*In* Engelbrecht, L.K. ed. . Management and supervision of social workers: issues and challenges within a social development paradigm. Hampshire: Cengage Learning EMEA. P188-196).

Rankin, P & Engelbrecht, L.K. 2019. The context of management in social service organisations, in Management and supervision of social workers. (Issues and challenges within a social developmental paradigm. Engelbrecht, L.K., ed. Hampshire: Cengage Learning. p12-28).

Rankin, P. 2022. CMR: Nie al die feite is bekend. <https://www.netwerk24.com/netwerk24/stemme/gesels-saam/cmr-nie-al-die-feite-is-bekend-20220729>. Date of access.2022-10-08

Rankopo, J.M. & Osei-Hwedie, K. 2011. Globalization and culturally relevant social work: African perspectives on indigenization. *International Social Work* 54(1):137-147.

Rautenbach, J.V & Chiba, J. 2010. Introduction. (*In* Introduction to social work. Nicholas, L. Rautenbach, J. & Maistry, M., ed. Claremont: Juta and Company Ltd. p3-38).

Republic of South Africa. 1996. The Constitution of the Republic of South Africa. Notice No. 108 of 1996. Government Gazette. Pretoria: Government Printers.

Republic of South Africa. 1997. Ministry for Welfare and population development: Whitepaper for social welfare: Principles, guidelines, recommendations, proposed policies and programmes for developmental social welfare in South Africa. Notice 1108 of 1997. Government Gazette, 386 (18166). Pretoria: Government Printers.

Reyneke, R.P. 2010. Social work values and ethics. (*In* Introduction to social work. Nicholas, L. Rautenbach, J. & Maistry, M., ed. Claremont: Juta and Company Ltd. P231-248).

Reyneke, R.P. 2019. Management skills. (*In* Engelbrecht, L.K. (ed) Management and supervision of social workers: Issues and challenges within a social development paradigm. Hampshire: Cengage Learning. p. 42-58).

Reyneke, R.P. 2022. Reasons for social workers leaving South Africa [Personal interview]. 12 October Bloemfontein.

Roth, A.D. & Pilling, S. 2008. *A competence framework for the supervision of psychological therapies*. https://www.researchgate.net/profile/Stephen-Pilling/publication/265872800_A_competence_framework_for_the_supervision_of_psychological_therapies/links/5727a25e08ae586b21e2963e/A-competence-framework-for-the-supervision-of-psychological-therapies.pdf. Date of access 2021-02-21.

SACSSP – See South African Council for Social Service Professions.

Saleebey, D. 2009. The strengths perspective in social work practice. 5th ed. New York: Pearson's education.

Saunders, N.K., Lewis, P. & Thornhill, A. 2009. Understanding research philosophies and approaches. *Research methods for business students*, 4(1);106-135.

Schenk, R. 2019. Decolonality in Social Work. (*In* Van Breda, A. & Sekudu, J., eds. Theories for decolonial social work practice in South Africa.) Cape Town: Oxford University press.p.20-46).

Scott, V., Laragy, C., Giles, R. & Bland, R. 2004. Practice standards in Australia: implications for social work education. *Social work Education*, 23(5): 613-624.

Sekudu, J. 2019. Mapping the way forward in decolonising social work theory in South Africa. (*In* Van Breda, A & Sekudu, J. ed. Theories for decolonial social work practice in South Africa. Cape Town: Oxford University Press Southern Africa (Pty) Ltd. p.280-286).

Selden, M & You, L. 1997. The reform of social welfare in China. *World Development*, 25(10):1657-1668.

September, R. 2010. Continuing professional development of social workers in practice: an explorative investigation. *Social work/Maatskaplike werk*, 46(3):311-323.

Sewpaul, V & Lombard, A. 2004. Social work education, training and standards in Africa. *Social work education*. Vol 23(5):537-554.

Sheldon, B & McDonald, G. 2009. A textbook of Social Work. London: Routledge.

Sheppard, M. 1995. Social work, social science and practice wisdom. In *The British Journal of Social Work*, 25(3): 265-293.

Shokane, A.L. & Masoga, M. 2018. African Indigenous Knowledge and Social Work Practice: Towards an Afro-centered Perspective. *Southern African Journal of Social Work and Social Development*, 30(1):1-19.

Shokane, F.F, Makhubele, J.C., Shokane, A.L & Mabaso, M.A. 2017. The integrated service delivery model challenges regarding the implementation of the supervision framework in Mopani district, Limpopo. Paper presented at The 2nd Annual International Conference on Public Administration and Development Alternatives, Gaborone, Botswana, 26 - 28 July 2017.
<https://ulspace.ul.ac.za/handle/10386/1844> . Date of access: 2018-09-18.

Silence, E. 2017. The significance of social work supervision in the department of health, western cape: social workers' experiences. Stellenbosch: US (Dissertation: Masters).

Smith, L. 2014. Historiography of South African social work: Challenging dominant discourses. *Social work*, 50(2):305:331.

South Africa. 2014. Social Service Professions Act, 1978 (act no. 1.10 of 1978) Regulations for Child and Youth Care Workers, Auxiliary Child and Youth Care Workers, and Student Child and Youth Care Workers. Government Gazette, 38135, 31 October 2014.

South Africa. Abolition of Passes and Coordination of Documents Act, 67 of 1952.

South Africa. Children's Act, 35 of 2005.

South Africa. Extension of University Education Act, 45 of 1959.

South Africa. Social Service Professions Act, 110 of 1978.

South Africa. 2020. Regulations relating to the Requirements and conditions for registration of various social work. (Notice No.582). Government Gazette, 43343:43, 22 May.

South African Council for Social Service Professions. 2007. Policy guidelines for the course of conduct, code of ethics, and rules for social workers. www.sacssp.co.za. Date of access 2019-04-10.

South African Council for Social Service Professions. 2016. Policy guidelines for the course of conduct, code of ethics, and rules for social workers. www.sacssp.co.za. Date of access 2019-04-10.

South African Qualifications Authority (SAQA). 2018. Bachelor of social work. <https://regqs.saqa.org.za/viewQualification.php?id=23994>. Date of access: 2018-07-01.

Strydom, H. 2007a. Ethical aspects of research in the social sciences and human service professions. (In De Vos, A.S., Strydom, H., Fouche, C.B. & Delport, C.S.L. Research at grassroots for the social sciences and human service professions. 3rd ed. Pretoria: Van Schaik Publishers. p56-70).

Strydom, H. 2007b. Sampling and sampling methods. (In De Vos, A.S. Strydom, H., Fouche, C.B. & Delport, C.S.L. Research at grass roots for the social sciences and human service professions. 3rd ed. Pretoria: Van Schaik Publishers. p192-204).

Suraj-Narayan, G. 2011. Management and Administration (In Nicholas, L., Rautenbach, J. & Maistry, M. (eds.) 2011. Introduction to social work. Claremont: Juta & Company Ltd. p180-196).

Svallfors, S. 2004. Class, attitudes and the welfare state: Sweden in comparative perspective. *Social Policy and administration*, 38(2):119-138.

Swart, M. 2016. *Practise standards for social work*. https://www.proceduresonline.com/reading/cs/user_controlled_lcms_area/uploaded_files/PRACTICE%20STANDARDS%20MANUAL%20-%20RBC.pdf. Date accessed: 2021-01-06.

Tariq, S. and Woodman, J., 2013. Using mixed methods in health research. *JRSM short reports*, 4(6), p.2042533313479197.

Taylor, V. 2018. Transforming social welfare policy: Africa and South Africa (In Taylor, V & Triegaardt J.D., eds. The political economy of social welfare policy in South Africa). Cape Town: Oxford University Press.

Teater, B. 2010. Applying social work theories and methods. New York: Open University Press.

Terminology Committee for Social Work. 1971. *Woordeboek vir Maatskaplike Werk*. Pretoria: Government Printers.

Terminology Committee for social work. 1995. *New dictionary of social work*. Cape Town: CTP Book Printers.

Theofanidis, D. & Fountouki, A. 2018. Limitations and delimitations in the research process. *Perioperative nursing*, 7(3): 155-163.

The Republic of South Africa. 1996. The Constitution of the Republic of South Africa. Notice No. 108 of 1996. Government Gazette. Pretoria: Government Printers.

The Republic of South Africa. 1997. White Paper for Social Welfare: Principles, guidelines, recommendations, proposed policies and programmes for developmental social welfare in South Africa. Notice No. 1108 of 1997. *Government Gazette*, 386(18166). Pretoria: Government Printers.

Trevithick, P. 2005. Social work skills: a practice handbook. 2nd ed. New York: Open University Press.

Trevithick, P. 2008. Revisiting the knowledge base of social work: a framework for practice. *British Journal of Social work*, 38: 1212-1237.

Trevithick, P. 2012. Social work skills and knowledge: a practice handbook. 3rd ed. New York: Open University Press.

Triegaardt, J.D. 2018. Approaches to social welfare policy: characteristics, values and principles (*In* Talyor, V & Triegaardt, J.D., eds. The political economy of social welfare policy in Africa: Transforming policy through practice. Cape Town: Oxford University Press.).

Tsui, M. 2004. Supervision models in Social Work: From Nature to culture. *Asian Journal of Counselling* 11(1&2):7-55.

Tsui, M. 1997. The roots of social work supervision: a historical review. *The clinical supervisor*, 15:2, 191-198.

Turner-Daly, B. and Jack, G. 2017. Rhetoric vs. reality in social work supervision: the experiences of a group of childcare social workers in England. *Child and family social work*, 2017(22):36-46.

Turton, Y. 2020. Decolonisation and indigenisation of social work: An imperative for holistic social work services to vulnerable communities in South Africa. (*In* The Routledge handbook of postcolonial social work. Kleibl, T., Lutz, R, Noyoo, N., Bunk, B., Dittmann & Seepamore, B. eds. New York: Routledge handbook. p313-322).

United Nations. 1995. World summit for social development Copenhagen.
<http://www.un.org/esa/socdev/wssd/index.html>. Date of access: 2018-03-15.

Van Breda, A. 2018. Developmental social case work: a process model. *International Social work*, 61(1):66-78.

Van Breda, A. 2019a. Introduction to social work theory. (*In* Van Breda, A & Sekudu, J (eds). Theories for decolonial social work practice. Cape Town: Oxford University Press. p.1-19).

Van Breda, A. 2019b. Strengths-based. (*In* Van Breda, A. & Sekudu, J., eds. Theories for decolonial social work practice in South Africa. Cape Town: Oxford University Press. p. 243-261).

Van der Merwe, H. 2019. Subsidy [correspondence]. 18 December. Bloemfontein.

Van Zyl-Edeling. 2006. Dealing with stress and burnout. (*In* Dunbar-Krige, H & Fritz, E.(ed) Supervision of Counsellors in South Africa: travels in new territories. Pretoria: Van Schaik Publishers. p.164-177).

Venter, I. 2022. Departement 'tree irrasioneel op' oor CMR-Noord se registrasie.
<https://www.netwerk24.com/netwerk24/nuus/hof/departement-tree-irrasioneel-op-oor-cmr-noord-se-registrasie-20220916>. Date of access 2022-09-16.

Visser, W. 2009. From RDP to GEAR to post-Polokwane. The ANC and the provision of social security for post-apartheid South Africa. *Social Work/Maatskaplike Werk*. 2009:45(3):225-240.

Watson, D & West, J. 2006. Social work process and practice: approaches, knowledge and skills. New York: Palgrave McMillan.

Weyers, M.L. 2001. The theory and practice of community work: a South African perspective. Potchefstroom: Keurkopie.

Weyers, M.L. 2013. Towards the reconceptualisation of social welfare in South Africa: an analysis of recent policy trends. *Social work/Maatskaplike Werk*, 49(4):275-288.

Wilhelm, W.J., Logan, J., Smith, S.M & Szul, L.F. 2002. Research on workplace skills employers want. (In Meeting the demand: Teaching 'soft' skills. P12-33). Little Rock, AR: Delta Pi Epsilon Society

Wong, P.Y.J., Wong, K.L., Ghoh, C. & Chiu, M.Y.L. 2022. Supervision of supervisory practice: From idea to practice. *International Social work*:1-14

Woodcock Ross, J. 2016. Specialist communication skills for social workers: developing professional capability. 2nd ed. New York: Palgrave McMillan.

World Report 2019. South Africa events of 2018. www.hrw.org/world-report/2019/country-chapters/south-africa. Date of access 2020-02-19

Wosket, v & Page, S. 2001. Supervising the counsellor: a cyclical model. 2nd ed. Philadelphia: Taylor & Francis Group.

Yegidis, B.I. & Weinbach, R.W. 2002. Research methods for social workers. Boston: Allyn and Bacon.

APPENDICES

Appendix A: Interview Schedule for Social Workers

Interview schedule for social workers for semi-structured interviews

[Opening/Introduction]

My Name is Madelein Nortje. I am a PhD Student at the University of the Free State. I am researching the implementation of the developmental approach in supervision.

You were selected to participate in a semi-structured interview. Your participation is voluntary, and you can withdraw your consent to participate at any time. Your responses will be coded to ensure that your identity remains anonymous. This interview will take approximately 30 minutes and will follow the designed interview protocol.

Before the interview, you were sent an introductory letter and a consent form. You were requested to sign the consent form and send it back to me before the commencement of the session. Did you email/whatsapp me the signed consent form?

Do you have any questions? If you have no questions, let me start with the interview.

[Note: The researcher will use phrases such as "Tell me more", "Could you give me an example?", "Could you explain that?" as prompting questions to encourage more detailed answers if necessary.]

[Opening/Introduction]

1. Please indicate the number of years that you have been practising as a social worker in child protection.
2. Describe the importance of supervision for you as a social worker.
3. How often do you see your supervisor for supervision?
4. Do you have a supervision agenda?
5. Who is responsible for drafting the agenda?
6. What are the issues addressed in supervision?
7. How does a typical supervision session look?
8. What role does supervision play in your development as social worker?

[AIM: To determine the experience of the social worker and the basic nature of supervision]

[RQ1 How should the developmental approach be reflected in the implementation of social work supervision?]

9. Should the developmental approach be incorporated into supervision? Explain why you say this?
10. What are the core principles of the developmental approach?
11. What elements of the developmental approach do you experience in your supervision?

12. What elements of the developmental approach would you like to see more of?

[AIM: To determine the understanding and extent of knowledge regarding the developmental approach. And subsequently determine how the approach is implemented and what gaps exist]

[RQ2 What supervision ~~and management~~ models and theories could contribute to the implementation of developmental social work supervision in South Africa?]

- 13. Which models that will support the developmental approach in supervision do you think can be used?
- 14. Which supervision model(s) guide supervision in your organisation?
- 15. In what way does the implementation of this/these model(s) contribute towards developmental social work in South Africa?
- 16. What models are recommended by your organisation?

[AIM: To determine what supervision models are used]

[RQ3 How can resilience theory assist in aligning social work supervision practices with the developmental approach?]

- 17. What do you know of the resilience theory?
- 18. How can supervision improve the resilience of social workers in practice?
- 19. How could your supervisor foster your resilience as a social worker?

[Aim: To what extend is the resilience theory used to promote the resilience and effectiveness of the social workers]

[RQ4 What practices are supervisors using to guide their social worker supervisees in CPOs?]

- 20. What techniques does your supervisor use in supervision?
- 21. What best practices does your supervisor have that you would like to share with other supervisors?

[Aim: To determine the techniques used by supervisors to promote the development of social workers]

[RQ5 What do social workers need with regard to supervision in order to deal effectively with the demands of practice?]

- 22. What skills do social workers need to meet the demands of practice effectively?
- 23. Do you have an IDP with objectives for supervision?
- 24. How can supervision contribute to social workers meeting the demands of practice?
- 25. What should supervision address/offer a social worker to be more effective in practice?

Thank you for your willingness to participate in the study. Do you have any questions or last comments?

[AIM: What essential social work skills should be developed by supervision & to test the proposed model for supervision]

Appendix B: Interview Schedule for Supervisors

Interview schedule for supervisors for semi-structured interviews

[Opening/Introduction]

My Name is Madelein Nortje. I am a PhD Student at the University of the Free State. I am doing research on the implementation of the developmental approach in supervision.

You were selected to participate in a semi-structured interview. Your participation is voluntary, and you can withdraw your consent to participate at any time. Your responses will be coded to ensure that your identity remains anonymous. This interview will take approximately 30 minutes and will follow the designed interview protocol.

Before the interview, you were sent an introductory letter and a consent form. You were requested to sign the consent form and send it back to me before the commencement of the session. Did you email/whatsapp me the signed consent form?

Do you have any questions? If you have no questions, let me start with the interview.

[Note: The researcher will use phrases such as "Tell me more", "Could you give me an example?", "Could you explain that?" as prompting questions to encourage more detailed answers if necessary.]

-
1. To get started – please tell me more about you? Please tell me who you are, your qualification and the number of years experience you have.
 2. How long have you been supervising social workers?
 3. What training did you receive in supervision?
 4. How many social workers are you responsible for?
 5. How often do you see social workers for supervision?
 6. What are the issues addressed in supervision of your social workers?
 7. How does a typical agenda for a supervision session look?
 8. Do you have IDP's for your social workers?
 9. What outcomes do you define or specify for the supervision of your social workers?

[Aim: To understand the background and training of the supervisor and to establish a basic overview of the nature of supervision]

[RQ1 How should the developmental approach be reflected in the implementation of social work supervision?]

10. What do you understand under the term 'developmental approach' in supervision?
11. What are the challenges you anticipate/experience in implementing the developmental approach in supervision?

