CHAPTER TWO

SOCIAL WORK SUPERVISION

1. INTRODUCTION

Changes within the general public welfare services during the past decade have intensified the focus placed on social work supervision, particularly the administrative supervisory responsibilities. The already existing concern for accountability has been extended towards concerns for efficiency and productivity. Increasing productivity, however, requires greater managerial efficiency. Social work supervisors are the crucial element in dealing with worker efficiency and productivity. Accountability of the social services organisation starts with the supervisor’s review and evaluation of the work of the social workers. Such issues place a demand on higher visibility and importance of social work supervision.

Supervision, in-service training and staff development share responsibility for helping the social worker ascertain what he needs to know in order to do his job effectively. Budget constraints result in cuts in in-service training and staff development programs. Consequently, supervision becomes increasingly more important as a source of training and often is the only resource available to help social workers enhance their skills (Kadushin, 1992:xvii).

The professional status of social work is confirmed as it adheres to the expected characteristics representing professionalism. According to the literature there has been ambivalent feelings towards accepting social work as a profession due to the continuous supervision that social workers receive. The characteristics of professionalism are identified by Raelin (1984:5-6) and Von Glinow (1988:12) as expertise, autonomy, commitment to the work and the profession, identification with the profession and other professionals, ethics and collegial maintenance of standards. Social work supervision can be accommodated within the characteristic of collegial maintenance of standards. This characteristic refers to a perceived commitment to police the conduct of fellow professionals. The professional status of social workers can thus be accepted.

The social work profession has an influence on the practice of supervision to social workers in terms of the values it dictates for the relationship between the supervisor and the social worker as well as the technology it makes available for problem solving. Due to their professional social work training supervisors and social workers share norms, values and objectives that determine their preferences and behaviour in supervision. The policies of the social services organisation determine the structure of the supervision practice in the organisation as well as the responsibilities and expectations placed on the persons in the role of supervisor. The culture, mission and procedures of the organisation have an influence on the interaction between the supervisor and the social worker.
Ethical aspects in relation to social work supervision indicate that it is expected of a supervisor to act in an ethical, humane manner towards the social workers for whom he is responsible. There is an ethical obligation to meet the legitimate needs of the social worker, to evaluate him objectively and fairly, to refrain from taking advantage of differences in power between the supervisor and the social worker, and to implement the functions of supervision conscientiously and responsibly. It is unethical for supervisors to assign a case to a social worker who is without the necessary skills and knowledge to offer effective service. Supervisors are ethically liable if they fail to meet regularly with social workers to review their work, if they fail to provide adequate coverage in the absence of a social worker or if they fail to detect or stop a negligent treatment plan (Kadushin, 1992:498-499). This places enormous stress and pressure on the supervisor. He will not be able to handle the stress and pressure without being supported.

In order to understand social work supervision as a middle management function within the social services organisation, the main concepts of supervision that are applicable and necessary for this study are discussed. After these concepts are defined, the objectives of supervision can be identified. The transition from social worker to supervisor need to be discussed as this transition process often leads to the supervisors experiencing problems in their supervisory practice.

To perform successfully as a supervisor, certain personal and professional qualities are essential. These qualities are identified and discussed. Six functions of supervision are identified within the literature and are discussed in detail in order to identify the expectations and responsibilities of the social work supervisor. Expectations of good supervisory practice are then listed. This will provide the motivation that social work supervisors should be supported in the execution of their duties and responsibilities.

2. DISCUSSION OF MAIN CONCEPTS

2.1 Social work

The social work concept need to be defined as the study focuses on increasing accountability, efficiency and productivity within the total social work profession. Social work can be seen as the professional actions of a social worker with the aim to enhance the social functioning of individuals, groups and communities. These actions are directed at the social relationships between individuals respectively and between individuals and their environments. The definition which includes all aspects of social work and is straight to the point, is the definition Munson (1993:10) concludes to: "... organised efforts by graduates of accredited schools of social work to assist people to overcome physical, financial, social or psychological disruptions in functioning through individual, group or family intervention methods."
Smit (1994:3) identifies social work as the professional activity of helping individuals, groups and communities to enhance their capacity for social functioning and creating societal conditions favourable of this goal. The objectives of social work are to help individuals, families, communities and groups of people who are socially disadvantaged and to contribute to the creation of conditions that will enhance social functioning and prevent breakdown.

The implications of rendering social work services are that it requires trained people to work with people with personal problems and with problems in their environment. The social worker has to be able to use his personal qualities, his knowledge gained by training and his social work skills and techniques in his professional activities. He needs a supervisor who is available within the organisation with whom he can share responsibility for decision making, from whom he can receive direction and to whom he can look for support.

2.2 Social work supervision and social work supervisor

The concepts of social work supervision and social work supervisor are the central focus of this study and have to be defined specifically. Alfred Kadushin was one of the first researchers to define these concepts. He indicates that supervision was already seen as a necessary aspect of charity work in the 1880s (Kadushin, 1992:10-11). The three major components of the present supervision practice - administration, education, and support - were identifiable among the tasks executed by the early supervisor of charity work.

Pelser (1988:12-13) describes social work supervision as a process through which the supervisor and the social worker interact with each other in a structured learning situation. The learning situation is structured in such a manner that the social worker can be assisted with the development of his professional skills. It is done through the systematic exploration of existing and new knowledge, skills and attitudes as well as the correct implementation thereof in the rendering of services. The social worker is also developed and enriched with regard to his interpersonal abilities as it comes out within supervision sessions. De Wet (1991:13) concludes that supervision must enable the social worker to render a sufficient and effective service to clients.

Munson (1993:10) defines social work supervision as “… an interactional process in which a supervisor has been assigned or designated to assist the practice of supervisees in the areas of teaching, administration and helping.” The supervisor is thus assigned to supervise the social worker and the social worker is expected to be accountable to the supervisor. The supervisor has some official sanction to direct and guide the social worker’s practice.

Supervision enables the social worker to implement his professional functions on an integrated manner. It promotes and enhances the quality of the social work practice in the different
organisational settings. Supervision should be a goal orientated process with a specific timeframe according to the developmental phases of the individual social worker. In a practical view of social work supervision it is seen as the use of the supervisory role and functions in a helping relationship with a social worker to render social work services to the clientele of the organisation. (Harkness & Poertner, 1989:116; Liebenberg, 1989:19,20; McLoud, 1989a:11 and Kasselman, 1990:11.)

Kadushin (1992:22-23) defines the supervisor very comprehensively: “A social work supervisor is an agency administrative staff member to whom authority is delegated to direct, coordinate, enhance and evaluate the on-the-job performance of the supervisees for whose work he is held accountable. In implementing this responsibility, the supervisor performs administrative, educational and supportive functions in interaction with the supervisee in the context of a positive relationship. The supervisor’s ultimate objective is to deliver to agency clients the best possible service, both quantitatively and qualitatively, in accordance with agency policies and procedures.”

The supervisor has a direct and indirect role to play in the development of the social work supervisory practice. The supervisor acts as enabler as it is his responsibility to help the social worker to manage his workload effectively and to achieve the goals of the organisation. He performs the role of middle manager within the organisation and has to act responsibly in the interest of the organisation as well as the social worker. He acts as communication channel to both the organisation and the social worker and ensures that they interact with each other. The supervisor not only has an administrative responsibility, but also has to provide the social worker with professional support and guidance to ensure that he renders a cost-effective service to the client. (Liebenberg, 1989:21-22; McLoud, 1989a:12; Kasselman, 1990:12 and De Wet, 1991:14.)

Christian & Hannah (1983:98) identified four characteristics of effective supervision. These characteristics have not changed, but are still applicable in the implementation of good supervisory practice. The characteristics are:

- Productivity – monitoring and directing the activities of staff to ensure a quantity of output consistent with work performance standards and the goals and objectives of the organisation.
- Quality control – supervisor’s actions to ensure that staff performance results in a quality of service consistent with client need, legal policy, social work guidelines and organisational policy and procedure.
- Morale – actions of the supervisor to promote the positive morale and job satisfaction of the social workers.
- Education – supervisor’s actions for improving his own job-related knowledge, skills and personal adjustment as well as that of the social workers for whom he is responsible.
In theory the concepts of social work supervision and social work supervisor indicate a high level of responsibility, skills, techniques and knowledge which are to be implemented and passed on to the social workers. In the practical situation, the realities of the circumstances in which the supervisor is expected to function, such as lack of supervisory training and lack of support, lead him to perform in a stress related manner which results in the social workers not receiving the expected support and guidance.