12. What, in your experience, should be done differently in supervision if the developmental approach is utilised in South Africa?
13. What do you regard as effective, good practices that reflect the developmental approach and should be communicated and duplicated?

[Aim: To determine the understanding and implementation of the developmental approach]

[RQ2 What supervision models and theories could contribute to the implementation of developmental social work supervision in South Africa?]

14. What supervision models and theories are you utilising in supervision of your social workers?
15. What models are recommended by your organisation?
16. In your opinion, what supervision models could be implemented that would support the principles of the developmental approach?
17. What guidelines does your organisation use in the implementation of supervision? Do you have a supervision manual?

[AIM: To determine what models are used to promote the implementation of the developmental approach]

[RQ3 How can resilience theory assist in aligning social work supervision practices with the developmental approach?]

18. How would you explain the resilience theory?
19. Do you use the resilience theory as framework when doing supervision? Explain how.
20. How can the resilience theory assist social workers in being more effective in practice?

[Aim: How is the resilience theory used to promote the development and resilience of the social worker]

[RQ4 What practices are supervisors using to guide their social worker supervisees in CPO's?]

21. What techniques do you use in supervision of social workers in your organisation?
22. What best practices do you have that you would like to share with other supervisors?

[Aim: What techniques are used to promote the development of the social worker]

[RQ3 What do social workers need with regard to supervision to deal effectively with the demands of practice?]

- 23. What skills do social workers need to meet the demands of practice effectively?
- 24. How can supervision contribute to social workers meeting the demands of practice?
- 25. What should supervision address/offer a social worker to be more effective in practice?
- 26. Do you define/specify the outcomes of supervision?

[Aim: To determine what skills need to be developed in supervision for social workers to cope in practice]

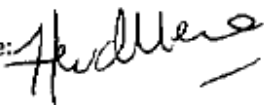
Thank you for your willingness to participate in the study. Do you have any questions or last comments?

Appendix C: Consent to Participate CMR - Gauteng East

Consent to participate in research

I, Henda van der Merwe as Director of CMR Gauteng-DOs hereby give principle permission that the researcher, Madelein Nortje, may approach personnel in my organisation to participate in the research once ethical clearance is obtained.

Date: 2018/03/24

Signature: 

Appendix D: Consent to Participate NG Welfare North West

Consent to participate in research

I, Shirley Theron as Manager: Welfare Services of NG Welfare North West hereby give principle permission that the researcher, Madelein Nortje, may approach personnel in my organisation to participate in the research once ethical clearance is obtained.

Date: 2018/03/27

Signature: 

Appendix E: Consent to Participate CMD - KZN

Consent to participate in research

I, **Lizette van Niekerk** as **Director Social Services and Training of KZN CMD** hereby give principle permission that the researcher, Madelein Nortje, may approach personnel in my organisation to participate in the research once ethical clearance is obtained.

Date: **28/03/2018**

Signature: 

Appendix F: Ethical Clearance UFS

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIBESITHI VA
FREISTATA



UFS·UV
THE HUMANITIES
GEESTESWETENSKAPPE

Faculty of the Humanities

20-Sep-2018

Dear Mrs Nortje

Ethics Clearance: Guidelines for social work supervision from a developmental approach

Principal Investigator: Mrs Madelein Nortje

Department: Social Work Department (Bloemfontein Campus)

APPLICATION APPROVED

With reference to your application for ethical clearance with the Faculty of the Humanities, I am pleased to inform you on behalf of the Research Ethics Committee of the faculty that you have been granted ethical clearance for your research.

Your ethical clearance number, to be used in all correspondence is: **UFS-HSD2017/1332**

This ethical clearance number is valid for research conducted from 20-Sep-2018 to 20-Sep-2021. Should you require more time to complete this research, please apply for an extension.

We request that any changes that may take place during the course of your research project be submitted to the ethics office to ensure we are kept up to date with your progress and any ethical implications that may arise.

Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours Sincerely

Dr. Asta Rau

Chair: Research Ethics Committee

Faculty of the Humanities

Dekanskantoor: Fakulteit Geesteswetenskappe

Office of the Dean: Faculty of the Humanities

T: +27(0)51 401 2240, E: humanities@ufs.ac.za

Flippiegroenewoud Building / Gebou, FGG106

205 Nelson Mandela Drive/Rylaan | Park West/Parkwes, Bloemfontein 9301 | South Africa/Suid-Afrika

P.O. Box/Posbus 339 | Bloemfontein 9300 | South Africa/Suid-Afrika | www.ufs.ac.za



Appendix G: Continuation Report Approval UFS



GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

13-Apr-2022

Dear Mrs Madelein Nortje

Continuation/Report Approved

Research Project Title:

Guidelines for social work supervision from a developmental approach

Ethical Clearance number:

UFS-HSD2017/1332/22

We are pleased to inform you that the application to extend your ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Please note: You marked several data disposition methods. It creates some ambiguity. Especially relating to data kept with identifiers or not. Please take this into account for future applications.

Yours sincerely

Dr Adri Du Plessis

Chairperson: General/Human Research Ethics Committee

**Dr Adri
du
Plessis**

Digitally signed
by Dr Adri du
Plessis
Date: 2022.04.13
20:09:05 +02'00'

205 Nelson Mandela
Drive
Park West
Bloemfontein 9301
South Africa

P.O. Box 339
Bloemfontein 9300
Tel: +27 (0)51 401
9337
duplessisA@ufs.ac.za
www.ufs.ac.za



Appendix H: Research Information Leaflet and Consent Form



RESEARCH STUDY INFORMATION LEAFLET AND CONSENT FORM

DATE

2018-03-31

TITLE OF THE RESEARCH PROJECT

Guidelines for Social Work Supervision from a Developmental Approach

PRINCIPLE INVESTIGATOR / RESEARCHER(S) NAME(S) AND CONTACT NUMBER(S):

Madelein Nortje

2007082593

051 407 7234

FACULTY AND DEPARTMENT:

Faculty of Humanities

Department of Social Work

STUDYLEADER(S) NAME AND CONTACT NUMBER:

Dr R.P. Reyneke

051 401 2356

WHAT IS THE AIM / PURPOSE OF THE STUDY?

For more than five decades, various questions and concerns have been raised about the implementation of social work supervision (Du Plessis, 1965; Botha, 2002; Engelbrecht, 2006; DSD, 2006; Engelbrecht, 2010; Engelbrecht, 2015; DSD, 2016). The critical question asked by various authors seems to concern whether the implementation of supervision in South Africa has kept abreast of changes in social work approaches such as that found in the rise of the developmental approach (Engelbrecht, 2010:324). Phenomenal changes and consequent challenges for social work practice were posed when the White Paper for Social Welfare (1997) sanctioned a change from deficit-based to developmental approaches. Subsequently, social workers started implementing these changes in practice, but it would seem that the developmental approach has not yet fully filtered down to supervision practices (Rankin & Engelbrecht, 2014:13), causing a disparity between supervision and service delivery practices. Supervision practices that adhere to the deficit-based approach

contradict the developmental social welfare approach and thus should be discontinued. With the advent of the developmental approach, it is agreed that supervision should focus on the strengths, capacity, resources and resilience of social workers in order to fulfil the objectives of supervision.

Apparent from a survey of the above-mentioned terrain is that the establishment of guidelines for social work supervision according to the developmental approach and for the South African context is long overdue. This research aims to provide guidelines for supervision practices that no longer rely on problem-focused therapeutic models, but rather build on the principles and practices of the developmental approach, which also forms the basis of social work interventions.

The study aims at exploring the experiences of both social workers and supervisors with regard to the implementation of supervision, needs and challenges experienced. Subsequently the aim of the study is to make recommendations and provide guidelines assisting in the implementation of supervision from a developmental approach.

WHO IS DOING THE RESEARCH?

The researcher, Madelein Nortje, social worker/supervisor employed by Engo, a child protection organisation in the Free State. The research will form part of the formal doctoral studies of the researcher.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has received approval from the Research Ethics Committee of the UFS. A copy of the approval letter can be obtained from the researcher.

Approval number: *Insert approval number*

For any queries regarding the ethical clearance of this study the secretary of The Humanities Ethics Committee, Charne Vercueil, can be contacted at 051 401 7083 or vercueilcc@ufs.ac.za.

WHY ARE YOU INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

As part of the research, I wish to sample social workers and social work supervisors employed by non-governmental organisations rendering child protection services. Through key informant sampling, 10 social workers and 10 supervisors from at least 10 child protection organisations in five different provinces will be selected to participate in the qualitative phase of the study to participate in individual semi-structured interviews.

WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?

Participants will be invited to participate in semi-structured interviews. The semi-structured interview comprises open-ended questions that will focus on the implementation and needs of supervision. The semi-structured interviews will last for 40 to 60 minutes. Questions have no right or wrong answers, as these questions are intended to determine the participant's experience and viewpoint. The answers will be treated in strict confidence. The identity of the organisation and the participant will not be revealed. Participation in the study

is voluntary. The information supplied by participants will be used solely for research purposes and in accordance with the ethical rules of research applicable at the University of the Free State. The information obtained from the semi-structured interviews will be used to draft an online questionnaire that will be made available to social workers and social work supervisors in South Africa for completion. Semi-structured interviews are planned to take place between March 2018 and November 2018 at a venue comfortable for the participant. The study and procedures that will be followed involve no foreseeable physical discomfort or inconvenience to the participant and the participant's family. Due to the personal nature of the questions, some emotional discomfort might be experienced. Participation in the study involves minimal risk, discomfort and/or inconvenience. The discomfort, inconvenience and risks you might experience, will be no more than what is experienced in your daily living.

CAN THE PARTICIPANT WITHDRAW FROM THE STUDY?

Participation in the study is completely voluntary. The participant has the right to withdraw from the project at any stage of the research project. Withdrawal from the project will have no penalties or future disadvantages. Your withdrawal from the project will not influence your relationship, status or position in the organisation. The participant is not waiving any legal claims, rights or remedies because of participation in the project. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason. However, participants cannot withdraw their consent once the semi-structured interview was conducted.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

Participation in this study will potentially have the following benefits:

- *Through this study the participants will be able to share needs, challenges and best practices regarding supervision in South Africa;*
- *The information received through the study might make a contribution towards building indigenous supervision theory;*
- *The development of guidelines built on the experiences of South African social workers and supervisors;*

WHAT IS THE ANTICIPATED INCONVENIENCE OF TAKING PART IN THIS STUDY?

The study and procedures that will be followed involve no foreseeable physical discomfort or inconvenience to the participant and the participant's family. Due to the personal nature of the questions, some emotional discomfort might be experienced. Participation in the study involves minimal risk, discomfort and/or inconvenience. The discomfort, inconvenience and risks you might experience, will be no more than what is experienced in your daily living.

Due to the personal nature of the questions, some emotional discomfort might be experienced. Emotional discomfort may be related to the fact that the implementation of supervision will be explored. Supervisors and supervisees may feel exposed and experience discomfort due to the fact that gaps and limitations might be identified by the participant. Participants may experience discomfort due to the fact that the supervision relationship is based on confidentiality and trust. The study will only focus on exploration of the implementation of supervision and information will be confidential. Reporting will be done in such a way that no respondent will be identifiable. Participation in the study involves minimal risk, discomfort and/or inconvenience. The discomfort, inconvenience and risks you might experience, will be no more than what is experienced in your daily living. Should respondents feel they need to be referred for assistance and debriefing after the study they can contact Mrs Helmi Beyers-Jacobs (083 498 6453) or Lendricka Morrison (051 407 7234) in this regard.

WILL WHAT I SAY BE KEPT CONFIDENTIAL?

The data received from participants will be recorded anonymously. The identity of the participant will not be revealed under any circumstances. Your answers will be given a fictitious code number and the participant will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. No one outside of the study panel will be able to recognise or identify any participant from the data received. All information received during the study will only be used for research purposes and will not be released for any employment-related performance evaluation, promotion and/or disciplinary purposes. The only persons having access to the data received from the participants will be the primary researcher, the transcriber, the statistician and the study leader. These persons will be requested to sign a confidentiality agreement. The answers provided by participants may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder and members of the Research Ethics Committee. Original data recording instruments will be kept in a safe place for a period of three years, after which they will be destroyed. The results of the study might be published in a scientific journal/and or presented at scientific meetings. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

HOW WILL THE INFORMATION BE STORED AND ULTIMATELY DESTROYED?

Hard copies of the answers of participants will be stored in a locked filing cabinet at the Engo provincial office for a period of five years for future research or academic purposes. Electronic information will be stored on a password-protected computer. Future use of the data will be subject to further research ethics review and approval. The hard copies of data will be shredded after five years.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

Please take note that you will not be paid for taking part in the study. The researcher will demonstrate appreciation for your participation in an appropriate way. The researcher will provide each participant with a printed helping aid that can be used in child protection services. Participants that participated through skype interviews will receive a small data voucher for costs they might have incurred through participating in the study. The study and procedures that will be followed involve no foreseeable physical discomfort or inconvenience to you or your family. Due to the personal nature of the questions, some emotional discomfort may be experienced. Participation in the study involves minimal risk, discomfort and/or inconvenience. The discomfort, inconvenience and risks you might experience will be no more than what is experienced in your daily living.

HOW WILL THE PARTICIPANT BE INFORMED OF THE FINDINGS / RESULTS OF THE STUDY?

If you would like to be informed of the final research findings, please contact Madelein Nortje on 051 407 7234 or at madelein@engo.co.za. The findings are accessible for one year. Should you require any further information or want to contact the researcher about any aspect of this study, please contact Madelein Nortje at 050 407 7234. Should you have concerns about the way in which the research has been conducted, you may contact Dr R.P. Reyneke at 051 401 2356 or reynrp@ufs.ac.za.

Thank you for taking time to read this information sheet and for participating in this study.

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable). I am aware that the findings of this study will be anonymously processed into a research report, journal publications and/or conference proceedings.

I agree to the recording of the semi-structured interview.

I have received a signed copy of the informed consent agreement.

Full name of participant: _____

Signature of participant: _____ Date: _____

Full name(s) of researcher(s): _____

Signature of researcher: _____ Date: _____

For any queries regarding the ethical clearance of this study the secretary of The Humanities Ethics Committee, Charne Vercueil, can be contacted at 051 401 7083 or vercueilcc@ufs.ac.za.

University of the Free State

Madelein Nortje

PhD Social work

Social Work Supervision

1 Informed consent

My name is Madelein Nortje. I am a PhD student at the University of the Free State. My study aims at exploring the experiences of both social workers and supervisors with regard to the implementation of supervision, needs and challenges experienced. Subsequently the aim of the study is to make recommendations and provide guidelines assisting in the implementation of supervision from a developmental approach. I obtained ethical clearance for the study from the Research Ethics Committee of the UFS (UFS-HSD2017/1332). You are hereby invited to complete a survey on your experience of supervision from a developmental approach. Participation is voluntary and the identity of participants and organisations will be completely anonymous. This online survey will not take longer than 20 minutes. If you would like to be informed of the final research findings, please contact Madelein Nortje on 051 407 7234 or at madelein@engo.co.za. The findings are accessible for one year. Should you require any further information or want to contact the researcher about any aspect of this study, please contact Madelein Nortje at 050 407 7234. Should you have concerns about the way in which the research has been conducted, you may contact Dr R.P. Reyneke at 051 401 2356 or reynrp@ufs.ac.za.

1.1 Please tick the boxes to indicate that you understand and give consent to participate

☐

I understand that participation is voluntary.

☐

I understand that information is confidential and will be used for the purposes of the study.

☐

I agree to participate in the survey.

2 Biographical information

2.1 Number of years practicing as social worker (excluding years practicing as supervisor).

2.2 Number of years practicing as

social work supervisor.

2.3 Please indicate your highest qualification.

- ☐ Ba Degree ☐ Masters ☐ PhD

2.4 Employer

- ☐ Department of Social Development ☐ NGO
☐ Other

2.5 If you selected *Other* in 2.4, please indicate who your employer is.

2.6 Province

- ☐ Eastern Cape ☐ Free State ☐ Gauteng
☐ Kwa-Zulu Natal ☐ Limpopo ☐ Mpumalanga
☐ Northern Cape ☐ Northwest ☐ Western Cape

2.7 How many social workers are you supervising?

2.8 What training did you receive in supervision? Select all the options that apply.

- ☐ Under graduate studies ☐ Short course/CPD workshop
☐ In-service training ☐ Masters in supervision
☐ PhD in supervision ☐ Self study
☐ No training

3 Developmental approach in supervision

3.1 Are you familiar with the principles of the Developmental Approach?

- ☐ Yes ☐ No ☐ Unsure

3.2 Do you think the Developmental Approach should be implemented in supervision?

- ☐ Yes ☐ No ☐ Unsure

3.3 Please motivate your answer

in 3.2

3.4 What is the 14 core principles of the Developmental Approach in supervision?

- | | |
|---|---|
| ☐ Honesty | ☐ Transparency |
| ☐ Loyalty | ☐ Communication |
| ☐ Empathy | ☐ Empowerment |
| ☐ Social Justice | ☐ Integrity |
| ☐ Accessibility | ☐ Social Integration |
| ☐ Accountability | ☐ Leadership |
| ☐ Appropriateness | ☐ Universal Access |
| ☐ Acknowledgement | ☐ Courage |
| ☐ Effectiveness & Efficiency | ☐ Hard work |
| ☐ Partnership | ☐ Balance |
| ☐ Support | ☐ Participation |
| ☐ Self-Reliance | ☐ Equity |
| ☐ Change | ☐ Diversity |
| ☐ Sustainability | |

3.5 To what extend do you think the Developmental Approach is implemented in supervision in your current organisation?

- 1 = Not implemented at all
 2 = Slightly implemented
 3 = Implemented less than half of the time
 4 = Implemented about half of the time
 5 = Implemented most of the time
 6 = Implemented all the time

1 ☆ ☆ ☆ ☆ ☆ 6

3.6 Rate your knowledge of the Developmental Approach applied in supervision?

1 ☆ ☆ ☆ ☆ ☆ 6

1 = No knowledge at all

2 = Heard about it, but don't know much

3 = Basic knowledge

4 = Average knowledge

5 = Good knowledge

6 = Excellent knowledge

3.7 In your opinion, are the concepts of the Developmental Approach clearly define in policies and theory.

1 ☆ ☆ ☆ ☆ ☆ 6

1 = Not clear at all

2 = Vaguely defined

3 = Limited definitions

4 = Somewhat defined

5 = Clearly defined

6 = Extremely clear defined

3.8 In your opinion, is the link between the Developmental Approach and supervision clear?

1 ☆ ☆ ☆ ☆ ☆ 6

1 = Not clear at all

2 = Link is vague

3 = Link is somewhat clear

4 = There is a link but I need clarification

5 = Link is clear

6 = Link is extremely clear

3.9 There is sufficient information available about the Developmental Approach in supervision

1 ☆ ☆ ☆ ☆ ☆ 6

1 = Strongly disagree

2 = Disagree

3 = Slightly disagree

4 = Slightly agree

5 = Agree

6 = Strongly agree

3.10 Does your organisation have a supervision manual?

☐ Yes ☐ No ☐ Unsure

3.11 If you answered Yes in 3.10, which of the following information is captured in the manual? (Select all the relevant aspects covered in your organisation's supervision manual).

- ☐ Organisation's approach to supervision
- ☐ Discussion of techniques that can be used in supervision
- ☐ The application of the principles of the Developmental Approach in supervision
- ☐ Theories used in supervision
- ☐ Practice models used in supervision
- ☐ Desired outcomes of supervision
- ☐ Process of supervision

3.12 Please indicate what other matters are discussed in the organisation's supervision manual.

3.13 Which of the following do you use in supervision? Select all that apply.

- ☐ Ecological Systems Approach
- ☐ Resilience theory
- ☐ Problem Focused Model
- ☐ Strengths Approach
- ☐ Person Centered Approach
- ☐ None of the above

3.14 What other practice models and theories, not listed in 3.13, do you think is aligned with the Developmental Approach, that can be used in supervision? (Name all the practice models and theories that you would suggest for supervision).

3.15 Do you formulate specific objectives for your social workers that you want to achieve in supervision?

- ☐ Yes ☐ No

3.16 Which of the following objectives will you formulate for your supervisee to focus on? (Identify all relevant objectives).

- ☐ Actions to be taken in specific cases
- ☐ Meeting return dates
- ☐ Fundraising

- ☐ Developing specific professional skills of the social worker
- ☐ To implement group work
- ☐ To improve administrative tasks such as filing, planning, etc.
- ☐ To do community work projects

3.17 What other objectives, not listed in 3.16, would you formulate for a supervisee?

3.18 Which of the following professional skills should the supervisor assist developing in the social worker? (Select all that apply).

- ☐ Research skills
- ☐ Skills in working with diverse groups
- ☐ Professional communication
- ☐ Developing the professional identity of the social worker
- ☐ Ethical decision making skills
- ☐ The use of knowledge, theories and practice skills
- ☐ Assessment and intervention skills
- ☐ Application of core values and principles in social work
- ☐ Application of legislation and policies

4 Current implementation of supervision

4.1 On average, how often do you meet your social workers for formal supervision?

- ☐ Bi-Weekly
- ☐ Monthly
- ☐ Quarterly
- ☐ Every six months
- ☐ Consultation when she/he needs advice

4.2 On average, how far do you travel per month to see your

social workers for supervision?

4.3 Which of the following platforms do you use for formal supervision? (Select all the options that apply).

- ☐ In-person sessions
- ☐ Online platforms (e.g. Zoom, Skype, Teams, etc.)
- ☐ Video call/Whatsapp call

4.4 Which will you indicate as challenges in the implementation of supervision? Please rank the different challenges in order of importance. No1 being the most important challenge and no6 being the least important challenge.

Drag the items from the first list to the second list to order them.

Selection:

Order:

Lack of time for supervision because of the workload of the supervisor.

- + Lack of time for supervision because of the workload of the supervisor.
- + Lack of time for supervision because of the workload of the social worker.
- + Distances the supervisor have to travel
- + Number of social workers that the supervisor are responsible for.
- + Lack of financial resources to travel.
- + Supervision only focuses on complex cases and procedures.



4.5 What other challenges, not listed in 4.4, do you experience in the implementation of supervision?

Drag the items from the first list to the second list to order them.

4.6 Please rank the topics/matters discussed most in supervision.

No1 will be the matter discussed most and no10 will be the matter discussed least often.

Selection:

Order:

Implementation of group work.

+

Implementation of group work.

+

Complex cases and pending Court cases.

+

Supervision relationship, expectations and outcomes.

+

Organising and planning the workload.

+

Self-care.

+

Statistics.

+

Professional development and skills of the social worker.

+

Administrative skills of the social worker.

+

Community work projects.

+

Office matters.

4.7 What other topics or issues are discussed in supervision that are not listed in 4.6?

4.8 What needs do you have as a supervisor? (no1 the most important, no2 the second most important, and so forth, no10 will be the least important).

Drag the items from the first list to the second list to order them.

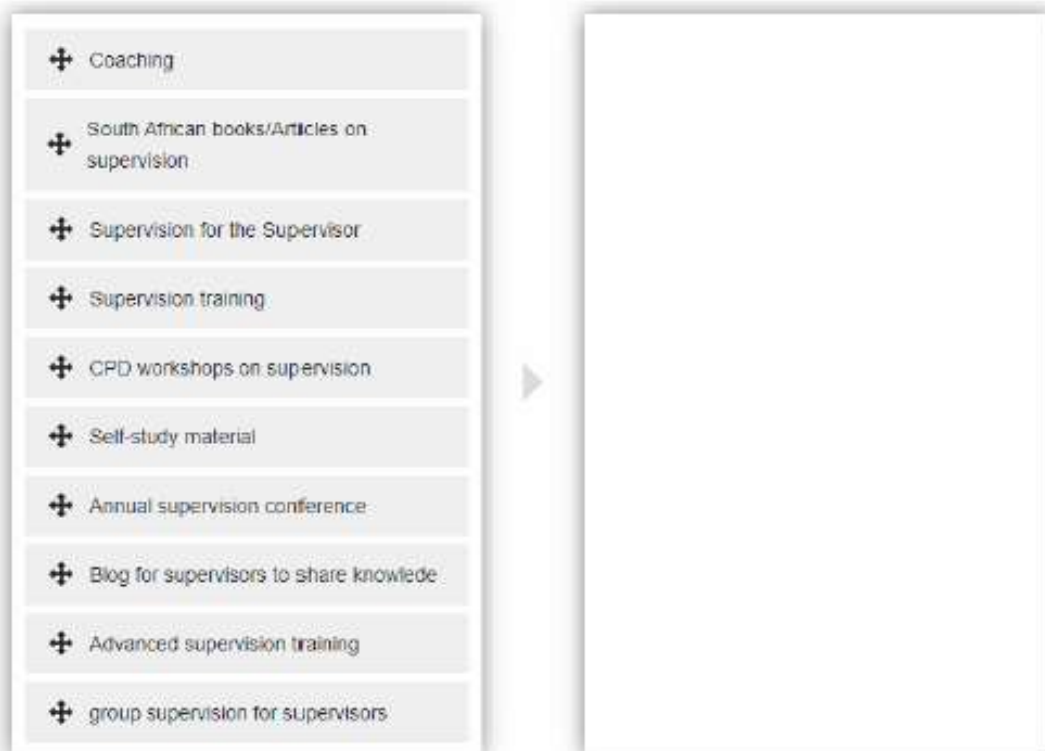
Selection:

Order:

Coaching

South African
books/Articles on

supervision



4.9 What other needs do you have that is not listed in 4.8?

5 Best practices in supervision

5.1 What, in your view, should supervision offer to social worker to be effective in practice?

5.2 What best practices do you implement in supervision that you would like to share with other supervisors?

5.3 Rank the following elements in terms of importance for the supervision relationship (no1 being the most important and no10 being the least important).

Drag the items from the first list to the second list to order them.

Selection:

Order:

Trust

- ☐ Trust
- ☐ Honest feedback
- ☐ Guidance
- ☐ Support
- ☐ Professional boundaries
- ☐ Discipline
- ☐ Consistency
- ☐ Accessibility
- ☐ Teaching
- ☐ Clear expectations and objectives

5.4 Which of the following techniques do you use in supervision> Select all the relevant options.

- ☐ Open questions
- ☐ Case discussions
- ☐ Reflection
- ☐ Sandtray
- ☐ Helping aids such as incomplete sentences, clay, etc.
- ☐ Confrontation
- ☐ Exploration
- ☐ Refrain

- ☐ Clarification
- ☐ Clarification
- ☐ Modelling

5.5 Name other techniques, that are not listed, that you use in supervision.



Thank you for participating in the survey!

Close Window

Licensed to University of the Free State - evasys V8.2 (2284) - Copyright © 2021 [evasys GmbH](#). All rights reserved.

Appendix J: Online Questionnaire Social Worker



University of the Free State

PhD Social Work

Madelein Nortje

Social Work Supervision

1 Informed Consent

My name is Madelein Nortje. I am a PhD student at the University of the Free State. My study aims at exploring the experiences of both social workers and supervisors with regard to the implementation of supervision, needs and challenges experienced. Subsequently the aim of the study is to make recommendations and provide guidelines assisting in the implementation of supervision from a developmental approach. I obtained ethical clearance for the study from the Research Ethics Committee of the UFS (UFS-HSD2017/1332). You are hereby invited to complete a survey on your experience of supervision from a developmental approach. Participation is voluntary and the identity of participants and organisations will be completely anonymous. This online survey will not take longer than 20 minutes. If you would like to be informed of the final research findings, please contact Madelein Nortje on 051 407 7234 or at madelein@engo.co.za. The findings are accessible for one year. Should you require any further information or want to contact the researcher about any aspect of this study, please contact Madelein Nortje at 050 407 7234. Should you have concerns about the way in which the research has been conducted, you may contact Dr R.P. Reyneke at 051 401 2356 or reynrp@ufs.ac.za.

1.1 Please tick the appropriate boxes to indicate that you understand and give consent to participate in the survey.

- ☐ I understand my participation is voluntary
- ☐ I understand that information is confidential and will be used for the purposes of the study.
- ☐ I agree to participate in the survey.

2 Demographic information

2.1 Number of years practicing as a social worker?

2.2 Please indicate your age.

2.3 Please indicate your highest qualification.

- ☐ Bsc Degree ☐ Masters Degree ☐ PhD

2.4 Employer

- ☐ Department of Social Development ☐ NGO
- ☐ Other

2.5 If you selected *Other* in 2.4, please indicate who your employer is.

2.6 Province

- ☐ Eastern Cape ☐ Free State ☐ Gauteng
- ☐ Kwa-Zulu Natal ☐ Limpopo ☐ Mpumalanga
- ☐ Northern Cape ☐ Northwest ☐ Western Cape

3 Developmental Approach in Supervision

3.1 Are you familiar with the principles of the Developmental Approach?

- ☐ Yes ☐ No ☐ Unsure

3.2 Do you think the Developmental Approach should be implemented in Supervision?

- ☐ Yes ☐ No ☐ Unsure

3.3 Please motivate your answer in 3.2:

3.4 What is the 14 core principles of the Developmental Approach in Supervision?

- | | |
|---|---|
| ☐ Honesty | ☐ Transparency |
| ☐ Loyalty | ☐ Communication |
| ☐ Equality | ☐ Empowerment |
| ☐ Social Justice | ☐ Integrity |
| ☐ Accessibility | ☐ Social Integration |
| ☐ Accountability | ☐ Leadership |
| ☐ Appropriateness | ☐ Universal Access |
| ☐ Acknowledgement | ☐ Courage |
| ☐ Effectiveness & Efficiency | ☐ Hard work |
| ☐ Partnership | ☐ Balance |
| ☐ Support | ☐ Participation |
| ☐ Self-Reliance | ☐ Equity |
| ☐ Change | ☐ Diversity |
| ☐ Sustainability | |

3.5 To what extent do you think the Developmental approach is implemented in Supervision in your current organisation?
 1 = Not implemented at all
 2 = Slightly implemented
 3 = Implemented less than half of the time
 4 = Implemented about half of the time
 5 = Implemented most of the time
 6 = Implemented all the time

1 ☆ ☆ ☆ ☆ ☆ ☆ 6

3.6 Rate your knowledge in the Developmental Approach applied to Supervision?
 1 = No knowledge at all
 2 = Heard about it, but don't know much
 3 = Basic knowledge
 4 = Average knowledge
 5 = Good knowledge
 6 = Excellent knowledge

1 ☆ ☆ ☆ ☆ ☆ ☆ 6

3.7 In your opinion, to what extent are the concepts relating to the Developmental Approach is clearly defined in policies and theory?
 1 = Not clear at all
 2 = Vaguely defined
 3 = Limited definitions
 4 = Definitions need to be more clear
 5 = Definitions of concepts are somewhat clear
 6 = Concepts are very clear

1 ☆ ☆ ☆ ☆ ☆ ☆ 6

3.8 In your opinion, to what extent is the link between the Developmental Approach and Supervision clear?
 1 = Not clear at all
 2 = Link is vague
 3 = Link is somewhat clear

1 ☆ ☆ ☆ ☆ ☆ ☆ 6

4 = There is a link but I need clarification
 5 = Link is clear
 6 = Link is extremely clear

3.9 There is sufficient information available about the application of the Developmental Approach in Supervision

1



6

1 = Strongly disagree

2 = Disagree

3 = Slightly disagree

4 = Slightly agree

5 = Agree

6 = Strongly agree

3.10 Is there specific objectives specified for your development as a social worker?

☐

Yes

☐

No

☐

Uncare

3.11 Which of the following will describe the objectives that your Supervisor will formulate for you to focus on?

☐

Action to be taken in specific cases

☐

Meeting/return dates

☐

Fundraising

☐

Specific professional skills that you as a social worker should develop

☐

To implement group work

☐

To improve administrative tasks such as filing, planning, etc.

☐

To do community work projects

3.12 What other objectives are formulated for Supervision that is not listed in 3.11?

3.13 In your opinion, which of the following professional skills should be developed in the social worker during Supervision?

☐

Research skills

☐

Skills in working with diverse groups

☐

Professional communication

☐

Developing a professional identity

☐

Ethical decisionmaking

☐

The use of knowledge, theory and practice skills

☐

Assessment and intervention skills

☐

Application of core values and principles in social work

☐

Application of legislation and policies

4 Current situation regarding Supervision

4.1 Describe the importance of supervision for you as a social worker

4.2 How often do you meet your supervisor for formal supervision?

☐

Bi-weekly

☐

Monthly

☐

Quarterly

☐

Every six months

☐

Consultation when I need advice

4.3 How far does your supervisor have to travel to see you for supervision?

4.4 Which of the following platforms are used for formal supervision? (Select all the options that apply)

- ☐ In-person sessions
- ☐ Online platforms (e.g. Zoom, Skype, Teams, etc.)
- ☐ Video call/WhatsApp Call

4.5 Which will you indicate as challenges in the implementation of supervision? Please rank the different challenges in order of importance. Not being the most important challenge and not being the least important challenge.

Drag the items from the first list to the second list to order them.

Selection:

Order:

+

Lack of time for supervision because of the workload of the supervisor

+

Lack of time for supervision because of the workload of the social worker

+

Distance the supervisor has to travel

+

Number of social workers the supervisor is responsible for

+

Lack of resources to travel

+

Supervisor only focuses on complex cases



4.6 What other challenges, not listed in 4.5, do you experience in the implementation of supervision?

4.7 Please rank the topics/matters discussed most in supervision. Not will be the matter discussed most often and 10 the matter discussed the least often.

Drag the items from the first list to the second list to order them.

Selection:

Order:

+

Implementation of group work

+

Complex cases and pending Court cases

+

Supervisor relationship, experiences and outcomes

+

Organizing and planning my workload

+

Self-Care

+

Statistics

+

Professional development and skills of the social worker

+

Administrative skills of the social worker

+

Community work projects

+

Other matters



4.8 What other topics or issues are discussed in supervision that are not listed in 4.7?

5 Best practices in supervision

5.1 What in your view, should supervision offer social worker to be effective in practice?

5.2 What best practices does your supervisor implement that you would like to share with other supervisors?

5.3 Rank the following elements in terms of importance for the supervision relationship. (No1 being the most important and no10 being the least important).

Drag the items from the first list to the second list to order them.

Selection:

Order:

+ Trust

+ Honest feedback

+ Guidance

+ Support

+ Professional boundaries

+ Discipline

+ Consistency

+ Accountability

+ Teaching

+ Clear expectations and objectives

Thank you for participating in the survey.