2.3 Differences between social work supervision and therapy

The distinctive nature of the supervisory relationship between the supervisor and the social worker creates the possibility of the social worker seeking therapeutic help for personal problems or the supervisor experiencing the need to act as therapist for the social worker. The differences between social work supervision and therapy are identified to ensure that it is not expected of the supervisor to act as therapist. The supervisor should also accept the responsibility not to take on the role of therapist when it seems evident that a social worker needs therapeutic help.

Pelser (1988:20-24), Fox (1989:151-152), Liebenberg (1989:41-44) and Kadushin (1992:203-209) discussed the differences between social work supervision and therapy in detail. A few important differences are highlighted for the purposes of this study:

The social work supervisor should recognise and accept the limits and restrictions of his role. His responsibility lies with helping the social worker to become a better social worker and not a better person. The focus should be on the professional activities and on changes in the professional identity of the social worker. He has no sanction to intrude into the personal life of the social worker or to focus on changes in his personal identity.

The valid focus of social work supervision is the social worker's work and not the social worker himself. Only when the behaviour, attitudes and feelings of the social worker create difficulty in the performance of professional tasks, they become a concern to be attended to in supervision. The supervisor, unlike the therapist, is not concerned with the causes of personal pathology. His concern focuses on the consequences of such problems on the job performance of the social worker.

The therapist is free to work towards any goal as identified by the client. The supervisor is responsible for the actions of the social worker and he has to comply with the organisation's requirement that expects him to help the social worker to become an effective social worker. The objective of supervision is improved social work performance. Therapy aims at personality reconstruction. If the supervisor accepts the social worker as a client, the work standards need to
be changed. The supervisor cannot be a therapist to the social worker and, simultaneously, ensures that the standards of the organisation are adhered to.

The supervisory relationship has an implicit contract: the social worker is responsible for working towards improving his performance and continuing his professional development and the supervisor is responsible for helping him achieve these goals. Concern with personal development is unacceptable and not part of the implicit contract.

In the case where the supervisory relationship has changed to be therapeutic, the roles of the supervisor and the social worker are confused. Neither effective supervision nor effective therapy can result out of such relationship. Injustice is done to the social worker as the supervisor denies him the full benefit of a therapeutic relationship, outside the supervisory relationship, which is exclusively focused on the therapy he needs. It is important that the supervisor stays aware of the differences between social work supervision and therapy, as it can only add to the stress that he experiences within his supervisory practice if he lacks this awareness.

2.4 Consultation
Consultation is a concept that is not totally understood by social work supervisors. It is not the next phase of development after the social worker has become more independent and in less need of formal supervision. Consultation has specific functions in internal application as well as external application. It has no official sanction indicating that the social worker is free to seek consultation. He is however free to decide if he wants to implement the advice and recommendations given by the consultant. (Munson, 1993:11.)

The implication is that there should be a trustworthy relationship between the social worker and the consultant. The principles of open communication and trust applicable in the supervisory relationship are also applicable in the relationship with the consultant. Internal consultants can be the social work supervisor or a colleague within the same organisation. External consultants are usually consulted for their expertise in a certain field in which the social worker is experiencing a problem. The supervisor can play an important role in the support of using external consultants for specific problems. He can compile a list of consultants who qualifies as experts on their specific fields and make it available to the social workers in the organisation. (Pelser, 1988:399-400 and Groenewald & Van Staden, 1993:343-344.)

The importance of consultation for this study is the fact that internal consultation is the responsibility of the social work supervisor. The functions of supervision are still implemented but not as direct and specific as during formal social work supervision. The social worker has the responsibility to lay claim on the supervision functions as the need arises. However, the supervisor has a specific administrative responsibility that continues even when a social worker is on
consultation. The intensity of the administrative responsibility is decreased but the supervisor has to ensure that the policies, procedures and standards as set by the organisation are met.

Groenewald & Van Staden (1993:345-347) stress that the implementation of the functions of supervision in consultation requires a specific attitude and approach as well as certain skills from the supervisor. For the supervisor to be able to implement the supervision functions without influencing the independence of the social worker requires additional skills. The supervisor should accept that the social worker has established his own approaches and style in his professional performance. The social worker should thus be left to implement his own approach unless the client will be harmed by it.

One of the objectives of supervision is to guide and support the social worker to become an autonomous, effective professional social worker. The aim is to have the social worker on consultation, which lessens the tasks and responsibilities of the supervisor. However, as indicated above, this is not totally true. The supervisor's continuous responsibility and stress related to this "new" relationship could have a negative influence on his supervisory performance. It is important that the supervisor has sufficient knowledge of the concept of consultation and its implications.

3. OBJECTIVES OF SOCIAL WORK SUPERVISION

Social work supervision has both short-term and long-term objectives. Kadushin (1992:20) links the objectives with the supervision functions of administration, education and support. The short-term objective of the educational function of supervision is to improve the social worker's capability to do his job more effectively. It is to help the social worker grow and develop professionally, to enhance his clinical knowledge and skills to the point where he can perform autonomously and independently of supervision.

To provide the social worker with a work context that permits him to do his job effectively is the short-term objective of the administrative function of supervision. The supportive function of supervision has as short-term objective to help the social worker to feel good about doing his job.

The long-term objective of social work supervision is achieved by means of the short-term objectives. This long-term objective is to provide clients with effective and efficient services according to what the particular organisation is mandated to offer. The ultimate objective is efficient and effective social work services to clients.

Liebenberg (1989:23) refers to Atkin and Weil who identified three fundamental objectives of supervision:

- to ensure that the social services organisation renders effective services;
- to enable the social workers to perform on an optimal level according to their abilities; and
Rothmund (1992:3) approaches the objectives of supervision in a very practical manner by relating them to the social worker, the client and the social services organisation. The objectives are identified as the following:

1. Relating to the social worker:
   - promoting his opportunity for professional and personal growth;
   - promoting his relatively independent performance;
   - supporting him into integrating theory and practice;
   - fostering desirable attitudes for a helping professional;
   - improving his practice skills through relevant field guidance;
   - supporting him into experiencing maximum job satisfaction; and
   - supporting him into systematic and planned work performance.

2. Relating to the client:
   - enabling the social worker to meet a client's expectation of providing an effective and efficient service; and
   - enabling the social worker to build a positive professional relationship with the client system.

3. Relating to the social services organisation:
   - providing the social worker with a well structured work context;
   - providing him with a mandate for his professional task and with access to relevant resources;
   - giving him support in the face of his emotionally draining professional intervention;
   - ensuring his adequate orientation and in-service training; and
   - justifying the organisation's existence by ensuring a high standard of social work practice.

The more extensive discussions of Pelser (1988:13-19) and Kasselman (1990:14-21) on the objectives of social work supervision can be related to and are included in the objectives as identified by Rothmund (1992:3). For the purposes of this study the practical explanation of the objectives of social work supervision as identified by Rothmund is accepted. The objectives specify the tasks and responsibilities of the social work supervisor in order to achieve the ultimate objective of social work supervision, namely, efficient and effective social work services to clients.

4. TRANSITION FROM SOCIAL WORKER TO SOCIAL WORK SUPERVISOR

4.1 Discussion

In becoming a supervisor the social worker has to accept a totally new role within the social services organisation. The transition from social worker to supervisor implies accepting a new
position. Presumably, the social worker begins to act in the position as supervisor at once, even though little thought may be given as to how the knowledge needed for a reliable performance as supervisor is and will be attained. The implication is thus that the new position has specific functions and responsibilities for which the social worker is seldom prepared.