Submit

Appendix K: Framework and Guidelines

PREAMBLE

This document is developed to provide a practical guide to supervisors in the field to implement in supervision. The content of this document is based on the literature (Chapters 1-5) and the empirical information (Chapter 6). It is submitted as an Appendix to the dissertation. The content reflects the literature, inputs from participants, and the researcher's recommendations.

The cross-references refer to the relevant sections in the dissertation. After the study's completion, it will be adapted as a training module and serve as guidelines for supervisors. This will then be adapted into a handbook, and cross-references will be adjusted as the document will be used separately.

This framework integrates the following essential aspects of supervision in an indigenous model for use according to South African realities:

- The **principles of the Developmental Approach** as the guiding approach for social welfare services in South Africa;
- This framework should be implemented, and the actions of supervisors should be informed by theories, approaches and models that support the principles and characteristics of the Developmental Approach (cf. 3.3.-3.3.14). Theories that can be effectively used include the Ecological Systems theory (cf. 2.5.1), the Strengths perspective (cf. 2.5.2) and the Person-Centred approach (cf. 2.5.3). Models that can support the Outcomes-based supervision include the Solution-focused model (cf. 4.8.1), the Person-centred model (cf. 2.8.2) and the Competency-based Model (cf. 4.8.3).
- The **functions of supervision** as described by Kadushin (1976). This is essential as it focuses on the inputs of the supervisor;
- **Practice standards** to guide outcomes of supervision. The South African Qualification standard for a Bachelor's Degree in Social Work (2015) is used as a point of departure for defining practice standards and appropriate outcomes for supervision;
- The **cyclical process of supervision**, as described by Engelbrecht (2019c:175-176), the leading author on supervision in South Africa, is an appropriate description of a process that can be used in developmental supervision. The process described by Engelbrecht (2019b:175-176, 4.11.1-4.11.6) is thus suggested for implementing these guidelines.

The following sections will focus on the proposed framework to guide the implementation of supervision.

Framework and guidelines for practice standards for developmental supervision of social workers in South Africa

1. INTRODUCTION

A linear discussion of supervision functions (Kadushin, 1976) may negate the purpose and aim of the developmental approach. For this reason, the researcher suggests that the description of supervision

with African context is elaborated to include a variety of concepts that will support the developmental approach.



The functions of Supervision (Kadushin, 1976) portray essential elements that support the aim of supervision. A focal shift could, however, contribute to implementing a more developmental approach to supervision. Therefore, the supervision functions should be regarded as categories of behaviour or focussed inputs from the supervisor to assist in achieving the objectives or outcomes of supervision.

The focus of supervision should aim at the sustainable empowerment of social workers so that they can provide an effective service. The determinants of sustainable empowerment could be formulated as practice standards for social workers to assist supervisors and social workers with a focus on outcomes. Supervision should not aim at merely implementing the three functions of supervision as the descriptors of supervision. If the focus could be aligned with a set of outcomes rather than a pure focus on implementing supervision functions, support, education, and administrative aspects could support the set outcomes instead of being the primary focus of supervision. Focusing on well-formulated outcomes based on the required skills, knowledge, attitude, and experience would support the foundational aspects of the developmental approach (cf. 2.2.3).

Through development, the social worker will gain control over her practice, and supervision will acknowledge the social worker's potential, indigenous knowledge and expertise in pursuit of the identified outcomes. The supervision objectives must focus on changes in relationships, increasing the social worker's ability to access resources and implementing policies. Focusing on outcomes can

promote the social worker's active participation in supervision, and social workers can build their capacity as professionals and promote their well-being and development. In addition, supervision should focus on creating opportunities for social workers to develop their required skills. By concentrating on the required outcomes, supervision will be person-centred and invest in the development of social workers.

A set of statements describing the desired behaviours or range of activities that social workers will be accountable for is needed to support the outcomes-based focus of supervision (Scott, Laragy, Giles & Bland, 2004:217). The practice standards must focus on specific behaviour, knowledge, and actions expected of social workers in practice. Practice standards will inform the objectives of supervision.

Practice standards are commonly used in countries like the USA, UK and Australia (AASW, 2013:3-17; Swart, 2016:1-153; NASW, 2013:1-32). The development of practice standards must be focused on the developmental approach and the context of social work in South Africa. However, the proposed development of practice standards must be a structured and inclusive process to ensure that the formulated standards genuinely reflect what is required of social workers in the South African context. The proposed standards must be verified and accepted as general guiding factors.

1.1 AIM OF THE FRAMEWORK

Social work is a fast-paced, non-routine, demanding profession with various intersecting dynamics that impact social workers' performance. The nature of the problems social workers have to deal with is complex and emotionally challenging and require social workers to be highly skilled and knowledgeable (Kadushin, 1992:32; Botha, 2000:2; DSD, 2006:32; Greer, 2016:2-3; Trevithick, 2012:3). Supervision must focus on developing specific skills that will contribute to the social worker's ability to implement services to enhance the effectiveness of a social worker.

Trevithick (2012:4) highlights the importance of social workers' sound knowledge and skills base. Supervision plays a pivotal role in the development of social workers and should create opportunities for growth and development, focusing on increased competence. This framework aims to assist social workers and supervisors by providing a structure and guidelines to be used in practice to assist in concentrating the development of the social worker on skills and knowledge that will increase their resilience in practice and help them to meet the demands of social work. The framework groups specific skills in professional competencies and aims to assist in identifying the strengths and developmental areas of social workers

Practice standards refer to integrating skills, knowledge, attitudes, and personal qualities (behaviour) to enhance professional social work practice. Practice standards communicate the expected

standards of social workers' performance in executing their duties (AASW, 2013:4; Scott et al., 2004:613; cf. 1.6.5, 4.10). Integration of skills, knowledge, attitude and personal qualities occurs through implementing the different capabilities appropriately and effectively.

This framework implies that the expectations of social workers differ in terms of their levels of experience in practice. Social workers who enter the profession will initially perform on a less advanced level, and expectations should be aligned with their expertise (DSD, 2012a:25-26.) Social workers should be aware of the increased expectations as they gain experience and must work towards enhancing their capabilities and growing professionally.

The framework will guide social workers in terms of the expectations in practice and assist supervisors in assessing the growth and development of individual social workers.

Organisations should emphasise services that align with legislation and social work principles. The aim is to provide a professional service of high quality. Social workers and supervisors are partners with a dual responsibility to work towards developing the social service professional. The development of the social worker has a dual purpose; firstly, Supervisors wish to support and assist social workers in coping with a complex environment. Secondly, the development of the social worker aims to render impeccable service to the service users.

The principles of the developmental approach must be guiding indicators in the implementation of the supervision process.

The framework proposes a few main areas regarded as overarching categories for the competencies of an effective social worker. Different categories or skills groups will distinguish different development levels based on the social worker's skills, knowledge and attitude. Each skills group refers to some of the indicators. However, the list is not exhaustive; thus, additional indicators relating to specific competencies can be added.

This model also recognises the individuality of the development of each social worker. Various factors play a role in the development of social workers: exposure, experience and personal skills and abilities. In working on these skills groups, specific directives or standards should be explored, and social workers should clearly understand what is expected of them.

Based on the standards for the training of social workers in South Africa (CHE, 2015:6-17), the following focal points can be identified to classify and describe possible standards.

1.2 OUTCOME FRAMEWORK FOR SUPERVISION

The illustration of the framework gives a simple visual presentation of the structure of the proposed outcomes. At the bottom, the well-known supervision functions are listed to indicate that the inputs the supervisor in terms of these functions should contribute to the development of the nine skills groups, recognised as essential for practising as a competent social worker.

Figure 1: Skills required by the social worker



The nine skills groups indicate the skills, knowledge and expertise required by social workers to effectively pursue the role of a social worker in South Africa. It will provide a framework for assessing skills, focussed inputs and clear expectations. This framework can also be linked to the performance appraisal system of organisations.

The framework should be regarded as a continuum for the skills development of social workers. A beginner, less experienced social worker's expectations will probably be more basic and require more directive inputs from the supervisor. As opposed to that, on the right side of the continuum, more experienced social workers will be expected to have advanced skills and the ability to analyse and judge information.

The framework uses Bloom's Taxonomy to structure the levels of experience and integration of knowledge. In addition, the practice requires workers to learn mental skills, develop positive attitudes and acquire new competencies (Hoque, 2016:45). Bloom's Taxonomy categorises learning into a cognitive domain (knowledge), psychomotor domain (skills) and affective domain (attitudes) (Hoque, 2016:45). The supervisor can use these categories to assess the development of the social worker. The process of learning and the progress from basic understanding to more complex implementation

of knowledge can be used to describe the progression of the social worker in the profession and guide the supervisor's input.

A brief description of the three domains will be illustrated in Table K-1 as guiding characteristics in assessing the social worker.

Table K-1 Knowledge, skills and attitude of social workers

Domain	Beginner	Intermediate	Advanced
Cognitive Domain (Knowledge)	Limited ability to retain and process information Limited or no experience Remember facts without necessarily understanding Limited comprehension Need clarification Not yet able to use information in different contexts/ new situations	Growing ability to retain and process information Have the ability to use knowledge in new situations Apply knowledge Interpret knowledge Select knowledge that is appropriate for the situation Demonstrate an understanding	Advanced ability to retain and process information Able to break down information into different components Have the ability to arrange, assemble, construct, develop, plan, and prepare information Have the ability to judge information, evaluate, interpret, recommend Advanced level of knowledge and skills
Affective domain (attitude)	Limited awareness of feelings, emotions Feeling insecure and overwhelmed Lack of confidence Initially focussed on receiving information with limited response or participation Focus on own contribution	Ability to see the worth of something Ability to express worth Growing commitment Desire to improve skills to a more complex level of commitment Taking responsibility for improvement Share ideas	Ability to prioritise Ability to internalise values Appreciate other people's contribution Able to motivate Motivated and confident Well-developed professional identity Able to work independently
Psychomotor Domain (Skills)	Insufficient skills Apply information received Respond to guidance	Progressively develop the ability to apply learned responses in future situations	Ability to modify skills and apply them to various situations Create new patterns for specific situations

These categories could assist the supervisor and social worker in determining each skill group's growth areas and progress. The framework can integrate all supervision aspects: contracting, social worker assessment, developing a focused developmental plan and performance evaluation. In this way, all elements will be implemented in an integrated manner.

1.3 PRACTICAL APPLICATION OF THE MODEL

The model distinguishes between three developmental levels of social workers: beginner, intermediate and advanced. Practice standards are used to guide supervisors through the process of supervision. The following sections describe each skills group, with a table containing basic descriptors of the practice standards and an indication of the principles of the Developmental Approach. The expected practice standards portrayed in each section focus on the standards of the social worker and the supervisor's expected standards.

The practice standards for social workers will relate to implementing practice standards in rendering social work services to service users. The social worker is responsible for rendering services to service users according to the set standard and principles of the Developmental Approach. For this reason, the practice standards for social workers indicate expectations regarding direct service rendering to the service users.

The practice standards for supervisors focus on the expected standards in terms of the implementation of supervision. The supervisor is responsible for ensuring that social workers implement services according to the developmental approach and that the performance of supervision is also according to the Developmental Approach. While the supervisor has a dual focus, the indicated practice standards for supervisors apply to the supervision process.

The columns below refer to social workers' varying levels of experience (Figure K-2). Engelbrecht (2019c:175) indicates that supervision based on the developmental approach should consist of progressive phases. Growth is progressive, and therefore a continuum of incremental skills development is used. As indicated in Figure K-2, the continuum provides a scale to measure the social worker's skills development.

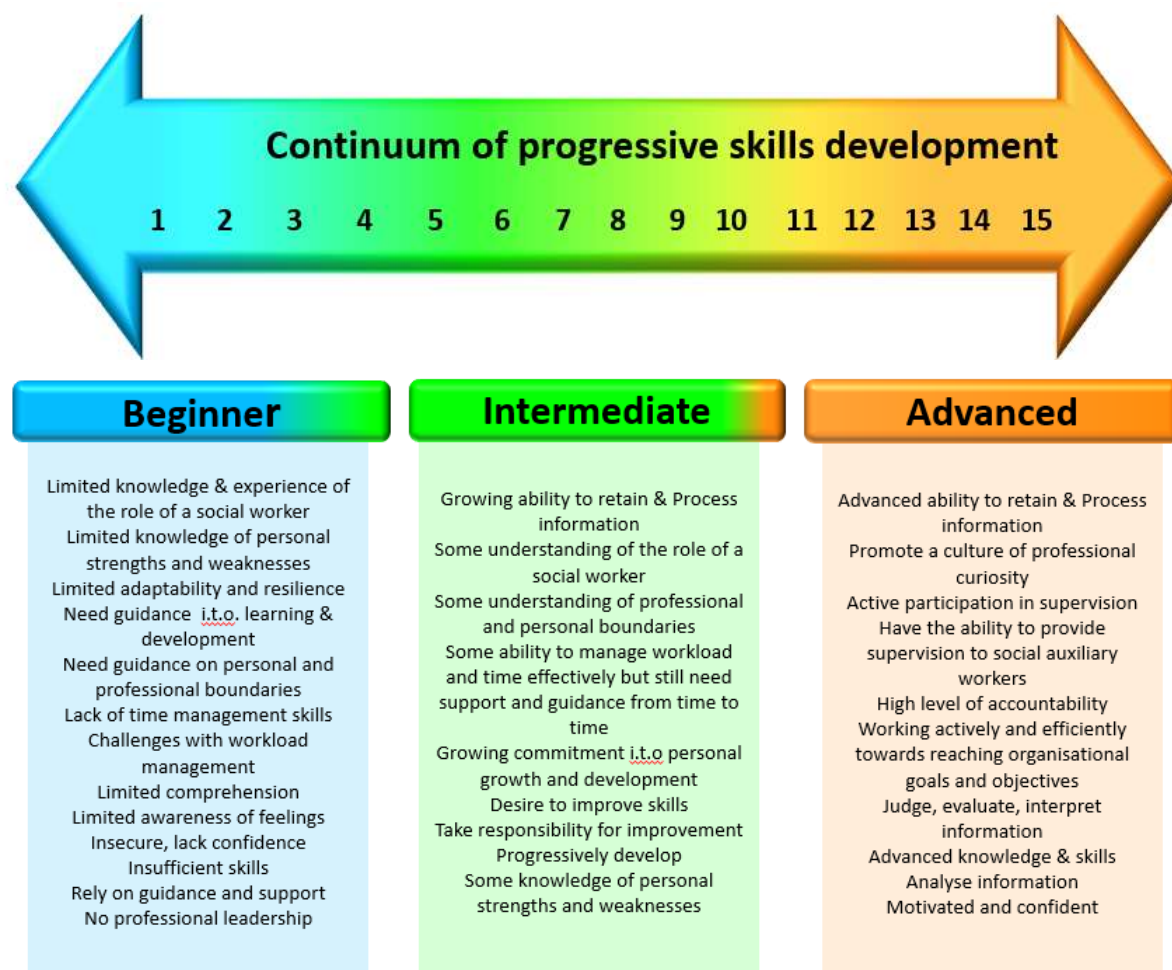


Figure K-2 : Continuum of progressive skills development

Developing skills is a process and should be seen progressively advancing from beginner to advanced. The social worker's development can thus be differentiated within a range of options that differ slightly from each other and exist between two possibilities.

The different skill levels indicate the general indicators of varying levels of social worker's development. The tool is available as a PowerPoint document. A slide with a continuum of progressive skills development is provided for each skills group. The practice standards for each skills group are also included to guide skills assessment. For this document, Figure K-2 provides an example of the continuum for each skills group.

Finally, an Excel document provides a table with all the skills groups listed on a continuum. In addition, the document contains formulas that calculate a score according to the indicated values. This can

indicate the level of development of the particular social worker. Figure K-3 illustrates the combined continuum for all skills groups.

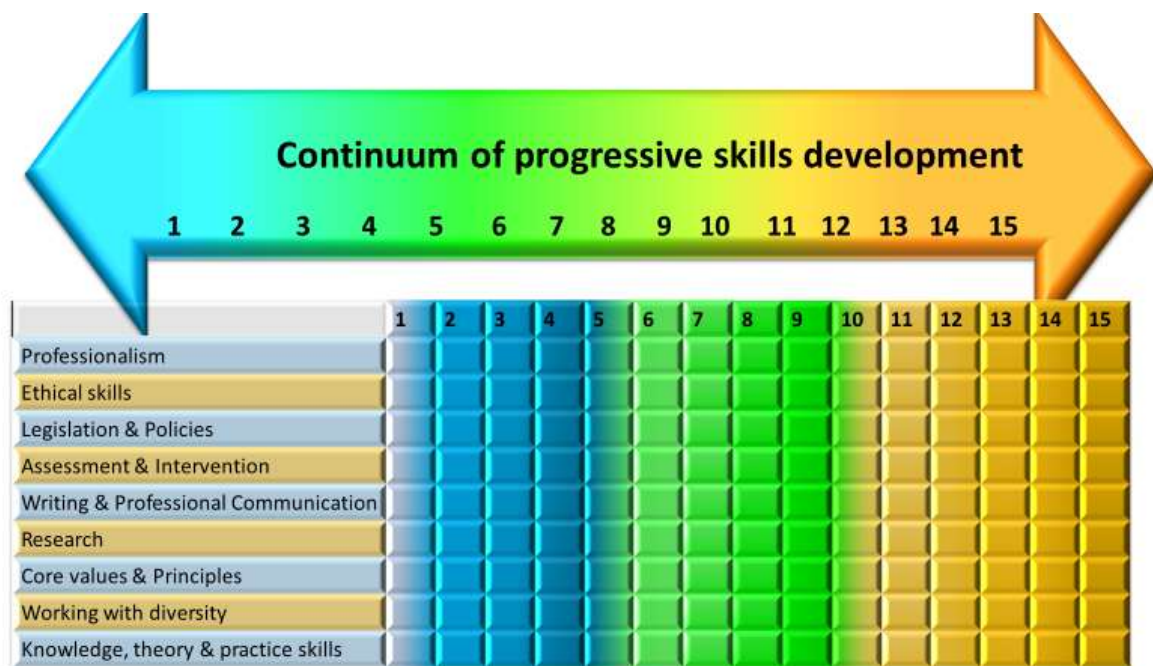


Figure K-3: Combined Continuum for progressive skills development

The values for the assessment in the progressive skills development continuum (Figure K-3) can be explained as follows:

Scale	Developmental level	Descriptors
1-2	Beginner	Refer to Table K-1, Table K-2 and Figure K-2 & Figure K-3 for more detailed descriptors
3-4	Beginner	
5	Beginner	
6-7	Intermediate	
8-9	Intermediate	
10	Intermediate	
11-12	Advanced	
13-14	Advanced	
15	Advanced	

2. SKILLS GROUPS OF THE SUPERVISOR

The following sections will describe the different skills groups guiding the inputs of the supervisor and the expected outcomes of supervision.

2.1 PROFESSIONAL IDENTITY

Social workers need to develop an understanding of various aspects relating to their professional identity. For example, portraying a professional identity includes the power of process and building relationships, promoting human rights, understanding the Self as a vital instrument in service rendering, and the ability to implement empowerment strategies with families, individuals, groups and communities (CHE, 2015:9). The skills relating to professional identity also include the skill to use supervision effectively and demonstrate the ability to understand and manage the links between the professional and the personal aspects of life.

Further, social workers are expected to demonstrate a commitment to professional ethics and an ability to think critically, display scholarly reasoning, and be open to new experiences and paradigms (CHE, 2015:9).

Implementing a developmental approach in supervision will include assessing the skills a social worker would need to develop and reflecting on the behaviour patterns that reveal the social worker's professional identity. A portfolio list of job-specific competencies could ensure that the supervisor and social worker agree/contract on specific outcomes that must be addressed in developing the social worker's professional identity. These outcomes can be effectively crafted into a developmental plan that will guide both the social worker and the supervisor in supervision (Engelbrecht, 2019b:177-178).

The developmental plan will be drafted after a personal developmental assessment is conducted in the engagement phase of supervision (cf. 4.13). The supervisee's involvement in the process will emphasise the principles of participation, empowerment, transparency, appropriateness, accountability, efficiency & effectiveness, partnership and sustainability (cf. 3.3.1, 3.3.3, 3.3.6, 3.3.7, 3.3.8, 3.3.10, 3.3.11 & 3.3.13). All these aspects are identified as characteristics of the developmental approach. The objectives for supervision set in the developmental plan will allow a social worker to work on appropriate competencies and sustainable development to benefit the service users, the organisation and the social worker.

Implementing the principles of the developmental approach requires a deliberate attempt by the supervisor to integrate the principles into the supervision process. Table 2 provides a brief indication of the skills, knowledge and attitude of both the social worker and supervisor concerning specific principles that apply to the particular skills group.

Table K-3: Professional identity: Principles of the Developmental Approach and Practice Standards

Principles of the Developmental Approach	Skills, knowledge and attitude of the social worker	Skills, knowledge and attitude of the supervisor
Participation	Demonstrate an understanding of the role of the social worker in different practice scenarios and apply it effectively	Establish an in-depth understanding of the principles of the Developmental approach and actively apply the principles in supervision
Empowerment		Demonstrate the skills to encourage the social worker to participate in supervision
Transparency	Illustrate an understanding of personal strengths and weaknesses and demonstrate how to manage practice accordingly.	Exhibit skills in dealing with resistance and games social workers play in supervision
Appropriateness		Implement appropriate assessment of the social worker and identification of specific developmental goals and action steps
Accountability		Encourage transparency and provide honest feedback
Efficiency & effectiveness	Demonstrate personal and professional resilience and adaptability.	Develop sustainable skills for the social worker
Partnership	Accept responsibility for own learning and development	Manage professional boundaries in the supervision relationship
Sustainability	Enhance the integration of knowledge, skills and attitude	Model appropriate professional behaviour
	Demonstrate the ability to set professional boundaries	Actively promote the profession
	Exhibit professional behaviour	Manage time and the workload effectively
	Actively promote the profession	Assess and develop professional leadership in social workers
	Manage time and the workload effectively	Foster a culture of professional curiosity
	Actively participate in the supervision process	Ensure that organisational goals and objectives are achieved
	Provide effective supervision to auxiliary social workers, student	Manage the supervision process effectively to ensure the optimal development of the social worker
		Implement and manage fair and inclusive assessment strategies that result in well-formulated developmental goals and outcomes for supervision

	social workers and learner social auxiliary workers Work effectively towards reaching organisational goals and objectives (service plans) Role model professional and effectiveness as a social worker to other professionals Actively participate in assessment of skills and formulating developmental goals and outcomes of supervision	
--	--	--

(Adapted from CHE, 2015:6-10)



2.2 ETHICAL SKILLS

Social work has a strong emphasis on ethics (Caras, 2013:133-135). Social workers must be able to integrate international, regional and national statements of ethical practice in service rendering. Social workers expect to evaluate their actions regarding the Code of conduct critically. Social workers must develop the ability to manage the boundaries of professional practice and display skills in negotiating ethical decision-making (CHE, 2015:11), which, in South Africa, is guided by the Code of ethics (SACSSP, 2016:7). It is expected of social workers to develop competency in ethical decision making to ensure that the Code of ethics is applied diligently. The nature of social work and the diversity of society contribute to the complexity of situations that social workers face. Supervision should focus on the social worker's increased ability to critically analyse and reflect on actions and decisions to ensure an impeccable ethical standard is adhered to.

Ethical skills would require social workers to have a deep understanding of the principles of the developmental approach and, subsequently, the ability to integrate these principles into their daily actions and decisions (Watson & West, 2006:2). Ethical practice requires social workers to incorporate a sincere awareness of the approach to practice, a robust empowering value base, anti-discriminatory,

anti-oppressive principles and a great emphasis on accountability. All these elements are characteristics of the developmental approach (cf.3.3). Ethical practices require social workers to evaluate and reflect continuously and ensure that all aspects of practice adhere to ethical standards. Supervisors must have sufficient knowledge and skills to supervise social workers and provide a space that guides social workers toward ethical practice (Engelbrecht, 2019a:189).

Practice standards focused on developing this competency in social work should encourage and stimulate critical thinking and evaluating practices. In addition, social workers should conduct reflection activities to assess their practices and professional relationships.

Practice standards and principles of the developmental approach related to ethical decision-making are given in the table below.

Table K -18: Ethical Skills: Principles of the Developmental Approach and Practice Standards

Principles of the Developmental Approach	Skills, knowledge and attitude of the social worker	Skills, knowledge and attitude of the supervisor
Accountability	Understand and implement ethical principles and values of the profession Ability to manage respectful partnerships Effective management of conflict Debate and navigate potential ethical dilemmas Critical application of the ethical Code (SACSSP) Critically evaluate own practice in terms of ethical guidelines	Display advanced knowledge and implementation of ethical decision making Manage respectful partnerships with external and internal role players Critical application of the ethical Code (SACSSP) Empower social workers to develop critical thinking skills and ethical decision-making practices Manage own conflict effectively Guide and empower social workers to manage conflict effectively Debate and navigate potential ethical dilemmas Risk management in terms of ethical issues Critically evaluate own practice in terms of ethical guidelines

(Adapted from CHE, 2015:6-10)

2.3 LEGISLATION AND POLICIES

Social workers render services in a complex environment, and various legislation and policies influence service rendering. Social workers must develop the skill to analyse, formulate, evaluate and advocate for policies that enhance sustainability, human capacity and quality of life (CHE, 2015:12). Social workers must understand the relationship between social work and the law to be effective in-service rendering. The unique approach to social welfare requires social workers to understand the dynamics relating to the historical background and the political and socio-economic environment in

South Africa. Social workers in South Africa must render services from an indigenous perspective to address the realities of society.

Policies and legislation mandate the actions of social workers and provide the structure in which services are rendered. If a social worker cannot analyse, integrate and critically reflect on the content of legislation and policies, the social worker's actions will be thoughtless and haphazard. Social workers must be able to implement professional services from a developmental approach and implement legislation and policies in a way that supports the principles of the Developmental Approach. Supervisors should empower social workers to ensure that they measure their actions against the characteristics of the developmental approach. For one, social workers must have an in-depth knowledge of the developmental approach to effectively implement the policies and meet South African social work expectations. The link between the implementation of the developmental approach's characteristics: participation, empowerment, transparency, appropriateness, efficiency & effectiveness and partnership (cf. 3.3) and the legislation and policies is vital to ensure that developmental social work takes shape in South Africa. Social workers should further develop knowledge and skills to communicate with policymakers to ensure that policies align with practice and developmental social work realities.

Table K-19: Legislation and Policies: Principles of the Developmental Approach and Practice Standards

Principles of the Developmental Approach	Skills, knowledge and attitude of the social worker	Skills, knowledge and attitude of the supervisor
Participation	Possess extensive knowledge of relevant policies and legislation	Demonstrate an advanced ability to guide social workers towards integrating relevant policies and legislation
Empowerment		
Transparency	Ability to implement policies and legislation	Empower social workers to align policies, legislation and the principles of the Developmental Approach in service rendering
Appropriateness	Demonstrate knowledge and understanding of developmental social work and the ability to implement knowledge in practice	Model professional curiosity
Efficiency & effectiveness		Foster a culture of professional curiosity
Partnership	Evaluate elements of legislation and policies critically	Ensure effectiveness and efficiency of services
	Effectively implementing policies and legislation in practice	Provide honest and constructive feedback to social workers
	Demonstrate the ability to align policies, legislation and the principles of the Developmental Approach in practice.	
	Display professional curiosity	

(Adapted from CHE, 2015:6-10)

2.4 ASSESSMENT AND INTERVENTION



Assessments and interventions are the pillars of social work. The nature of social work should be portrayed in the assessments and interventions. The developmental approach requires service users' participation, partnership and empowerment in service rendering from social workers (cf. 3.3.1& 3.3.3). The nature of assessments and interventions is thus greatly influenced by the welfare approach. Social workers should improve their ability to do holistic assessments, considering all dimensions of life, understanding the person-in-environment and mobilising resources and strengths in communities to empower the service users (CHE, 2015:10).

Assessment frameworks and intervention strategies should reflect the developmental approach. Social workers should develop the proficiency to evaluate existing frameworks and strategies against the principles of the developmental approach (cf. 3.3). Formulation of specific objectives for supervision in this regard will encourage the evaluation of assessment frameworks and intervention strategies. Social workers must be encouraged to explore appropriate theories, frameworks, and intervention strategies to ensure that social work practices are appropriate for service users' realities. Social workers must critically evaluate their practice and actively work towards aligning practices with the developmental approach. Supervision objectives can focus on developing this competency instead of dictating actions and working reactively on the challenges social workers experience with services to service users.

Social workers are responsible for ensuring inputs that encourage self-reliance, sustainable change and accountability with service users. In this regard, the supervisor should encourage the social workers to think critically and evaluate the planned interventions.

Table K-20: Assessment and intervention: Principles of the Developmental Approach and Practice Standards

Principles of the Developmental Approach	Skills, knowledge and attitude of the social worker	Skills, knowledge and attitude of the supervisor
Participation Partnership Accountability. Empowerment Sustainability	Demonstrate the ability to build effective professional relationships with service users, setting appropriate professional boundaries; Implement a holistic approach in the identification of needs, circumstances, rights, strengths and risks; Identify and use appropriate assessments frameworks; To plan, implement and review effective interventions and evaluate the outcomes; Plan and implement all three primary methods of social work in managing the caseload effectively; Recognise, facilitate and manage the use and involvement of community resources in addressing the needs of the service users effectively; Demonstrate skills in effectively sharing information appropriately and respectfully Learn and use a variety of theories, approaches and models in providing services to families and individuals, groups and communities focusing on the protection of children and balancing risks;	Demonstrate the ability to build effective professional relationships with social workers, setting appropriate professional boundaries; Demonstrate advanced knowledge of various assessment frameworks and intervention strategies to empower social workers to explore and implement them. Encourage social workers to plan, implement and review effective interventions and collaborate with the social worker to evaluate outcomes; Encourage and monitor the implementation of all three primary methods of social work. Guide and empower social workers to manage caseloads effectively; Demonstrate skills in effectively sharing information appropriately and respectfully Maintain accurate, comprehensible, concise and timely records and reports following legislation and organisational policy Use a range of verbal, non-verbal and written methods of communication relevant to supervision; Empower social workers to demonstrate confident and effective judgement about risk and accountability in decision-making. Challenge social workers to evaluate risks and intervention strategies critically.

	Maintain accurate, comprehensible, concise and timely records and reports following legislation and organisational policy; Use a range of verbal, non-verbal and written methods of communication relevant to intervention; Communicate skilfully and confidently in complex or high-risk situations; Demonstrate confident and effective judgement about risk and accountability in decision-making.	
--	---	--

(Adapted from CHE, 2015:6-10)

2.5 WRITING AND PROFESSIONAL COMMUNICATION

Professional communication forms an enormous fragment of social work. Various platforms that require professional communication exist. Apart from interviews, multi-disciplinary meetings and assessments, the social workers must communicate findings in research reports and statutory reports in various courts. Social workers are often critiqued for the poor quality of report writing. Continuous development and growth in this aspect of social work are essential (September, 2010:314).

The risks, complexity, and uncertainty in the situations that social workers have to deal with require social workers to develop proficiency to engage fully with various dynamics arising from service users' situations (Woodcock Ross, 2016:11-13). Therefore, communication is key to social work practices on many levels. For example, communication skills include interviewing skills, negotiating with community leaders, advocating for the rights of service users, and mitigating children's best interests in court, to name a few. Thus, excellent verbal and written communication skills are essential to effective social work intervention.

The developmental approach requires a focus on participation, empowerment, self-reliance and social justice (cf. 3.3). The characteristics of the developmental approach should shape communication on all the different platforms. Communication in the supervision relationship could play an important role

in modelling sustainable development in communication skills. Objectives focussing on developing communication skills should support the empowerment of the social worker.

The various communication platforms' current skills and developmental needs should be identified in a participatory process during supervision. Objectives should be formulated to address these developmental needs of the social worker in supervision. Reflection on conflict situations with service users, court appearances and reports should be utilised as growth opportunities.

Table K-21: Writing and professional communication: Principles of the Developmental Approach and Practice Standards

Principles of the Developmental Approach	Skills, knowledge and attitude of the social worker	Skills, knowledge and attitude of the supervisor
Participation	Write professional, logical and grammatically correct reports;	Apply creativity, curiosity and reasoning in supervision practice;
Empowerment		Question the reliability and validity of information;
Self-reliance	Present facts, supporting evidence and professional interpretation of information;	Develop the skill of the social worker to formulate, test, evaluate and review hypotheses in response to information available;
Social Justice	Maintain accurate, comprehensible, concise and timely records and reports following legislation and organisational policy;	Demonstrate a range of verbal, non-verbal and written methods of communication;
	Use a range of verbal, non-verbal and written methods of communication relevant to intervention;	Demonstrate the use of a variety of interviewing skills and apply a variety of interviewing techniques in supervision;
	Display interviewing skills by applying a variety of interviewing techniques;	Demonstrate advanced communication skills and confidence in complex or high-risk situations;
	Communicate skilfully and confidently in complex or high-risk situations;	Demonstrate the capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective supervision;
	Demonstrate confident and effective judgement about risk	Demonstrate the ability to formulate and make explicit, evidence-formed judgements and justifiably decisions;
		Critically evaluate information and provide a justified professional opinion.

	and accountability in decision-making; Question the reliability and validity of information; Know how to formulate, test, evaluate and review hypotheses in response to information available; Demonstrate the capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice; Being able to formulate and make explicit, evidence-formed judgements and justifiably decisions; Critically evaluate information and provide a justified professional opinion; Ability to function in a multi-lingual environment and use interpretation when necessary; Apply creativity, curiosity and reasoning in social work practice.	
--	--	--

(Adapted from CHE, 2015:6-10)

2.6 RESEARCH

The need for relevant, recent research in developmental social work is stressed throughout this thesis and in theory (cf. 2.3.5, 2.5, Sekudu, 2019:281-282). Research by social practitioners that will inform the development of indigenous, relevant knowledge for the unique welfare approach is

required in South Africa. Limiting the application of incompatible, problem-focused theories in a developmental approach is essential. Social workers must engage in research and use findings to inform practice (CHE, 2015:11). Research should focus on indigenous practice and the realities of South African service users. Outcomes of research must inform the development of theories relevant to the developmental context of South African social work. Evidence from research must guide social workers' actions and reflect on the practice methods used (Sekudu, 2019:281-282).

Each social worker must understand the value of practice-based research. The competency to perform research also refers to the ability to conduct research in a social worker's day-to-day practice. Findings of such formal and informal research projects should inform intervention strategies and the development of indigenous practices. In addition, social workers should refine their ability to communicate research findings to enrich social work knowledge (CHE, 2015:11). Research conducted could contribute to developing best practice models amongst organisations and social workers. Through research, social workers will engage in research-informed practices, and the theoretical knowledge base of social work will be developed according to the realities experienced in practice. Research in practice will also ensure that relevant research, based on social work's needs and realities, will be conducted and subsequently provide social workers with scientific knowledge.