As a social worker, the self-satisfaction with the work itself, along with the pay and fringe benefits, may be the only concerns of the individual. As a supervisor, the primary concerns of the individual tend to shift from self-concerns to organisational concerns such as production, budgets, costs, quality standards and time schedules. The problem is that accepting a position as supervisor does not necessarily bring increases in pay benefits, status privileges and access to higher level members of the organisation. Supervision is usually an added responsibility without the tangible benefits (Du Toit, 1991:27 and Munson, 1993:38).

A lack of promotional opportunities for social workers in many social services organisations may force some competent social workers to accept positions as supervisors without a desire or adequate preparation for them. The promotion to the position of supervisor takes place mainly on the basis of the social worker's years of experience. Internal promotions are usually founded on a social worker's years of experience, the fact that he is a senior in the organisation on grounds of his age or a satisfactory number of years employed within the organisation (Du Toit, 1991:18). Training is not a prerequisite for this promotion and the lack of the necessary knowledge and skills often leads to uncertainty and stress.

Experience as social worker is not without use for the new supervisor. He can utilise his experience to the benefit of the social workers for whom he is responsible. His experience enables him to be realistic in his expectations of the social workers, as he has experienced the social work practice personally. However, experience without the necessary supervisory training leads to the supervisor depending on his own experience and the supervision he received as social worker. According to McLoud (1989a:99-100) and Munson (1993:26) the supervisor usually tends to apply the same supervisory practice to which he was exposed to as social worker. Researcher agrees that it is not to the benefit of the social workers, the organisation and the social work profession, if the style and method of social work supervision that is implemented has become obsolete.

Another problem is that in some organisations it is taken for granted that a competent senior social worker does have all the skills that he needs to be able to function as a supervisor. He only needs to re-formulate the skills and adapt them to his role as supervisor. Some of the skills and techniques implemented in social work services to clients can be used in supervision, but they are insufficient for good comprehensive supervisory practice. When supervisors rely on therapeutic skills to conduct supervision, problems can be experienced as social workers can feel that they are unwillingly placed in therapy rather than receiving supervision.
Researcher agrees with Du Toit (1991:22) that the following conditions are required of a social worker to be able to perform effectively as a supervisor:

- formal supervisory training;
- the necessary social work experience; and
- certain personality traits.

The transition from social worker to supervisor indicates an exit from the role of social worker and an entry into the role of supervisor. This implies that the patterns of behaviour or functions unique to the role of social worker be abandoned so that the new patterns of behaviour or functions of supervisor may be acquired. The transition is a difficult change involving a re-orientation of relationships with colleagues and alterations in self-perception and attitudes toward the goals and procedures of the social services organisation. Kadushin (1992:298) indicates that the additional responsibility, along with the lack of preparation, on-going support and clarity in role differentiation, combined with conflicting demands, all contribute to feelings of tension experienced by supervisors.

Researcher found the opinion of Broadwell (1990:6) on a supervisor interesting and very direct: The purpose of the position as supervisor is different from that of the social worker. The supervisor's responsibility is to get the work done through others and not to do it himself. Instead of complaining about the boss, the supervisor is the boss. Instead of complaining about policy, the supervisor is the one who must implement the policy. Instead of just waiting for someone to appraise him, the supervisor must do the appraisals of others.

Assuming the new role as supervisor in the social services organisation requires special capabilities that often become apparent only after the person is in the position for a few weeks or months. Role conflict and role ambiguity create new tensions and frustrations. Role conflict emerges from the multiple expectations inherent in the supervisory role. Role ambiguity results from confusion about the specific authority and responsibility attached to the role of supervisor. This conflict and ambiguity clearly manifest in the demanding expectations due to the change in reference group - the supervisor's role status changes from being supervised to supervising, from having fellow social workers as his peers to having collegial relations with managers (Du Toit, 1991:42,45).

An essential element to supervisory success is to know and understand the make-up of your total organisation. The supervisor should be familiar with what the social services organisation is meant to do and the function each part plays in achieving the total aim (Du Toit, 1991:51). The supervisor performs a middle management role. He is the channel of communication through which information flows vertically from management to social workers and vice versa. Verster (1992:13)
stresses that efficiency as a communication channel is achieved only with sensitivity and experience.

4.2 Adjustment process of the supervisor
The transition from social worker to supervisor requires specific changes in performance. According to Van Staden (1992:20) and Verster (1992:12) the changes that have to be made progress according to an adjustment process consisting of the following three phases:

4.2.1 Role identification
This phase may last from three to six months. The supervisor may decide to make immediate or systematic changes in adapting to the expectations of the new role. Planned supervisor’s meetings are usually very formal and not geared towards building up meaningful mutual relationships between supervisors themselves. A power struggle between existing supervisors makes role identification more difficult because the new supervisor may withdraw, not wanting to become part of the undercurrents. The supervisor may feel guilty towards his former colleagues about his new higher status. Role identification is made difficult by the stereotyping and testing of the new supervisor by the management and other social workers.

4.2.2 Role withdrawal and role acceptance
The supervisor realises that he has to invest his emotions, intellect and energy in his new role as social work supervisor and to withdraw from the familiar, comfortable, satisfying role of social worker. The supervisor is more experienced now and has mastered the supervision task. He is able to distinguish between good and bad supervision sessions and he is conscious of the essential needs of the social workers. The agenda of the supervision sessions has changed and the needs of the social workers are priority.

4.2.3 Establishing the identity of the supervisor
This phase indicates the completion of the role changeover. The supervisor has already withdrawn intellectually and emotionally from the role of social worker. Acceptance by other social work supervisors has taken place. The supervision is based on trust and confidentiality. The supervisor experiences a feeling of professional pride and integrity when the personal and professional development of the social worker progresses positively.

4.3 Dynamics present within the role of supervisor
When a successful change of roles from social worker to supervisor has taken place according to the above mentioned phases, the following dynamics will be present (Verster, 1992:14):
4.3.1 Authority
Although authority is part of the position of a supervisor (that is formal authority), it is important that the supervisor should acquire respect (that is functional authority) and not simply enforce it. When this happens there may be conflict between formal and functional authority, which could have a negative effect on the successful changeover of roles from a social worker into a supervisory position.

4.3.2 Decision making style
The supervisor’s decision-making ability is crucial for the effectiveness of his supervisory practice. It also influences the politics and dynamics of the organisation. To make a meaningful changeover of roles, it is necessary for the supervisor to keep up to date with the politics and dynamics of the organisation.

4.3.3 Relationship orientation
The supervisor has relationships with the social workers for whom he is responsible, his own peer group and the management of the organisation. In the changeover of roles the relationships have to be changed. The supervisor should build a network of relationships with his new peer group and superiors as soon as possible to obtain understanding and support.

4.3.4 Accountability and evaluation
The supervisor has to measure the inputs of the social workers and evaluate their professional development regularly. This new responsibility in the role of supervisor may result in tension. If the supervisor has been trained and has knowledge of supervision and management, the changeover can take place with the aid of the necessary knowledge, skills and attitude.

4.4 Conclusion
The manner in which this transition from social worker to supervisor takes place, has a direct influence on the supervisor’s ability to implement good supervisory practice. A general conclusion is that the stress experienced by the supervisor with relation to the expectations within his role as supervisor, can be connected to this transition process.

5. PERSONAL AND PROFESSIONAL QUALITIES OF THE SOCIAL WORK SUPERVISOR
5.1 Introduction
Wetchler & Vaughn (1991:61-69) have done a study on the effectiveness of the supervisor’s interpersonal skills. The interpersonal skills that they refer to, correspond with the professional qualities as well as the personal qualities of supervisors, as reflected in this section. In their discussion of the results of their study, the following are of interest, as it has bearing on the personal and professional qualities that supervisors has to be equipped with:
It appears that supervisor directiveness is an important skill within the supervisory relationship between social worker and supervisor. This refers to situations where social workers are stuck and they need direction on how to proceed. Social workers indicated that they often need their supervisors to spend time with them telling them what to do.