This core competency in social work would ensure efficiency & effectiveness, appropriateness of services, sustainability, empowerment and universal access to services. In addition to the characteristics mentioned, research would encourage and prepare social workers for transparency, partnership, participation, equality and social justice (cf. 3.3.1-3.3.14). Social workers must adapt practices to the community's needs and work towards sustainability instead of only focusing on immediate relief. Involvement in research projects encourages social workers to investigate, analyse and critically reflect on communities' realities, needs, and resources. With new knowledge aligned with the developmental approach, social workers would be able to focus services on real needs experienced.

Table K-22: Research: Principles of the Developmental Approach and Practice Standards

Principles of the Developmental Approach	Skills, knowledge and attitude of the social worker	Skills, knowledge and attitude of the supervisor

Empowerment	Demonstrate skills in using qualitative and/or quantitative research methods;	Use research to inform supervision practices;
Appropriateness		Demonstrate skills in using qualitative and/or quantitative research methods;
Efficiency & Effectiveness	Use research to inform practice;	Perform practice based/action research to enhance the quality of supervision;
Partnership	Perform practice based /action research to enhance intervention and the quality of practice;	Empower social workers to gather, organise, sort and interpret information and apply knowledge to enhance service rendering and the social work profession;
Sustainability	Demonstrate the ability to gather, organise, sort and interpret information and apply knowledge to enhance service rendering and the social work profession;	Encourage social workers to perform formal/informal research projects to improve service rendering.
	Engage in activities to analyse and critically reflect on realities, needs and resources in communities	
	Demonstrate the ability to share newly gained knowledge.	Demonstrate the ability to share newly gained knowledge.

(Adapted from CHE, 2015:6-10)

2.7 CORE VALUES AND PRINCIPLES OF SOCIAL WORK



Social workers should develop a competency to apply the core values and principles of social work in developmental social work. The supervisor and supervisee need to identify specific behaviour patterns and actions that will portray the social worker's development in this regard. Some aspects included within this particular outcome relate to the understanding that the social worker should be able to solve their challenges in practice (cf, 3.3.2 & 3.3.3). The social worker must develop the ability to display acceptance while challenging behaviour or conditions that are harmful to others or self-destructive. The developmental approach accentuates the participation of the service users in service rendering. The social worker needs to develop the ability to allow the service users to be a partner in service rendering and respect the right of self-determination (CHE, 2015:10). Intervention requires that a social worker incorporate the developmental approach's characteristics, such as

appropriateness, sustainability, and empowerment. With the implementation of the core values of social work. All the characteristics of the developmental approach discussed earlier (cf. 3.3.1-3.3.14) are echoed in social work's core principles and values.

Table K- 23: Core values and principles: Principles of the Developmental Approach and Practice Standards

Principles of the Developmental Approach	Skills, knowledge and attitude of the social worker	Skills, knowledge and attitude of the supervisor
Social justice	Demonstrate the ability to respect the worth and dignity of all human beings;	Demonstrate the ability to respect the worth and dignity of all human beings;
Appropriateness		Demonstrates the ability to guide and navigate social workers to empower service users;
Effectiveness & Efficiency	Facilitate social work intervention in a way that the service user solves their own problem;	Demonstrate the ability to separate acceptance of the person from changing the destructive or harmful behaviour of persons;
Partnership	Demonstrate the ability to separate accepting the person from changing the destructive or harmful behaviour of the person	Perform supervision in such a way that the optimal development of social workers is facilitated, and organisational goals are met;
Sustainability	Practice social work in such a way that the service users benefit from services and adhere to the value of doing no harm	Ensure the focus of supervision is appropriate and facilitates sustainable development of the social worker;
	Demonstrate an understanding of inter-dependence	Encourage participation and the principle of partnership in supervision;
	Respect the right to self-determination of each service user	Provide honest and constructive feedback to the social worker to enhance effective and efficient development and supervision practices;
	Respecting confidentiality within legal boundaries;	Continuously evaluate the impact of personal values and attitudes on relationships;
	Continuously evaluate the impact of personal values and attitudes on relationships;	Demonstrate an understanding and critical evaluation of ethical principles and implementation thereof in supervision;
		Practice according to the guidelines of the ethical code of the SACSSP;
		Demonstrate the ability to manage respectful relationships and partnerships with social workers and other role players;

	Demonstrate an understanding of the ethical principles and values of the principles and focus on implementing them in practice; Practice according to the guidelines of the ethical code of the SACSSP; Demonstrate the ability to manage respectful relationships and partnerships with service users, colleagues and the supervisor; Demonstrate the ability to manage conflict effectively; Demonstrate the critical application of the ethical code (SACSSP), organisational values and ethical decision-making.	Demonstrate the ability to manage conflict effectively; Demonstrate the critical application of the ethical code (SACSSP), organisational values and ethical decision-making.
--	---	---

(Adapted from CHE, 2015:6-10)



2.8 WORKING WITH DIVERSITY

Developmental social work requires a high level of self-awareness regarding personal and cultural values, beliefs, traditions and biases and how these impact the ability to work with and develop relationships with people in a diverse community (CHE, 2015:11). Specific behaviour patterns demonstrate the ability to work effectively with diversity in service rendering need to be identified, assessed and developed through supervision. In addition, working with diverse cultures can be challenging, and balancing cultural beliefs and values with legislation can be daunting.

Competence in working with diversity also requires the ability to facilitate inter-sectoral collaboration and teamwork across disciplines and among social service professionals (CHE, 2015:11). By exploiting techniques such as observation, roleplay, modelling, and participation in multi-disciplinary discussions, supervisors can effectively contribute to developing the skills of social workers to work with diversity. In addition, honest and critical reflection on behaviour patterns, challenges, and successes are crucial in sustainable skills development.

Table K-10: Working with diversity: Principles of the Developmental Approach and Practice Standards

Principles of the Developmental Approach	Skills, knowledge and attitude of the social worker	Skills, knowledge and attitude of the supervisor
Participation	Recognise and respect diversity and apply anti-oppressive and anti-discriminatory principles in social work practice;	Recognise and respect diversity and apply anti-oppressive and anti-discriminatory principles in social work practice;
Empowerment		
Transparency	Demonstrate knowledge of the impact of personal values, culture, beliefs, traditions and attitudes on relationships;	Demonstrate knowledge of the impact of personal values, culture, beliefs, traditions and attitudes on relationships;
Appropriateness		
Efficiency & effectiveness	Demonstrate competence in non-discrimination	Guide social workers towards sensitivity and the ability to acknowledge the impact of personal values, culture, beliefs, traditions and attitudes on relationships with clients and in the workplace;
Partnership	Demonstrate the ability to form relationships and treat all persons with respect and dignity – irrespective of their culture, religion, gender,	

	nationality, language, disability or sexual orientation;	Demonstrate competence in non-discrimination
	Recognise and manage the impact of power invested in your role as a social worker on the people.	Demonstrate the ability to form relationships and treat all persons with respect and dignity – irrespective of their culture, religion, gender, nationality, language, disability or sexual orientation
		Recognise and manage the impact of power invested in your role as a supervisor on the social worker;
		Demonstrate and model the practical and positive use of power and authority;
		Demonstrate an understanding of fundamental human rights, social justice and equality in the supervision relationship;
		Model best practice in applying human rights.

(Adapted from CHE, 2015:6-10)

2.9 KNOWLEDGE, PRACTICE SKILLS AND THEORY

Obtaining a degree in social work requires making a careful selection from a wide range of available theories and knowledge and facilitating the conceptualisation of these theories and knowledge on a higher level of abstraction (CHE, 2015:11). The developmental approach in social development requires a different set of skills and approach to social work. Social workers in South Africa need to continue assessing and evaluating the compatibility of theories and knowledge in the required service delivery framework. The alignment of theories and knowledge implemented during service delivery should support the principles of the developmental approach (cf.3.3.1-3.3.14).

The different focus areas of development of a social worker could play a guiding role in the construction of developmental supervision. The focus areas, or practice standards, were only discussed briefly.

The social worker's performance would have to be assessed, and descriptors of expected behaviour should be defined to inform the objectives of supervision to use the practice standards effectively. Practice standards could provide a uniform structure of the expected behaviour of a professional social worker. The objectives would focus on developing the social worker's potential. In pursuing the objectives, the supervisor will use support, education and administrative processes to assist in reaching the objectives. In supervision, the supervisor should implement supportive, educational and administrative functions to develop the social worker's skills. Implementing these functions without specified outcomes focused on the required skills of the social worker would not honour the goal of supervision.

In defining practice standards, the provision could be made for different skills and knowledge levels to encourage social workers' progressive, lifelong development.

Table K-24: Knowledge, practice skills and theory: Principles of the Developmental Approach and Practice Standards

Principles of the Developmental Approach	Skills, knowledge and attitude of the social worker	Skills, knowledge and attitude of the supervisor
Participation	Learn and use a variety of theories, approaches and models in providing services to families and individuals, groups and communities focusing on the protection of children and balancing risks;	Demonstrate advanced knowledge of a variety of theories, approaches and models in service rendering;
Empowerment		
Transparency	Demonstrate knowledge of indigenous theories and decolonial social work practice and implement knowledge in service rendering;	Apply a variety of appropriate theories, approaches and models in supervision;
Appropriateness		
Efficiency & effectiveness	Display the ability to evaluate and use models and theories that are aligned with the developmental approach;	Demonstrate knowledge of indigenous theories and decolonial social work practice;
Partnership		
	Demonstrate the ability to integrate theory into practice;	Display the ability to evaluate and use models and theories that are aligned with the developmental approach;
	Demonstrate the ability to implement theoretical frameworks in service rendering;	Demonstrate the ability to integrate theory into practice;
	Demonstrate a culture of professional curiosity;	Empower social workers to integrate theory into practice;
	Demonstrate accountability for continuous development and skills development.	Demonstrate a culture of professional curiosity;
		Demonstrate accountability for continuous development and skills development.

(Adapted from CHE, 2015:6-10)

3. PRINCIPLES OF THE DEVELOPMENTAL APPROACH

The principles of the developmental approach are reflected in the proposed model. Social workers will be expected to act as partners in the supervision process (cf. 3.3.1 & 3.3.11). As illustrated in the figure below, supervision functions, as described by Kadushin (1976), are the foundation of

supervision. However, to adapt to the developmental approach, it is proposed that practice standards should be formulated to describe the desired outcomes of supervision. The functions would thus elucidate the supervisor's actions, focusing on empowering the social worker as described in the practice standards defined in the previous section.

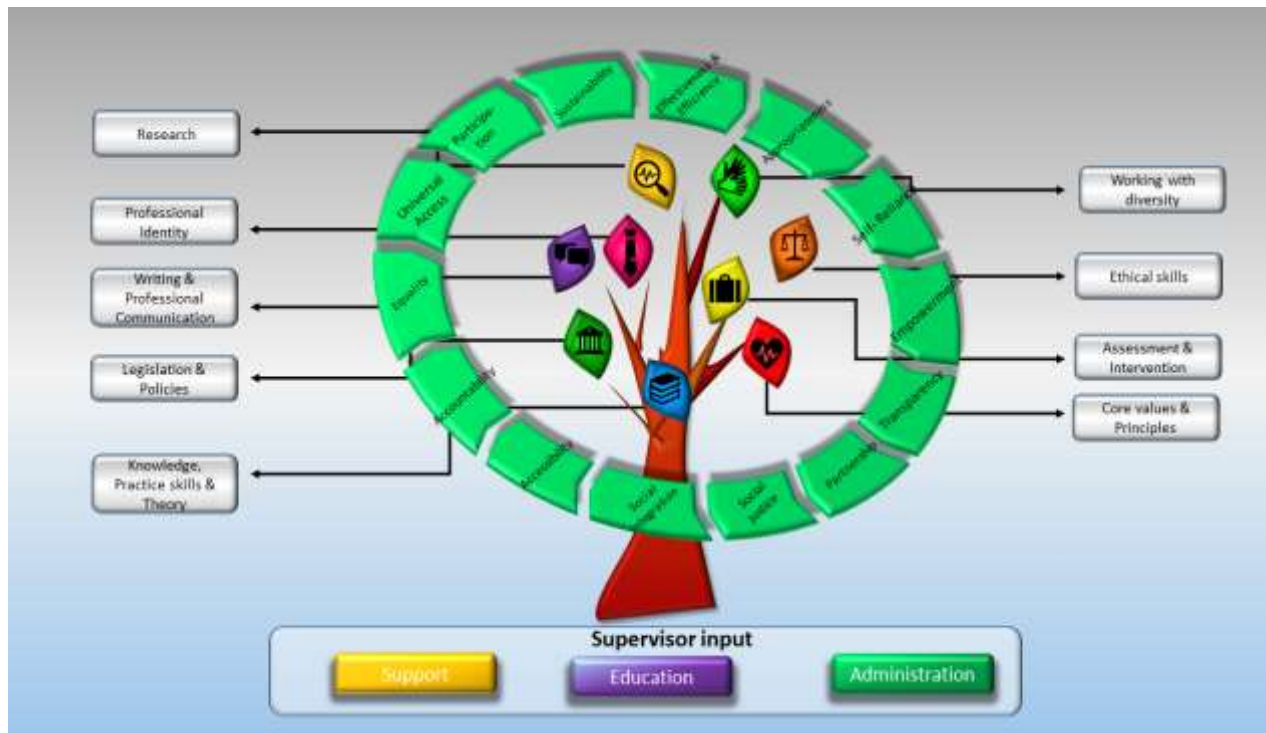


Figure K-4: Integration of skills groups, functions of supervision and the principles of the Developmental Approach

The following section will share a few thoughts on each of the principles when applied to supervision to initiate thinking and apply the principles of the Developmental approach to supervision (indicated in the green circle).

It should be noted that the principles support each other, coincide and be implemented in an integrated manner.

3.1 APPROPRIATENESS

Appropriateness refers to supervision aligned with the needs of the social worker, the context in which services are rendered and the organisational goals and objectives. For example, supervision should empower a social worker to render effective, professional services that focus on the needs and realities

of communities (DSD, 2012a:18). Similarly, to reach this objective, social worker supervision must be centred on their needs and circumstances in the context of the organisation and the general approach of social welfare services in South Africa (SACSSP, 2016:39).

Social workers should engage and actively participate in matters concerning their process of professional growth, learning and change (DSD, 2005:10; Rautenbach & Chiba, 2010:12; Lombard, 2019:51,59-60). The social worker must be able to give input into the supervision process, the desired outcomes and the pace of supervision. The supervisor and social workers are seen as partners in the supervision process, and both should accept accountability for the supervision process.

Engelbrecht (2019:10-13) supports this principle and recommends constructing an exact definition based on the developmental approach. Indigenous theories, perspectives and practice models should be developed and implemented to ensure appropriate supervision in South Africa. Appropriateness also implies that social work and supervision adhere to the ethical values highlighted in the ethical code (SACSSP, 2007:4).

The challenges experienced by supervisors and supervisees should be addressed within the context of the lack of funding, human resources and workloads. The impact of problem focussed theories should be minimised, and supervision should be informed by indigenous, decolonised approaches to address the supervision of social workers appropriately (Engelbrecht, 2013:462-465, Engelbrecht, 2019a:17-20).

Appropriate educational strategies should be implemented in supervision to refrain from clinical practices in supervision in South Africa. Supervision training must be aligned with the developmental approach. Supervisors must be trained in implementing theories, techniques and approaches that reflect the nature and principles of the developmental approach. Supervisors should be cognisant not to use problem-focused approaches as it contradicts developmental supervision.

To promote appropriateness, the supervisor should ensure that the developmental goals of the social worker are aligned with the needs of the practice and the specific social worker. General, vaguely defined developmental goals should be avoided. Instead, developmental goals should follow a proper assessment, and the process should include the participation of the social worker.

From the discussion, it is clear that appropriateness is embedded in the nature of supervision. Supervision should thus easily align with the developmental approach by being true to the core expectations and definition of supervision.

3.2 ACCOUNTABILITY

Social work is a highly regulated profession, and social workers' accountability as professionals is continuously emphasised. Therefore, it is expected of service providers to comply with all legislation, policy and regulations (DSD, 2005:11; DSD, 2013a:11), and services rendered to the community should at all times adhere to all relevant legislation and policies and regulations.

The Policy guidelines for the course of conduct, code of ethics, and rules for social workers (SACSSP, 2016:7) use the term professional responsibility, whereby social workers are required to uphold professional standards and accept appropriate responsibility for their behaviour. The Code of Conduct further emphasises that social workers should take responsibility for adapting their methods to the needs of different service users.

In supervision, the supervisor should thus ensure that social workers take appropriate responsibility and that skills and knowledge be developed so that social workers are empowered to adapt methods to meet their needs as required. In addition, the supervisor should be concerned about the social worker's ethical compliance during the social worker's practice.

Supervisors are accountable for supervisees in at least two ways: Firstly, the supervisor is responsible for rendering a supervision service that will ensure that services rendered are of high quality, and secondly, supervisors can be held liable when there is a complaint about possible misconduct by the social worker (SACSSP, 2016:38). To ensure accountability of the supervisor and social worker, the expected outcomes and standards for service rendering should be communicated explicitly. Developmental plans should guide the implementation accordingly. The accountability of both parties can be reinforced and managed by skilfully implementing the functions of supervision focussed on the outcomes specified.

3.3 ACCESSIBILITY

Supervision should be accessible in terms of physical and geographical conditions, time, language and need (DSD, 2005:11; DSD, 2013a:10). To ensure accessibility, all aspects relating to supervision should be communicated openly and transparently between the social worker and the supervisor.

Implementing this principle requires social workers and supervisors to actively remove barriers preventing the social worker from accessing supervision.

Accessibility of supervision refers explicitly to the requirements for supervision stipulated in the Supervision Framework for the Social Work Profession in South Africa that, amongst others, require

that the duration and frequency of supervision of social workers (DSD, 2012a:27) are determined by the level of experience, the complexity of the work and the number of hours worked by the supervisee. The Framework also stipulates a ratio of social work supervisor to social worker that should be implemented. The accessibility of supervision in terms of geographical conditions, time and need are, however, often frustrated due to structural supervision issues that include scarce resources, unmanageable workloads and counter-productive working conditions of both supervisors and supervisees (Engelbrecht, 2013:456; Shokane et al., 2017:278, 279 & 285). The realities faced by supervisors that would limit the accessibility of supervisees to supervision could include the great distances that supervisors have to travel, the number of supervisees that supervisors are responsible for, exceeding the ratio provided by the Department of Social Development (2012aa:32)

The use of technology can improve accessibility. When a strong supervision relationship is established, the parties can alternate between in-person supervision and online platforms such as zoom, skype and Microsoft teams. This way, the supervisor will save on travelling costs and time. Using alternative forms of supervision can also supplement the supervision and add value to the development and support of a social worker. Group sessions addressing similar issues and providing a platform for debriefing can be used successfully to increase accessibility. Additional group programmes, for example, a developmental group for newly qualified social workers, can supplement supervision.

The supervisor and social worker must also attend to the emotional accessibility of supervision. The supervisor needs to create a space where the social worker experiences psychological safety and feels free to share and receive assistance. The supervisor must continuously focus on the principles of the developmental approach to increase the emotional accessibility of supervision. Building a positive relationship with the social worker is one of the essentials for the success of supervision. Supervisors must be cognisant of potential emotional barriers and power games social workers may play. These phenomena must be managed effectively to ensure the effectiveness of supervision.

3.4 EMPOWERMENT

The New Dictionary of Social work (Terminology Committee for Social Work, 1995:21) defines empowerment as “a process whereby individuals or groups attain personal or collective power that enables them to actively improve their living conditions.” Regarding supervision, social workers need to be empowered to gain greater control and influence in their decisions regarding services to service users and the use of resources in social work. Social workers face complex situations daily, and effective decision-making is essential. In child protection, these decisions often involve the best interest and safeguarding of children, as described in the Children's Act 38 of 2005. Social workers need to develop their skills, strengths and competencies to improve the outcomes of service rendering

(Engelbrecht, 2010b:6; Everett, Miehl, DuBois, Garra, 2011:253; DSD, 2012a:21; Engelbrecht, 2019b:160-163; Jacques, 2019:192-193). Although supervisors are mainly approached for advice and co-responsible for the decision, the social worker should be able to decide at the appropriate moment. Social workers who are experienced and empowered to analyse the information and make an adequate risk assessment could be more confident in making these difficult decisions.

Supervision should be planned and implemented in such a way that it promotes the empowerment of social workers. Social workers should be dedicated to implementing the developmental approach.

The empowerment of social workers can be enhanced by developing appropriate developmental goals based on the strengths and needs of the social worker. This can be done more effectively if the social worker is appropriately assessed.

The supervisor can also deliberately focus on developing a strong supervision relationship based on respect, honesty and transparency. Within a strong, sound supervisory relationship, the parties can collectively work towards empowering social workers.

3.5 EFFECTIVENESS & EFFICIENCY

Objectives should be achieved cost-effectively. Organisations and social service professionals must balance the available resources and the growing need in communities to provide a service that ensures the organisation's survival and addresses the vast needs of communities (DSD, 2005:11).

The Supervision Framework (DSD, 2012a:10-13) stipulates that the desired outcome of supervision would be social workers being effective and efficient in service rendering, resulting in excellent quality services to the service users. In addition, various authors confirm that the effectiveness of social work practices correlates with the quality of supervision received by a social worker (Hughes, 2010:1; Howe & Gray, 2013:1; Engelbrecht, 2015a:127,160; DSD, 2016:257; New Dictionary of Social Work, 1995:64; DSD, 2012a:13; Noble, Gray & Johnston, 2016:18; Shokane et al. 2017:279; Silence, 2017:14; Hafford-Letchfield & Engelbrecht, 2018:329).

The decline in productivity and quality of services due to a lack of supervision is also widely documented (Botha, 2000:1; DSD, 2006:23,33; DSD, 2012a: 8; Engelbrecht, 2015a:138; DSD 2016: 257).

It seems, however, that the effectiveness and efficiency of supervision in South Africa are challenged by scarce resources (Engelbrecht, 2013:456; Shokane et al., 2017:285). The first challenge that negatively impacts the effectiveness of supervision is that supervisors are not trained as specialists in

supervision (Engelbrecht, 2013: 460-461; Shokane et al., 2017:279). As a result, Supervisees referred to the implementation of supervision as outdated, which is not implemented professionally with specialised knowledge and skills from the supervisor. Secondly, supervisors' workloads cause sessions to be delayed or cancelled (Engelbrecht, 2013:462; DSD, 2016:280; Shokane et al., 2017:279). Thirdly, supervisors experience conflict between the performance of managerial tasks and supervision, resulting in problems with power dynamics and uneasy alliances (Engelbrecht, 2013:462; Shokane et al., 2017:279). These challenges are detrimental to the effectiveness and efficiency of supervision.

Supervisors need to be trained as specialists in supervision. Well-trained and equipped supervisors will be more able to navigate the entire supervision process with all the different elements that impact supervision more effectively. The workloads of supervisors also seem to be a daunting challenge. Although scarce resources limit organisations' ability to appoint more supervisors, this challenge can be addressed by creatively using alternatives to manage the supervisor's workload more efficiently. For example, online platforms could save travel time and costs, increasing the supervisor's availability. The use of group programmes can also add value to the supervision process. If the supervision of social workers is outcomes-based and social workers are empowered to advance to consultation, the supervisor would be allowed to focus more on the development of less experienced social workers. This would, however, require that the process and nature of consultation be explicitly clarified and managed appropriately.

3.6 EQUALITY

Resources should be distributed based on needs, priorities and historical imbalances (DSD, 2005:11; Patel, 2015a:355-358). Communities and groups that previously had no access to services should have priority access to services available to correct previous imbalances. Organisations often establish service points in communities to ensure an equal distribution of services. This will give service users more access to social welfare services in rural communities. Projects and services are taken to the communities where the greatest need is and where services were historically unavailable.

Through supervision, social workers should be steered to render services and distribute resources to advance equal access. Supervision should assist social workers in directing their focus on areas where services are most needed. Supervision of social workers should be based on the needs and priorities of the social workers and the service rendered to the community (Engelbrecht, 2010a:333; Engelbrecht, 2010b:6; Everett et al., 2011:253; DSD, 2012a:21).

Supervision must be implemented diligently to ensure that the progress of social workers increases their sustainable growth and development to improve equality. If a social worker advances to a level

where she has gained more experienced, the supervisor's input can be adjusted. More experienced social workers will be required to perform more independently, which in return will allow the supervisor to focus more intensely on the development of the less experienced social worker. Progressive skills development can only be implemented if it is clear what is expected of social workers, what skills are needed and if outcomes of supervision are planned and implemented accordingly.

3.7 PARTICIPATION

This principle is also highlighted in the roles and responsibilities of the supervisee as stipulated in the Supervision Framework for the social work profession in South Africa (DSD, 2012a:23). Firstly, in supervision, the supervisor should ensure that the social worker encourages and implements service users' participation in service rendering. The supervisor should ensure that the planning and implementation of services support service users' participation. Social workers need to accept responsibility and act in their professional development. Supervisors expect social workers to be informed of their needs in supervision. Active involvement in planning supervision, identifying objectives and needs, and planning the agenda and the individual development plan for supervision is essential. Supervision is an interactive process that requires active participation by the supervisee (DSD, 2012a:18).

Challenges in implementing this principle in supervision could include reluctance from the social worker to participate in supervision actively. In the past, a greater emphasis was placed on the supervisor's administrative (managerial) role that focussed more on ensuring service standards (Engelbrecht, 2019b:158-160; Kadushin, 1992:60-62), adherence to legislation and policies and measuring if goals are reached. The supervisor would thus be responsible for quality control, performance evaluation and control. Supervisors are senior personnel members with experience and are seen by most social workers as authoritative figures. In performing these tasks, supervisors might be experienced as authoritative.

The fast-paced nature of social work also could add to the fact that processes are implemented in a less participatory nature. If social workers do not work in a participatory way, one of the core concepts of the developmental approach is compromised. Although the social worker might experience that the service rendering proceeds much quicker, the implementation would not be according to the developmental approach that emphasises participation. As a result, supervision could quickly become a discussion where specific attention is given to step-by-step instructions to the supervisee on dealing with particular cases. There is a risk that the social worker only applies the guidance received to the specific case. The internalisation of the advice to allow the social worker to gain experience and develop generalised skills might be hampered. Social workers might struggle to apply the advice to

future similar situations since they did not participate in determining what should happen to help the service users. The experience was not fully used as a learning experience.

The participation and cooperation of social workers in supervision are incorporated in most definitions of supervision. They are one of the contributing factors to the success of supervision (cf. 1.6.1). If social workers do not actively participate in supervision sessions, there is a possibility that they might not take responsibility for their growth and development. The supervisee would become an inactive partner, and development would be regarded as an external process inflicted on the supervisee.

Active participation should be agreed upon, and the supervisor should create a space for the social worker to participate. The expectation of reciprocal participation should be included in the supervision contract, and throughout the implementation of the supervision process, techniques used by the supervisor should encourage participation. One example of participation would be if the social worker and the supervisor sit down with the framework of skills and give inputs in the social worker's assessment. The parties can substantiate their evaluation of a specific skill with specific evidence from practice and reach an agreement in terms of the developmental level and outcomes of the social worker.

3.8 PARTNERSHIP

The developmental approach stretches the importance of partnerships in addressing the needs of communities. The social worker's role would be to establish and strengthen partnerships in implementing the developmental approach. The essence of supervision is that it takes place within a positive, anti-discriminatory, interactional relationship (DSD, a:18). Subsequently, the Supervision framework for social work professions refers to the different practice environments and the organisational structure that apply to the implementation of supervision (DSD, 2012a:21; Jacques, 2019:196-198). To function effectively in the practice setting, a social worker must have the ability to form partnerships with a supervisor, colleagues, other role players and the service users. All these parties would have specific responsibilities. Skilful management of partnerships will thus contribute to the quality of services rendered to the service users.

As indicated earlier, the Supervision framework also refers to aspects such as contracting, accountability and negotiating the nature of supervision, which all imply that supervision relies on a partnership between the supervisor and the supervisee (cf. 3.3.6 & 3.3.8). Supervision is an interactive process with distinct responsibilities for both the supervisor and the supervisee (cf. 4.10).

During the contracting phase of supervision, the nature of the supervision relationship and expectations should be communicated in detail. The accountability of both parties should be

highlighted, and the terms of the relationship should be elaborated. How the supervisor navigates the supervision process and relationship must enforce the principle of partnership. During the supervision process, the supervisor should allow the social worker to give inputs and communicate needs. Both parties should collaborate in identifying challenges and solutions. The supervisor should set the tone in the supervision relationship and skilfully develop the social worker's skill to manage supervision as a partnership.

3.9 SELF-RELIANCE

The Developmental Approach emphasises the development of human capital (DSD, 2004:3). In the supervision of social workers, it will mean that the supervisor should use the strengths of the social worker as a point of departure and create an enabling environment to facilitate the growth and development of the social worker. Social workers should be developed and empowered to effectively use strengths and capabilities to manage challenges appropriately and provide professional service.

Social workers should be connected to their environment to benefit each other and make them more effective individually and collectively in efforts toward a better professional life (DSD, 2005:10; Lombard, 2019:59). This includes leadership development, decision-making and planning skills.

Due to the emotional strain of social work, social workers have to find, develop and explore resources in their personal and professional lives (Greer, 2016:2-3). The resources vested in the lives of social workers should assist them in coping with the demands of their careers and preventing burnout (Van Zyl-Edeling, 2006:165). Social workers must identify and explore the relevant personal resources to cope with stress, complex decision-making, vicarious trauma, and the profession's demands (Van Zyl-Edeling, 2006:165-177). A study by Alpaslan & Schenck (2012:376-378) indicated that social workers are overwhelmed with the job demands and struggle to balance that with the resources to promote self-care. The challenges and overwhelming demands of working as a social worker are also indicated by various other documents relating to social work practices in South Africa (DSD, 2006:33; DSD, 2016:53, 86, 88, 122; Shokane *et al.* 2017:278-279; Alpaslan & Schenck, 2012:367; cf. 1.2)

Social workers need to manage the involvement of various role players to manage the service rendering process effectively and develop the service user's ability to deal effectively with challenges. In child protection services, this is often one principle that brings some challenges. Social workers often have to safeguard a child and work on the development of self-reliance of the parents. The child protection social worker may experience conflict because of children and parents' contradicting perceptions and needs (cf. 3.5.3-3.5.4). Social workers could find themselves torn between caregivers and children. Due to the nature of services, service users are seldom willing to participate in service rendering and improving their self-reliance. The result is that children often become inactive partners

in the helping process. Empowerment requires active participation in the development process to achieve sustainable change. To promote self-reliance, the supervisor needs to assist the social worker in identifying strengths and weaknesses. The developmental plan should focus on enhancing strengths and developing coping mechanisms. The development of skills of the social worker in supervision should aim at improving the resilience of social workers to increase the ability of the social worker to positively respond to threats and challenges (Greer, 2016:20). The social worker should be enabled to use their strengths to make the best use of growth opportunities.

3.10 SOCIAL JUSTICE

As a value of social work's professional, ethical code and a key concept in the developmental approach, social justice is different from the other values of social work (e.g., human dignity, worth, humanity, integrity) (Jordan, 2013:241; SACSSP, 2016:6; Lombard, 2019:53-54;58). Most of these values are concerned with the intrinsic value of individuals, ethics of practice, honesty and proficiency. The other mentioned values involve actions managed and implemented by social service practitioners, while political decisions and economic processes influence social justice.

In implementing supervision, the supervisor and supervisee should adhere to ethical principles and ensure that the implementation reflects honesty, human dignity and integrity (SACSSP, 2007:5-7; DSD, 2012a: 21-23). In addition, ethical principles should be visible in direct services to the service users and form the foundation of the supervision relationship.

In terms of supervision, the supervisor should see to it that the social worker has adequate opportunities and resources to perform the tasks required of the social worker. The supervisor must assist in distributing organisational resources aligned with the expected outcomes and a fair division of opportunities for social workers. The supervisor might also have to advocate externally for access to resources such as funding or services of other role players.

A supervisor is often employed in a middle-management position, and care should be taken that the supervisor distinguishes between power and authority (Reyneke, 2019:42). In supervision, care should be taken not to use managerial authority to motivate employees. The supervision relationship should not be used in a coercive way. The misuse of power by the supervisor will reflect social injustice towards the supervisee. In the supervision relationship, the supervisor must allow sufficient opportunity and fair treatment and provide ample encouragement for the social worker to participate in the supervision process actively. The supervisor must develop the skill to balance authority and participation within the supervision relationship.

3.11 SOCIAL INTEGRATION

According to the White Paper for Social Welfare (RSA, 1997:58), the circumstances and changes in South Africa generated considerable social costs for individuals, families and communities. These could be seen in family disorganisation and social disintegration in society. In addition, a breakdown of traditional support systems leads to various problems experienced in society, negatively impacting the well-being and quality of life of families and individuals.

The Scope of Practice of social work (SACSSP, 2016:5) indicates that social work specifically focuses on the interaction between people and the socio-political, economic and cultural environments, which affect the ability of the individual to accomplish life tasks, deal with challenges and improve their quality of life. The said disintegration implies that social workers have to focus on the social integration of distressed people. According to the developmental approach, communities and individuals have the inherent capacity to develop internal and external resources in the community to meet the needs of the members of the communities (Engelbrecht, 2010b:48-51). Therefore, integrating different role players and social institutions (e.g., schools, churches and families) should work towards meeting the needs of individuals in the community (cf. 3.4). All services, policies and programmes must encourage fair access to resources and opportunities to enhance the quality of life. (DSD, 2005:11).

Supervision aims to ensure that effective and efficient services are rendered to the service user (Botha, 2000:1; DSD, 2006:23,33; DSD, 2012a: 8, 13; Engelbrecht, 2015: 138; Jacques, 2019: 194-195; DSD 2016: 257). Supervision should guide social workers to promote social integration and the mobilisation of resources in communities that would increase the capacity of individuals, families and communities to deal with challenges effectively. Social workers must be encouraged and equipped to identify and mobilise resources in their communities that complement and support their services. Through service rendering, the network of resources in communities should be strengthened, and challenges that community members might experience should be addressed. Social integration and resource networks should also prevent unnecessary duplication of services.

3.12 SUSTAINABILITY

Social work should aim to facilitate sustainable change; therefore, long-term maintenance of desired goals should be possible (DSD, 2005:11; Lombard, 2019:53-54). The effect and impact of services should last even if the services are terminated. Resources that are developed, established and mobilised should continue to address the needs of community members without the welfare system's continuous involvement.