It is important for supervisors to point out the problem areas of social workers and to facilitate their identification of personal assets and areas for development. It can be somewhat of a balancing act for supervisors to point out mistakes and allow social workers to identify their own growth areas. It takes some supervisory wisdom to know when to intervene and when to facilitate. These are important aspects and have to do with the following skills of the supervisor that were identified by the participating social workers: "confronts when appropriate", "helps social worker to assess own strengths and growth areas" and "provides constructive negative feedback". "Builds social workers' confidence" was identified by the social workers as an important skill, since too much emphasis on identifying the mistakes of the social workers can negatively affect their development. This study has a bearing on how supervisors are viewed and evaluated by social workers and is thus important for supervisors.

In the literature a distinction is made between personal and professional qualities that supervisors have to have at their disposal. It is clear that the professional qualities cannot be present, or be developed without the personal qualities being internalised by the supervisor.

5.2 Definitions
5.2.1 Personal qualities
The personal qualities of an individual can be seen as the personality traits he possesses and which are distinctive of the individual. It has to do with what and who the individual is within his total being and which guides his behaviour or functioning (Realin, 1984: 76 and McLoud, 1989a:14-15).

5.2.2 Professional qualities
The professional qualities refer to the specialised knowledge and skills that are necessary for the supervisor to be able to function effectively. It has bearing on the supervisor's diagnostic skills, competent usage of knowledge, absence of own interest, autonomy in judgement of his own professional work performance and the maintenance of a high standard within his behaviour and activities (Realin, 1984: 76, McLoud, 1989a:14-15 and Broadwell, 1990:22).

To be able to judge if the supervisor is effective in his functioning in the role, it is beneficial to identify what effective and efficient means.
5.2.3 Effective
Effective has bearing on the execution of the correct actions and activities, to obtain the correct information and to make the right decisions. The supervisor is effective when the activities and behaviour that he reveals, contribute to achieving his personal goals as well as the goals of the organisation (Pelser, 1988:19, McLoud, 1989a:15-16 and Loewenberg & Dolgoff, 1996:60).

5.2.4 Efficient
Efficient has reference to the correct execution of activities in order to achieve the planned goal through the best methods and procedures and in a cost-effective manner. A service is efficient when it is a manifestation of economic and appropriate usage of resources without giving up on quality. (Pelser, 1988:19, McLoud, 1989a:15-16 and Loewenberg & Dolgoff, 1996:60.)

5.3 Personal qualities
A summary of the personal qualities as identified by different authors (McLoud, 1989a:16-23; Van Staden, 1992:20 and Tepper, 1994:4) that must be at the disposal of an effective supervisor can be listed as follows:

5.3.1 Self-consciousness and self-knowledge
The supervisor must know himself and be aware of his performance, his needs, his motives, his attitude and his values and norms. Knowledge of his own behaviour, feelings and mental attitude helps the supervisor to understand and respect other persons' behaviours, feelings and mental attitudes. Knowledge of his own abilities and inabilities enables him to develop self-acceptance.

5.3.2 Self-acceptance
A supervisor, who accepts himself, rather participates in activities than to be a spectator. He is inclined to be objective, spontaneous and emotionally and intellectually honest. He is adaptable within given situations and he has realistic expectations of life. He has the talent to give credit to other persons' abilities. He has specific values and principles, but is not rigid in his point of view. In spite of failures or setbacks that he might experience, he can continue to handle problem situations with self-confidence.

5.3.3 Self-confidence
A supervisor's self-confidence should be of such nature that it reflects humbleness and that he does not act as if he rules the roost. When applicable, the supervisor should hold his own and claim his personal rights through making known his needs, feelings, thoughts, wishes or convictions in a clear, congruent, honest and calm manner. This should be done in such a manner that other persons' rights; self-respect and dignity are not violated.
5.3.4 Self-actuality
Self-actuality has bearing on the supervisor as total being within all the facets of his life and his functioning. This is a result of a positive self-image.

5.3.5 Emotional maturity
For a supervisor to be emotionally mature, he should be able to perform according to a reasonable image of reality. He should be able to endure frustrations in a satisfactory way and to control impulsive behaviour. He should have the ability to communicate and to find solutions for conflict situations.

5.3.6 Integrity
The supervisor must be a person with morale integrity and he must be trustworthy. A well-balanced value system and philosophy of life is important for the supervisor.

5.3.7 Perseverance
This is the ability to persist and continue with activities or responsibilities in spite of obstacles or difficult circumstances. The supervisor should have this ability to ensure that planned tasks are executed and concluded.

5.3.8 Nerve and courage
When the supervisor is convinced that a change is necessary and to the advantage of the social services organisation, he should have the nerve and courage to confront the management of the organisation with the facts and convince them of the importance of such a change.

5.3.9 Responsibility
The supervisor has the responsibility to execute his task as supervisor with diligence and a sense of duty. A very important responsibility of the supervisor is that he should make a contribution to the promotion and extension of the social work profession. By revealing ethical behaviour at all times, the supervisor will be able to comply with the professional requirements of the profession.

5.3.10 Joy of life and sense of humour
The supervisor should not qualify himself on academic level only, but his private life and leisure time should be managed in such a way that he can experience joy of life. The supervisor should reveal humour in a suitable manner within the work situation. A sense of humour also carries across warmth and humanity.
5.3.11 Sensitivity for people
The supervisor must like people and be loyal to them. Through spontaneous and sincere interest in the social worker, the supervisor can impart that the social worker has value for the organisation. In revealing sensitivity for people, the supervisor serves as a good model.

5.3.12 Problem solving abilities
The supervisor should be able to “think on his feet”. He should be able to make a connection between cause and effect within all situations and be able to concentrate on the cause. The supervisor should have knowledge of resources and how to use them for the solving of problems.

5.3.13 Intelligence
The supervisor must be able to understand the complicated social work theory as well as the complexity of the individual. However, intelligence as a personal quality should not be seen in isolation, but should be seen as part of the total personality of the supervisor.

5.4 Professional qualities
The following qualities are indicated to be important for the supervisor who is part of middle management (McLoud, 1989a:25-67; Broadwell, 1990:22-26; Wetchler & Vaughn, 1991:65-66 and Verster, 1992:11):

- Provides direction.
- Has knowledge of the organisation’s structure.
- Confronts when appropriate.
- Helps social worker assess own strengths and growth areas.
- Has the ability to acknowledge good performance.
- Provides constructive negative feedback.
- Be sensitive when giving criticism.
- Builds social worker confidence.
- Has empathy for colleagues and clients.
- Provides emotional support.
- Demonstrates warmth.
- Uses authority appropriately.
- Is eager to learn and improve his supervisory practice.
- Looks for ways of improving the job and gives management the benefit of his thinking.
- Makes evaluation a relaxed, open process with fresh approaches that can be supported by evidence.
- Respects and cares about the social worker.
- Provides a rational for directions.
- Uses self-disclosure.
• Has been a good social worker himself.
• Enjoys supervision.
• Encourages development of personal style and social worker independence.
• Has pleasure in the development of others.
• Has the ability to influence others positively.
• Matches input to the social worker’s level of experience.
• Understands social worker’s clinical problems.
• Avoids applying methods of casework to the social worker.
• Be willing to participate actively in the supervisory process.
• Provides structure for the supervision session.
• Injects humour.
• Attempts to resolve problems related to the supervisory relationship.
• Avoids game-playing within the supervisory relationship.
• Demonstrates professionalism.
• Acknowledges own limitations.
• Be honest and have self-awareness with regard to his abilities.
• Willingness to handle self-development.
• Has training skills.
• Matches input to the social worker’s learning style.
• Increases the social worker’s learning ability.
• Has knowledge of the field of training to be covered.
• Switches supervisory styles in response to new situations.
• Values the ideas of the social workers.
• Demonstrates patience.
• Shows enthusiasm.
• Listens to feedback from the social workers.
• Is open to other viewpoints that the social worker may express.
• Implements the functions of supervision in such a manner that supervision is experienced by
  the social worker as a creative learning opportunity.
• Effectively implements the functions of management.
• Acts as model that is worth following.
• Supportive towards the social worker and management.
• Always reacts in a positive way.
• Maintains good work habits.
• Displays self-confidence and acts relaxed.
• Calls social worker by name at least once per session.
• Keeps personal needs from interfering with supervision.
Negotiates roles of supervisor and social worker.
Rarely misses supervisory sessions.
Has the ability to communicate clearly.
Has the ability to handle emotional pressure.

The list is comprehensive and is a practical description of the professional qualities that have to be at the disposal of the supervisor to be effective. There is a definite similarity between the identified personal qualities and the professional qualities. The latter can also be interpreted as the expectations that are placed on the supervisor. The expectations of the supervisor will be discussed in a separate section.

5.5 Personality types
Raelin (1984:80-81) indicates that individuals should know as much about their own personalities as possible in order to make informed career decisions. He describes the following personality types:

- Realistic – involves physical activity requiring skill, strength and coordination.
- Investigative – involves cognitive activity rather than affective activity.
- Social – involves interpersonal rather than intellectual or physical activities (social workers are identified within this personality type).
- Conventional – involves structured, rule-regulated activities and subordination of personal needs to an organisation or person.
- Enterprising – involves persuasive, influential activities to attain power or status.
- Artistic – involves self-expression, artistic creation and expression of emotion.

When analysing the personality types it seems that they cannot be divided into strict compartments as was done by Raelin. All the personality types as he highlighted them can be and should be represented within social workers. Social workers do make use of physical activities within their rendering of services, depending on the type of client. Using of cognitive activities is part of the reality of social work. Affective activities also play an important role in social work services, as feelings are characteristic of all personal problems of clients. It is through interpersonal activities that services are rendered to clients, but these activities are not the only manner in which services are rendered. Social workers need to be conventional in their approach, as they have to work according to prescribed procedures of which the legislation applicable to social work is the best example. As social workers are involved in community development, it is important that they are able to make use of influential and persuasive activities in order to have status in the community and thus be effective in the developmental process. Being artistic within social work has bearing on social workers being creative in their approach and service rendering.
5.6 Conclusion
There is a similarity between the personal qualities and the professional qualities of a supervisor. This supports the opinion that it takes a special person to become a supervisor. Unfortunately, this special person is also subject to personal and professional burnout. Which means that even if the supervisor fulfils the expectations of the personal and professional qualities as discussed within this section, the management of the social services organisation has to attend to supporting and developing the supervisor on a continuous basis. It is only through providing the necessary support that the supervisor can continue to perform on the expected level of good supervisory practice.

6. FUNCTIONS OF SOCIAL WORK SUPERVISION

6.1 Introduction
Within the theoretical development of social work supervision there are divergence on the different functions of supervision. The functions that are identified and discussed are related to the responsibilities of the supervisor and the roles that he is expected to play. The functions supplement and support each other. The functions are discussed separately, but in practice they are not implemented separately. Implementing any one function implies implementing some of the others as well, if not all in the same supervision session. The supervision functions as identified and discussed by Pelser (1988:63-209) and supported and discussed by McLoud (1989a:25-67); McLoud (1989b:49); Kasseiman (1990:23-38) and Verster (1992:11) are accepted for the purposes of this study as these functions are included or referred to in most of the social work literature that were studied.

6.2 Educational function

6.2.1 Description
The educational function of social work supervision is concerned with teaching the social worker what he needs to know in order to do his job and assisting him to learn it. Educational supervision is thus concerned with teaching the knowledge, skills and attitudes necessary for the performance of social work tasks through the detailed analysis of the social worker’s interaction with the client. (Kadushin, 1992:135.)

Weinbach (1994:123) identifies the educational function of social work supervision as one of the traditional roles of the social work supervisor. He indicates that “the supervisor is expected to take on the role of educator, partly by facilitating continuing education for a supervisee, but also by providing direct instruction”.

The educational function of social work supervision can be described as the process through which the social worker is trained to execute his responsibilities as social worker correctly. Through the educational process of supervision the social worker is trained in the skills and
knowledge that he needs to be able to accomplish effective interaction with clients. There is a clear indication of a training action and a learning action. These actions indicate that both the supervisor and the social worker accept responsibility for the constructive development and progress of the educational process.

The task of the supervisor in the educational function is to accomplish and promote teaching and learning. He has to take responsibility for the content of the educational process, the organising thereof, creating a suitable atmosphere for learning and he must ensure that relevant information and knowledge are available. However, the supervisor cannot ensure that learning does take place and that what is learned, is implemented correctly. The fact that a person has received training does not necessarily mean that he has learned and the fact that a person has learned, does not necessarily mean that what was learned would be implemented in practice. (Pelser, 1988:64, McLoud, 1989b:49 and Verster, 1992:11.)

The professional quality of being able to teach social workers entails that the supervisor must be able to:

- identify the training needs of the social workers correctly;
- compile a specific and unique training program for each social worker;
- implement the techniques and principles of adult learning correctly and effectively;
- distinguish the different phases in the educational process and establish in which phase each social worker is;
- correctly utilise and apply models, approaches and means during supervision sessions; and
- identify and effectively handle phenomena such as game-playing and narcism during supervision.

6.2.2 Distinction between educational supervision, in-service training and staff development

Social work supervision and in-service training and staff development share responsibility for helping the social worker ascertain what he needs to know in order to do his job effectively. However, a distinction has to be made between these concepts. Kadushin (1992:136-137) was able to give a clear indication of this distinction:

6.2.2.1 Staff development

It is related to all the procedures that are used within an organisation to enhance the job-related knowledge, skills and attitudes of all the staff, and it includes in-service training and educational supervision. Training sessions, lectures, workshops, information pamphlets and discussion groups for clerical staff, social workers and supervisors are staff development activities.
6.2.2.2 In-service training
This method is a more specific form of staff development. It is in the format of planned formal training provided to a specific staff group within the organisation. The staff has the same job classification and/or the same job responsibilities. In-service training programs are planned according to the general training needs of the specific staff group. The content of the training is applicable to all members of the staff group.

6.2.2.3 Educational supervision
It supplements in-service training by individualising what has been learned in general terms and applying the knowledge to the specific performance of the individual social worker. Educational supervision is also a specific form of staff development. Training is directed at the needs of a specific social worker with a specific workload, experiencing particular problems and needing an individualised training program.

6.2.3 Relationship between the educational function and the administrative function
There is a specific relationship between the educational function and the administrative function and they complement each other. Kasselman (1990:26) and Kadushin (1992:138-142) indicate that:

- The administrative function provides the organisational structure and the resources directed towards the goal of providing the best possible service to the clients.
- The educational function provides the training that enables social workers to achieve the goal.

Through training the social worker for his responsibilities and tasks, the effectiveness of the administrative function is ensured. The educational function provides the supervisor with an administrative controlling device since the social worker receives training in the values, objectives and procedures of the organisation. Both functions are directed towards changing the social worker's behaviour in accordance to what the organisation expects of him within the specific position in which he is employed. The educational function supports the administrative function and ensures more effective communication within the organisation, as social workers act more professional towards each other due to the sameness of their knowledge and techniques.

6.2.4 Phases in the educational function of supervision
A social worker is provided with supervision that is directly related to his development as social worker in the organisation over time. The supervision is adapted according to the social worker's development as professional person. Ruvas (1991:192-193) has described these phases in supervision in the following very practical manner:
On entering the employment of the organisation, the social worker is provided with “probationary supervision” which is usually intense and involves a great deal of cost and effort for the supervisor and the organisation. During “probation”, the social worker is carefully orientated, inducted and monitored for minimally acceptable performance. As the social worker moves from “probationary to permanent status”, supervision continues to be intense. The supervisory relationship appears to take on an “educational direction” with both the supervisor and the organisation accepting considerable responsibility for “schooling” the social worker. Gradually the supervisor and the organisation reduce their “educational commitment” to the social worker. The social worker is then expected to perform adequately and the “supervisor monitors” the performance. “Monitoring supervision” requires less organisational and supervisor investment than does “probation and education”. As the social worker begins to function more effectively, supervision becomes “somewhat routine”. The organisation and the supervisor can expect that as the social worker’s “autonomy” increases the investment in supervision decreases. Finally supervision becomes “nominal” in that little supervision is required for the “highly autonomous” social worker.

6.2.5 Andragogical learning
Just as it is important for the supervisor to have knowledge of the phases in the educational process, it is also important to have knowledge and to understand the process of adult learning i.e. andragogical learning. In this learning process the person who teaches as well as the learner take co-responsibility for the what, where and how of the process (Pelser, 1988:66).