Sustainability in the supervision of social workers is fundamental. It is expected of social workers to gradually cope more efficiently and effectively with the decisions they have to make and the pressures of their work. Supervision should not foster dependence. Social workers should gradually improve their skills and knowledge and show the effectiveness and the ability to make decisions if supervisors are unavailable. (DSD, 2012a:43; Engelbrecht, 2019b:155-156; Jacques, 2019:193). Social workers must be able to transfer experience and knowledge from one situation to another, resembling similar situations (DSD, 2012a:43; Engelbrecht, 2019b:156; Jacques, 2019:193-194). Supervision should focus on developing general skills and knowledge of social workers that could be applied in similar future situations. The growth and development of the social worker will be sustainable if supervision is focused on specific outcomes aligned with practice and meet all the requirements of the developmental approach. The result will be suitably empowered social workers that render professional service of a high standard.

3.13 TRANSPARENCY

The goal of supervision is to ensure that the service rendered is professional and adheres to impeccable standards (cf. 1.6.1, 4.4, Engelbrecht, 2019b:155). Transparency in supervision is one of the principles embedded in various aspects of supervision. Firstly, the supervisor must ensure that services that are rendered adhere to the principles of the Developmental Approach. For this reason, supervision should advocate and enhance transparency in services to the service users, and social workers should be assisted in effectively implementing the principle of transparency in service rendering. Furthermore, transparency in the supervision relationship is critical to ensure coherent implementation of the other principles, such as partnership, empowerment, participation, effectiveness and efficiency. Social workers must know what is expected of them and their challenges and strengths to ensure professional services and that supervision outcomes are achieved. The core of supervision reflects transparency through the following aspects:

The Supervision framework (DSD, 2012a:10) refers to supervision as an interactional process that implies that both parties are actively involved in the supervision process and that openness and access to information are essential. The Supervision framework (DSD, 2012a:27) further refers to the supervision contract that should be negotiated by the parties and also that both parties should sign records, notes and significant decisions in supervision.

The supervision framework is also clear that supervisees should be involved in the planning of supervision, drafting of the developmental plan and, subsequently, performance appraisals. This implies that supervisees are required for the entire process of supervision. Supervision is thus intended to be a transparent process.

The Supervision framework communicates the principle of transparency in assessing the supervisee's needs, planning and conducting supervision, evaluating the performance and subsequently drafting a developmental plan for the social worker. In addition, the supervision process relies on an active, reciprocal partnership, as indicated in the discussion. Thus, supervision strongly emphasises transparency by advocating the involvement of the social worker in all phases of the supervision process (cf, 4.11.1-4.11.6).

3.14 UNIVERSAL ACCESS

In terms of the supervision of social workers, universal access could pose some challenges. The supervision framework for social workers (DSD, 2012a:32) makes provision for newly qualified/less experienced social workers to have formal supervision at least twice a month. In contrast, more experienced social workers could have supervision monthly. Challenges experienced by Non-profit organisations include a lack of human resources, and often supervisors would travel long distances for supervision which has a cost implication and place pressure on the supervisor in terms of time. The social worker: supervisor ratio proposed by the supervision framework (DSD, 2012a:31) is one supervisor for every ten social workers if supervision is the only actual performance of the supervisor. If the supervisor has additional responsibilities, the ratio is one supervisor for every six social workers. This ratio does not consider the realities of supervisors travelling long distances to provide supervision.

The experience in practice is that supervisor positions could be vacant for an extended period. For example, the organisation that the researcher works for had two vacancies for supervisors for almost 12 months. All attempts to fill the positions were unsuccessful, mainly because of the remuneration package the organisation could offer and the area that the supervisor has to cover.

In many instances, the NGOs do succeed in honouring the supervisor: social worker ratio, but supervisors must travel great distances to visit offices in small towns. The effect is that supervision has to be planned well to address all the needs of the social workers in the time that the supervisor can visit the specific office. The use of technology to counter the challenge of travel times is underutilised in practice. The reasons for this will have to be explored.

Universal access can be addressed more effectively using supplementary methods or online platforms. For example, additional zoom sessions with newly qualified social workers would assist the supervisor in meeting the requirement of seeing them twice a month. In addition, supplementary group programmes focussing on common challenges could stimulate peer support among less experienced social workers and allow the supervisor to address the group on the same issue at once.

Effective management of consultation in supervision (cf. 1.7, DSD 2012a:19-20, 28,31) would encourage the progressive development of social workers. Furthermore, more experienced social workers receiving effective consultation will allow the supervisor to spend more time developing less experienced social workers.

As discussed above, these fundamental principles provide the direction for social welfare services. The application thereof will have a specific angle when social welfare services are rendered from a developmental approach. Although social workers and supervisors have a general understanding of these principles, there might be a lack of clear conceptualisation of the principles and subsequently practice guidelines for implementing these principles both in social work and supervision practice. Social workers coming from different cultural backgrounds and different social spheres could interpret these principles in different ways. The supervisor must therefore promote self-awareness and sensitivity to prevent conceptual confusion that will hamper the progress of the developmental approach (Lombard, 2019:52).

Although the generally accepted principles of social work are still honoured within a developmental social welfare framework, it is evident that the principles indicated in the Integrated Social Delivery Model (DSD, 2005:10-11) are much more specific and explanatory of what is expected within developmental social welfare. However, the challenge for social workers and supervisors seems to remain translating these principles into practice. There appears to be a lack of consensus on how to apply the developmental approach to social work. There could be several variables contributing to the lack of consensus. Two factors that could play a vital role seem to vary in interpreting each value. First, a lack of consensus might exist in the meaning and application of each value. A second prominent variable is an application of the international theory base that stems from residual and institutional approaches. Although the theory might not be entirely appropriate, social workers and supervisors must apply it purposefully and adapt it to fit the context of services rendered in South Africa.

4. DIFFERENT SKILLS IN THE DEVELOPMENT OF SOCIAL WORKERS

Although the framework primarily refers to professional skills (CHE, 2015: 6-10), it is essential to acknowledge that many personal and general workplace skills directly impact the functioning of the social worker. Therefore, although most of the supervision inputs should focus on occupation-specific skills, the development of the social worker might be hampered if the other skills are ignored. Some of these skills could be identified as:

Table K-25: General workplace, Occupation specific and Emotional intelligence skills in the workplace

General workplace skills	Occupation specific skills	Emotional intelligence
• Effective communication • Teamwork • Conflict management • Time management • Flexibility • Adaptability • Leadership • Stress Management • Problem-solving skills • Decision-making skills • Demonstrate initiative • Set goals & Objectives • Positive work attitude • Concern for others • Interest and enthusiasm • Empathy • Problem-solving • Planning	• Knowledge, practice skills and theory • Assessment & Intervention skills • Working with diversity • Core Values & Principles • Legislation & Policies • Professional communication • Professional identity • Ethical skills • Research	• Self-awareness • Self-Management • Self-assessment • Self-confidence • Self-control • Trustworthiness • Conscientiousness • Adaptability • Achievement drive • Initiative • Empathy • Service orientation • Organisational awareness • Self-care • Influence • Communication • Conflict management • Leadership • Change catalyst • Teamwork • Collaboration\

(Wilhelm, Logan, Smith & Szul, 2002:19-21; CHE, 2015:6-10; Hess & Bacigalupo, 2013:202-220)

Integrating these three skills groups will reflect the social worker's holistic development. The link between these different skills-groups is essential and contributes to a social worker's ability to provide effective, professional services.

5. PROCESS OF SUPERVISION

The definition of supervision articulates that supervision is a scientific, theory-based process (cf. 1.6.1). Different authors suggest different processes, but Engelbrecht (2019:175) concludes that a cyclical approach most effectively supports supervision from a developmental approach. The formulation of specific outcomes is critical for the development of the social worker. However, in addition to the outcomes and the developmental principles, supervisors should be cognisant of the supervision process.

This framework supports the progressive nature of development. It allows supervisors and social workers to engage in a continuous process that focuses on specific outcomes founded on expected practice standards designed according to the identified skills groups (cf. 4.10.1 – 4.10.9). The following section will briefly refer to the supervision process and align the practice standards and principles of the Developmental Approach with the process.

The cyclical process introduces six phases and specific tasks associated with each of the phases. The phases identified in the cyclical process are illustrated in Figure K-5:



Figure K-5: Cyclical process of supervision

This framework will suggest that the social worker is expected to progress to a more advanced level of professional development. New outcomes will be defined based on the practice standards and the social worker's progress. In each supervision phase, the principles of the Developmental Approach

should be embedded in the relationship and actions of the supervisor and the social worker. All the principles apply to every stage in the supervision process. In the discussion of each phase, some principles will be articulated to illustrate the integration of the principles and the processes.

5.1 PHASE 1: ENGAGEMENT PHASE

The first phase identified is the engagement phase. The engagement phase will either start a new supervision relationship or a redefinition of outcomes once the previous outcomes are evaluated. The engagement phase is critical for introducing the principles of the developmental approach to supervision. During the engagement phase, the supervisor and social worker should define the terms of the relationship. From the onset of the supervision process, the implementation should reflect partnership, participation, transparency, and accessibility. The first task is to draft a job inventory and identify skills that are required from a social worker (Engelbrecht, 2019c:175-176). This process should be inclusive of the social worker and supervisor's input. The practice standards formulated earlier provide structure and inform the job inventory. In addition, the practice standards will inform the expectations and allow the supervisor and social worker to agree on the expected standard.

The supervisor is responsible for introducing the principles as a standard for supervision. Therefore, it will require the supervisor to have advanced knowledge of the principles of the Developmental Approach, the practice standards as well as the process of supervision.

5.2 PHASE 2: ASSESSMENT PHASE

Once the abovementioned inventory is created, the assessment of the social worker's skills concerning the inventory should be assessed (Engelbrecht, 2019c:175-176). The assessment focuses on identifying the social worker's strengths, capabilities and needs and measures against independent criteria (practice standards) to guide the rest of the supervision process (Engelbrecht, 2019c:177). The assessment should be transparent and participatory and focus on the effectiveness and efficiency of the social worker. The job inventory informed by the practice standards should form the foundation of the assessment.

The experience level of the social worker should be considered and used to determine supervision outcomes. As suggested by the framework, supervisors should link the expectations of the social workers with their experience level. In addition, the assessment should focus on integrating skills, knowledge and attitude, as discussed earlier in this document.

5.3 PHASE 3: PLANNING

The main focus of this phase is to translate the information gathered in the assessment into clear, specific, actionable goals. This actionable goal will be used to draft the development plan with detailed outcomes that will focus on the needs of the individual. Therefore, the conducted assessment informs the formulation of outcomes and should relate to the practice standards (2019c:178).

During this phase, the implementation of supervision founded on the principles of the Developmental Approach remains critical. The said principles define the nature of the supervision relationship. As the supervision relationship grows, the intensity and visibility of the principles should increase. The supervisor must create a safe space for transparency and participation.

The details around the outcomes of the Development Plan will reflect the implementation of the supervision functions (cf. 4.9.1 – 4.9.3). The supervisor and social worker will agree on the specific inputs of the supervisor to enable the social worker to achieve the required outcome. For example, some outcomes will require educational input, while others might need support or administrative input from the supervisor. The supervisor must balance the inputs (supervision functions) with the desired outcomes (practice standards).

5.4 PHASE 4: CONTRACTING

The supervision contract is a written document signed by the social worker and the supervisor. Drafting the contract requires negotiation between the supervisor and social worker and results in a commitment from both (DSD, 2012a 27; Engelbrecht, 2019c:179). This implies participation, transparency and a partnership.

The contract is a mutual agreement that stipulates the details of the subsequent steps that will follow and focus on achieving the outcomes. The contract includes practical information such as the format and scope of supervision, outcomes, tasks, roles and responsibilities and logistical arrangements such as frequency, duration and how the parties will deal with interruptions and cancellations (Engelbrecht, 2019c:179).

The purpose of the contract is to transparently agree on the way forward and promote empowerment, ownership and accountability (Engelbrecht, 2019c:179). This reflects the principles of the Developmental approach as it encourages partnership, participation, transparency, empowerment, sustainable change and the focus on effective and efficient services. This is a highly individual process and contributes to appropriate and sustainable supervision.

5.5 PHASE 5: IMPLEMENTATION

The implementation phase is where the supervisor creates a space in which the social worker is exposed and participates in opportunities to facilitate growth and critical reflection and support the progressive development and integration of skills, knowledge and attitude concerning the practice standards. Again, this phase should embody all the principles of the Developmental Approach. In addition, the supervisor must skilfully implement techniques to support the development of the social worker and employ general interviewing and reflection tools (cf. 1.6.1, 4.8.1-4.8.4) to encourage the growth of the social worker (Engelbrecht, 2019c:180).

Practice standards also refer to adequate recordkeeping to enhance the process of development. Each supervisee should have a supervision file in which the supervision process is well documented. Both supervisors and social workers should actively participate in report writing that includes critical reflection and planning of the implementation of the developmental plan. In writing reports, both must demonstrate the practice standards related to professional communication and all the requirements thereof.

The focus on outcomes and principles such as participation, transparency, partnership, effectiveness and efficiency, sustainability and empowerment also allow for portfolios of evidence as a form of evidence-based practice. For example, in addition to the evidence in the supervision file, supervisees can compile portfolios that include additional reflections, evidence of development and demonstration of competencies.

The integrated and balanced use of support, education and administrative inputs should support the agreed-upon outcomes. The outcomes should be the focus, and the supervision functions should contribute to reaching the outcomes. The supervision functions should be integrated and supportive of the principles and practice standards.

5.6 PHASE 6: EVALUATION

The last phase of the cyclical process of supervision is evaluation. Evaluation is vital to establish the growth that occurred and to determine objectives for a new supervision cycle. Evaluation is an objective activity that assesses the social worker's performance over time (Botha, 2000:41). The Supervision Framework for the social service profession in South Africa states that the supervisor must perform annual performance appraisals of social work activities. Feedback should be given to the social worker. Generally, performance evaluation is experienced negatively (Botha, 2000: 241).

The deliberate implementation of the principles of the Developmental Approach will assist in continuous reflection and feedback. Ongoing transparency, participation and sustainable development might create an environment where the social worker experiences psychological safety within the supervision relationship for feedback and evaluation. This will contribute to supervisees not negatively experiencing performance evaluation. The application of the principles of the Developmental Approach ensures collaboration in defining the next cycle of goals. Transparency in expectations and collaboration between the supervisor and social worker ensures that feedback is growth orientated and focused on the outcomes. The performance appraisals will focus on the outcomes set in the development plan and determine to what extent the outcomes were reached (DSD, 2012a:34: Engelbrecht, 2019c: 182-183). This will initiate a new supervision cycle with new outcomes on a more advanced level.

The cyclical nature of the process emphasises that the evaluation phase will be followed by redefining the social worker's developmental plan and identifying new outcomes that must be achieved.

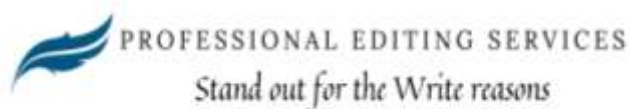
6. CONCLUSION

Supervision as a method in social work should not be implemented as unstructured, haphazard activities informed by the intuition of experienced social workers. Instead, supervision should be seen as a specialist field in social work that requires a specific focus provided by experienced and trained supervisors.

This document emphasises the importance of structure and deliberate implementation of all relevant supervision aspects, which requires the supervisor's advanced knowledge and skills. The supervisor should have sound knowledge of social work practice, supervision, and the Developmental Approach. Supervision aims to foster the growth of professional social workers. To effectively aid the growth of social workers, social workers need to acquire appropriate knowledge, skills and attitude as indicated in the practice standards.

This document provides a structure that guides the supervisor and embarks on the development of an indigenous model for supervision. The success of creating indigenous knowledge requires professionals to participate in the process of generating knowledge. Therefore, the guidelines should be implemented, evaluated, critiqued and introduced for further research. The purpose is to enhance professional social work services and professional supervision in South Africa.

Appendix L: Editor's Certificate



Gerald T du Preez

PhD

22 Clivia Avenue

Brantwood, Kuils River, 7580

+27 (21) 903-3145 | +27 (83) 325 1842

gerald9@gmail.com

Certificate of Editing

This serves to confirm that copy-editing and proofreading services were rendered to
for a doctoral dissertation entitled

GUIDELINES FOR SOCIAL WORK SUPERVISION FROM A DEVELOPMENTAL APPROACH

Madelein Nortje

with a final word count of 126 362 on 25 November 2022

I am a member of the Professional Editors' Guild (member number DUP015) and commit to the following codes of practice (among others):

- *I have completed the work independently and did not sub-contract it out*
- *I kept to the agreed deadlines and communicated changes within reasonable time frames*
- *I treated all work as confidential and maintained objectivity in editing*
- *I did not accept work that could be considered unlawful, dishonest or contrary to public interest*

I uphold the following editing standards:

- *proofreading for mechanical errors such as spelling, punctuation, grammar*
- *copy-editing that includes commenting on, but not correcting, structure, organisation and logical flow of content, formatting (headings, page numbers, table of contents, etc.), eliminating unnecessary repetition*
- *checking citation style is correct, punctuating as needed and flagging missing or incorrect references*
- *commenting on suspected plagiarism and missing sources*
- *returning the document with track changes for the author to accept*

I confirm I have met the above editing standards and professional, ethical practice. The content of the work edited remains that of the student.

Gerald T du Preez, PhD