6.2.5.1 Characteristics of andragogical learning
- The learner does not accept the contents of what is taught blindly, but only if it is well-founded.
- The learner is actively involved in the learning process.
- The learner has certain experiences that must be taken into account and be applied in the learning process.
- The learning process must accommodate the individual needs of the learner.
- The learner is able to evaluate himself.
- Training methods are mainly discussions and experimenting.

6.2.5.2 Conditions of practice that affect learning
Closely linked to the characteristics of andragogical learning is the conditions of practice that affect learning. These conditions have to be taken into account and provision should be made for them in the training program. Harris & DeSimone (1994:60-62) identified these conditions of practice:

- Active practice, suggesting that social workers should be given the opportunity to repeatedly perform the task or use the knowledge being learned.
- Massed versus spaced practice sessions referring to the decision whether to conduct the training in one session or divide it into segments separated by some period of time.
Whole versus part learning concerns the size of the unit to be learned. Decision should be made whether a social worker should practice an entire task; study certain material as a whole; or should practice the task or study the material in separate parts.

Over learning is defined as practice beyond the point where the material or task is mastered. The results thereof can be:
- to improve performance in a variety of different situations;
- to provide additional practice in using the skill or knowledge when there is little opportunity for doing so in the job setting;
- to make what is learned more automatic, thereby improving performance in stressful and emergency situations.

Knowledge of results and feedback are necessary to provide objective information regarding the suitability of performance. It can come from observers, the performer or the task itself.

Task sequencing suggesting that tasks and knowledge can be learned more effectively if what is to be learned is divided into subtasks that are arranged and taught in an appropriate sequence.

6.2.6 Training design principles

In order to implement the educational function successfully, the supervisor must have knowledge of the training design principles. These principles need to be combined with the above mentioned conditions of practice that affect learning. This combination should result in a well planned training program. The success of the implementation of this training program will depend on the individual characteristics of the social worker as well as the supervisor.

The following are training design principles that can be implemented in order to maximise the transfer of training (Peiser, 1988:70-74; Kadushin, 1992:182-200 and Harris & DeSimone, 1994:65-66):

- Principle of identical elements suggests that the more similar the training and the performance situations are in terms of the stimuli present and responses required, the more likely it is that transfer of training will occur.
- General principle theory suggests that learning the fundamental elements of a task will ensure transfer from training.
- Stimulus variability suggests that transfer can be enhanced when training contains a variety of stimuli, such as using multiple examples of a concept or involving the social worker in several different practice situations.
- Support in the work environment – supervisory support is a multidimensional concept, with components such as encouragement to attend training, goal-setting, reinforcement and behaviour modelling all having shown to increase transfer. Supervisory support can help to increase transfer by clarifying the social worker's and the social work supervisor's expectations.
prior to training. Supervisors are made aware of their role in the transfer process so that they can develop ways to encourage transfer.

- A motivated social worker, who is actively involved in the learning process, learns the best.
- Within the learning situation all the available energy should be utilised for learning. The nature of supervision and the supervision relationship should be clear. Clarity on the learning objectives is important as well.
- Learning is promoted when it is coupled with personal satisfaction as well as being rewarded with success. Aspects that are positive and pleasant are easily repeated while aspects that are distressing, are avoided.
- The uniqueness of the social worker as a learner must be taken into consideration in the learning process.

6.2.7 Elements to be present in the educational function

In order to have positive results with the educational function of social work supervision, researcher recommends that the following components be present during the implementation of the function:

- Starting where the social worker is – analysing the initial state of the social worker i.e. what he knows or can perform prior to training, and how he learns best.
- Describe the learning goal to be achieved – compile an individualised training program for the social worker.
- Identify the conditions (instructional techniques, procedures and materials) that the social worker needs to be able to gain competence – e.g. provide a case that might provide meaningful opportunities to teach what has to be learned.
- Assess and monitor the learning process to determine progress and whether alternative techniques should be used.
- Repeat the process.

6.2.8 General methods of training and learning

Peiser (1988:75-79) discussed the most general methods of training and learning in supervision in detail. For the purposes of this study it is only necessary to briefly refer to these methods as ways in which the educational function of supervision is implemented in practice.

6.2.8.1 Verbal instructions

- Supervisor gives instructions.
- Didactic training.
- Discussion between supervisor and social worker.
6.2.8.2 Learning through observation (modelling / imitation)

- Demonstrations.
- Observing the supervisor during the supervision session.
- Observing of modelling on video or cassette recording.

6.2.8.3 Put into practice

- Shaping / moulding starts with the learning of skills which are relatively known to the social worker and which he could execute easily. Thereafter the unknown and more difficult components can be tackled. The learning environment must be used in such a manner that a variety of learning opportunities will be available in different circumstances and situations.
- Simulation contains putting into practice knowledge and skills in realistic situations but not in real practice. The more similar the training situation and the practical situation are, the easier generalisation will take place.
- Training is a strategy that can be used when the social worker has a problem to understand and implement knowledge and skills. By means of practical and visual examples the supervisor tells the social worker what to do.
- Reinforcement is used in order to confirm the practice and response of the social worker and to enhance the probability that he would use the skills again in future situations.
- Repetition provides the opportunity for “learning again” and it enhances the possibility that the new knowledge and skills are maintained and that generalisation takes place.

6.2.8.4 Instructions

- Clear specifications are given to the social worker on what he has to do and how it has to be done.
- Expectations must be reasonable and fair.
- Accurate report and feedback on the performance of the social worker must be obtained.
- Reinforcement must be given for positive progress that was made.
- Evaluation and feedback must take place on a regular basis.
- Obstacles that negatively influence the practical work must be removed.

6.2.9 Conclusion

There is more to the educational function of supervision than was discussed above but this discussion is sufficient for the purposes of this study. The supervisor has to be alert in the implementation of the educational function and it requires of him to plan, organise and control his responsibilities towards the social workers for whom he is responsible. It is doubted if the supervisor will be able to implement the educational function effectively and efficiently without himself receiving support, motivation and training opportunities to keep himself up to date with recent developments in the field of social work and supervision.
6.3 Administrative function

6.3.1 Description
The administrative function of social work supervision can be defined as “a process for getting the work done and maintaining organisational control and accountability” (Kadushin, 1992:19). In implementing the administrative function of supervision, the supervisor organises the work place and the organisational and human resources to achieve the administrative objectives in accordance with organisational policies and procedures. McLoud (1989b:49) described the administrative function as enabling the social worker by means of management and administration to do his work effectively and sufficiently within the framework of the organisational structure, policy, procedures and objectives.

The administrative function of supervision can be seen to “include activities such as orientating, organising, planning, leading, allocating, controlling, delegating and evaluating from a middle management position, with a view to promoting the quantity and the quality of work of direct service workers and to achieving organisational goals” (Weekes & Botha, 1988:234). These activities as well as those of the other functions of supervision take place within the context of a relationship between the supervisor and the social worker as well as a relationship between the supervisor and the organisational management. These relationships manifest within the context of the administrative structure of the organisation.

Weinbach (1994:122) sees the administrative function of supervision as a traditional supervisory role and that it comes closest to what is referred to as management. “It involves such important functions as work assignment and review, overseeing, communicating, serving as a buffer between higher-level administrators (management) and workers and matching of workers to tasks.”

6.3.2 Administrative-managerial tasks of the supervisor
The supervisor is in direct contact with the social worker and is an important link in the administration chain within the organisation. As an administrator, the supervisor has clearly defined administrative-managerial tasks. Peiser (1988:98-144), Kasselman (1990:23-24) and Kadushin (1992:46-77) discuss these tasks in different degrees of detail. Each of these tasks is discussed as it gives an indication of what is expected of the supervisor in implementing the administrative function of supervision.

6.3.2.1 Staff recruitment and selection
The recruitment of staff precedes the selection process and is an important step to ensure a successful personnel management program within the organisation. For the recruitment program to be successful, the nature of the positions to be filled must be specified and described clearly. It is difficult to recruit staff for positions that are not described clearly.
The supervisor is in the best position to know the details of the job that needs doing and the attitudes, skills and knowledge that are required to do it. Pelser (1988:133) refers to the research done by Byars & Rue where they have proven that recruitment is most successful in cases where a realistic description has been given of what the work entails, the specific requirements of the position and the work environment. The most important advantage is that the applicants' expectations of the position and the work are more correct and if they are employed, they are more satisfied.

Since supervisors know the work that needs doing, they participate in establishing criteria for the employment of staff and in implementing these criteria during interviews with the applicants. After completion of the interviews, the supervisor gives important input in employment decisions. Even if the supervisor does not make the final decision, his recommendations are taken into consideration.

6.3.2.2 Orientation and placing of the social worker
Newly employed social workers have to find their place in the organisational framework. They have to know clearly to whom they are to report and who reports to them. It is usually during this phase that the social worker's first impressions of the work and the organisation takes shape. These impressions are often unfavourable and can usually be connected to insufficient orientation.

The process of orientation and placement of the newly employed social worker is an administrative responsibility of the work supervisor. For the orientation program to be effective, it must be well planned and provide the social worker with specific information. The feelings of the social worker have to be taken into account, as he has certain feelings and needs during the orientation phase. It is important that the orientation be done gradually to ensure that the social worker is not overwhelmed on the first day. All newly employed social workers have to be orientated, but the orientation program can be adapted or altered according to the experience of the social worker. A social worker who is not well orientated has to be supported and assisted by the supervisor as well as colleagues to obtain the necessary information to be able to do his work.

An important aspect during the orientation process is the preparation of the social worker for supervision. The social worker has to know what is expected of him in supervision. This helps to avoid anxiety and uncertainty about supervision as well as promotes active participation in the supervision process. Mutual expectations are spelled out which form the basis for security and understanding within supervision.
6.3.2.3 Work planning
The supervisor is directly responsible for a group of social workers who are expected to render a specific service. The supervisor has to plan the organising of the social workers, the division and assigning of work and the allocation of resources such as offices and stationary to ensure that services are rendered. By means of effective planning, the assigned work is accomplished and a contribution is made to achieving the mission of the organisation.

6.3.2.3.1 Planning periods
Planning is a continuous process. While it precedes control, it does not end when controls are set. It requires constant monitoring and revision to be sure that it remains effective. For this reason the planning period has to be taken into account when planning is done within the section of service delivery for which the supervisor is responsible. Pelser (1988:99-100) and Haimann (1994:89) divided the planning periods as follows:

- Short term planning: covers a period up to one year; continuous process of specific and detailed planning to determine what has to be done, when it has to be done, who must do it, where it must be done, how it must be done and the resources necessary to do it. Also known as operational planning.
- Intermediate planning: activities to be carried out over a period of one to five years; forms the link between short term planning and long term planning as it is the formulation of detailed action plans for a specific time period. Also known as program planning.
- Long term planning: extends beyond five years and meets the demands of highly uncertain conditions of several decades hence. It is a continuous and systematic process and has to do with high priority activities, functions and programs. Also known as strategic planning.

6.3.2.3.2 Guidelines for effective planning
Good planning results in not only deciding on the best available alternative, but also on the most cost-effective alternative. Bad planning by the supervisor results in frustrated and dissatisfied social workers with a low productivity rate. Good planning reflects certainty and gives the social workers confidence in the work they have to do and in the objectives they need to achieve. Liebenberg (1989:73-74) gave the following as guidelines for effective planning:

- The supervisor must have a thorough knowledge of the field of social work.
- The supervisor must also have a thorough knowledge of the social workers and their abilities.
- Comprehensive records must be kept of all social workers.
- Realistic planning in terms of the available personnel can be done only after the personnel needs of the specific section has been established.
- Establish the standards against which work performance will be measured.
- Clear goals and objectives must be planned and identified.
The supervisor has to stay up to date with recent developments and research in the social work field.

Ensure that communication channels function effectively between all levels within the organisation.

Cost effective studies must be done on a continuous basis.

Evaluate if planned goals and objectives have been achieved.

6.3.2.4 Organising

Organising within the social services organisation involves distributing the work among the social workers and arranging the work in order for the work to flow smoothly. The structure of the organisation should be taken into account to ensure that the service rendering can continue without interruption.

An important principle in organising is specialising. This entails the grouping of activities that are similar and have the same context, in order to make the work easier and to have better control. It further entails the division of the work into manageable sections for each social worker. According to Raelin (1984:184 and 1986:101) overspecialisation can be a problem as social workers can become increasingly divided as they become functionally and even geographically separated from other social workers who are involved in different tasks and activities. As long as micro-speciality is in demand, there is no negative effect. Should the social work clientele needs, demands and situations change with the implication of requiring different skills, the social worker might find that he has become unnecessary.

6.3.2.4.1 Management activities to be implemented

In order to overcome the problem of overspecialisation, the supervisor can implement the following management activities as discussed by Peiser (1988:104-105):

- Broadening the work that entails a horizontal expansion of the extent of the work by allocating different and a bigger variety of tasks on the same level of difficulty and responsibility. The broadening of work decreases the frequency of repeating the same tasks.
- Work enrichment entailing the vertical expansion of the extent of the work by allocating a bigger variety of tasks on a higher level of difficulty and responsibility.
- Work depth that refers to the expansion of the work in such a manner that the social worker is able to control his work. The social worker is allowed to work at his own pace and to develop his own methods of doing the work. It gives the social worker more autonomy in the execution of his work.
- Work rotation that entails the expansion of the extent of the work by moving one social worker from one position to another or to transfer the worker. It decreases the frequency of repeating
the execution of certain work. This gives the social worker the opportunity for experience in other types of work as well as preventing boredom from doing the same work each day.

6.3.2.4.2 Criteria for organising

To be able to implement the above indicated management activities effectively, there are certain criteria that should be taken into account when organising the work within the social services organisation. Kadushin (1992:52-53) identified the criteria:

- The specific strengths and weaknesses of individual social workers. The supervisor has to know the capabilities of each of the social workers.
- The demands and pressures of the positions held by the different social workers. The supervisor has to consider the present total caseload carried by each social worker in terms of number of cases/groups/projects and also in terms of the activities likely to be demanded of the worker.
- Variety. Too great a concentration on one particular kind of task, one kind of case or one kind of problem situation denies the social worker the satisfaction and feeling of competence derived from a variety of job assignments.
- Task identity. The social workers want to be responsible for a meaningful, significant aspect of an assignment.
- Stimulation. The social worker needs the stimulation of challenge as well as variety if motivation is to be sustained and professional growth increased. Assigning tasks clearly below the level of the worker's capacity is likely to be less desirable than the opposite.

6.3.2.5 Controlling

The controlling action of the supervisor involves both the assessment of the performance of the social workers and the setting up of control mechanisms to amend behaviour that is not contributing to achievement of objectives. It involves a three-step process:

- establishing standards;
- measuring performance against these standards; and
- correcting variations from standards and plans.

The advantages of controls within the social services organisation are that they offer a sense of certainty and security that allows the social workers to know that they are "in the right" and thereby enabling them to concentrate on the services that they are to render to the clients. Supervisors, who can successfully create an organisational climate where controls are perceived as a necessary and helpful element, will find that they contribute to positive relationships between the social workers and the management of the organisation of whom the supervisor is part.
6.3.2.5.1 Control menu

The supervisor has a menu of controlling aids to choose from. The controlling aids are interchangeable, meaning that more than one of them can be used. Controls that are chosen and implemented with tact and sensitivity are usually appreciated by the social workers. The controls can enhance the social workers’ morale as well as the relationship between them and the supervisor.

The control menu available to the supervisor was identified to be the following (Pelser, 1988:108-111; Liebenberg, 1989:95-100 and Weinbach, 1994:235-252):

- Plans – set standards for the social workers.
- Training – makes people look and act alike.
- Staff performance evaluation – review of the work of social workers informs the supervisor how they compare with expectations that have been established for them.
- Advice and information – when offered to a social worker it has more expectation of and potential for control than advice or information passed between and among peers.
- Directives – take the form of orders, overt instructions or other specific demands.
- Negative sanctions – spell out both what a social worker is forbidden to do and the negative consequences of doing it.
- Professional values – have a capacity to control the behaviour of social workers.
- Natural consequences – a conscious decision not to act at the present time because, based on the experience and judgement of the supervisor, the problem is very likely to disappear naturally.
- Example set by the supervisor – if supervisors are well respected, their behaviour has a powerful positive influence on social workers.

6.3.2.6 Leadership

Leadership can be described as “the process by which one person tries to influence others in the performance of a common task. Through leadership subordinates are imaginatively directed, guided and influenced in choosing and attaining goals” (Haimann, 1994:335). According to the literature on leadership, there is not one best leadership style. Leadership behaviour is adaptable depending on three major conditions: 1) the leader; 2) the follower; and 3) the situation. These conditions involve the leader’s behaviour and its influence on others; the follower’s individual differences, motivation and needs; and situation variables such as the amount of control needed to get a job done (Weekes & Botha, 1988:236-237).

Researcher agrees with York & Denton (1990:103) and Stahl (1992:67) that the following leadership behaviour can contribute to effective performance of a social work section within a social services organisation:
• Communicate to social workers what they need to know.
• Develop the skills of the social workers for professional advancement.
• Consider the contributions of social workers before making decisions.
• Praise good work.
• Rotate less desirable assignments among the social workers.
• Provide guidance and direction.
• Allow social workers to make mistakes.
• Provide feedback about performance.
• Listen.
• Resolve conflict that prevents production.
• Assist with goal setting and monitoring goals.

The planning and organising of the work cannot materialise if the supervisor is not able to activate
the workers to implement the planning. Leadership requires knowledge of planning and organising.
Activating refers to the ability to motivate social workers to do what they have to do and for them to
do it willingly. To be a good leader, the requirement is that the supervisor should have a
combination of personal characteristics, knowledge and skills that will enable him to attempt to
influence the behaviour of the social workers. In this sense it is closely related to the concept of
motivation. Trust is a component of effective leadership – it is an important element for success in
all of the functions of the supervisor.

The specific tasks of leadership tend to vary depending on the level of the position within the
organisation. The higher-level managers lead through activities such as representing the
organisation within the community and successfully negotiating with potential funding sources. In
contrast, mid-level managers or supervisors are more likely to lead by assuring that social workers
do not become so involved in their work that they loose sight of organisational goals of service.
They may also show leadership by allocating resources in ways that promote professional growth
and support social workers in their job performance. For the supervisor, leadership may entail
activities such as resolving interpersonal conflicts, advocating for better fringe benefits for
personnel or promoting pleasant working relationships by scheduling social occasions.

6.3.2.7 Coordinating work
The coordination of work is not considered as a separate task of the supervisor, but rather as part
of all his functions. According to Koontz, O'Donnell & Weihrich (1982:30) coordination can be
regarded as the essence of management. The purpose of management is the achievement of
harmony of individual efforts toward the accomplishment of organisational goals. Each of the
management functions is an exercise contributing to coordination.
"Coordinating is concerned with adjusting the relationships between individuals and groups in an organisation so that frictions do not develop among them which might sap the potential effectiveness of the organisation as a whole. Managers are coordinating when they attempt to prevent misunderstandings, conflict and controversy from disrupting needed interdependence between units" (Miner & Luchsinger, 1985:7). Coordinating is concerned with linking the activities of the organisation to achieve the desired results. It is the important task of inter-relating the various sections of the services to be rendered.

According to Haimann (1994:39-40) coordination within an organisation is done within different dimensions:

- Vertical coordination – between different levels of an organisation, achieved by delegating authority, assigning duties and supervising and controlling.
- Horizontal coordination – exists between persons and departments on the same organisational levels, achieved by policy and procedure stating that when necessary departments must interact, cooperate and adjust their activities to achieve coordination.
- Diagonal coordination – cuts across the organisational arrangements, ignoring position and level.

6.3.2.8 Delegating work
Delegation can be identified as the "... degree of effectiveness with which the management (supervisor) utilises the decision making powers of subordinates (social workers), involves careful consideration of which subordinates (social workers) are in the best position to make the various types of decisions that must be made" (Burack & Mathys, 1988:361).

One goal of delegation is to maximise the supervisor's influence while enhancing the quality of the activities within the organisation. Delegation empowers the social workers to make valuable contributions to the achievement of organisational goals. In the delegation of a task, if the task is reasonable, not too large and if the social worker is given the necessary authority to carry it out, the supervisor is justified in expecting satisfactory performance of the task.

Intrinsic job satisfaction and heightened motivation tend to be associated with greater autonomy in implementation of work assignments. The more responsibility the social worker is given, the greater the likelihood that he will feel that he is trusted. Delegation of tasks is more than just assigning tasks to a social worker. It involves that the supervisor shares a part of his authority with the social worker, who is then empowered to make decisions and to take action in the performance of the assigned tasks.

Delegation does not relieve the supervisor of responsibility for the completion of tasks. If the decision to delegate or the choice of a person to whom the task was delegated turned out to be
bad and the task was not satisfactorily completed, the supervisor can be blamed. Ultimately, supervisors retain administrative responsibility for the work assigned to social workers and they accept the fact that they are responsible for the work done by their social workers. A supervisor is held responsible for the task completion and for the decision to delegate.

Delegating work is appropriate or adequate if the following advantages, as identified by Raelin (1984:73-75) and Haimann (1994:165), can be perceived within the social services organisation:

- It improves the supervisor’s time management and productivity, as the supervisor is relieved of much time-consuming detail work.
- Social workers can make decisions without waiting for approval.
- Delegating work is more efficient and it increases flexibility and permits more prompt action.
- It may produce better decisions, as the social worker doing the direct service delivery has more information of the pertinent factors of the task than the supervisor does and speedy decisions are often essential.
- It increases morale, interest and enthusiasm for the work as well as job satisfaction of the social workers.
- Provides good training ground and helps to evaluate the social workers.
- Delegating work gives the opportunity to develop the skills and abilities of the social workers.

6.3.3 Conclusion
It is evident that the administrative function of social work supervision is a very broad and time consuming responsibility. To implement this function effectively, the supervisor has to be knowledgeable about his tasks and responsibilities. The supervisor has to develop a specific process according to which he can work / plan to ensure that he executes his tasks and responsibilities correctly. An important factor to be successful and effective, is the support the supervisor receives from management.

6.4 Supportive function
6.4.1 Description
The supportive function of social work supervision places the focus on a major difference in emphasis between the role of the social work supervisor and that of supervisors in many businesses and industries. It is clear that, whether because of lack of resources, actual or threatened violence, obstacles to change, or lack of support, stress appears to be found consistently within social work. These types of job stresses and tensions inherent in many social services organisations often dictate that much of the supervisor’s time is spent in providing psychological support to a social worker. Researcher agrees with Thompson, Stradling & O’Neill (1996:652) that with this support, social workers can continue to perform on the job without being overwhelmed by various stresses that exist within their work.
The supportive function of supervision is described as being concerned with increasing the effectiveness of the social worker through decreasing stress that interferes with performance and increasing motivation and intensifying commitment that enhances performance. The social worker is expected to provide in the needs of clients and he does not usually receive appreciation for his efforts from the clients. In order to be able to provide effective support, the supervisor must be aware of the factors that influence the social worker negatively and he must be able to inform the social worker about it.

According to Pelser (1988:146) and Kadushin (1992:227-228) the task of the supervisor has the following focuses:

- support and guidance to the social worker to help him handle work related stress and
- management of the work environment to decrease the stress therein and to handle work related aspects that create stress and frustration for social workers.

The result is that work related stress that influence effective work performance is decreased and the moral of the social worker that promotes his skills and abilities are increased.

In the implementation of the supportive function, the supervisor approaches the social worker with interventions to reinforce and strengthen ego defences to deal with job stresses and tensions. Procedures include the following: reassurance, encouragement, recognition of achievements, realistically based expressions of confidence, approval and commendation, catharsis-ventilation, desensitisation and universalisation, and attentive listening that communicates interest and concern. The supervisor attempts to help the social workers feel more at ease with themselves in their work (Kadushin, 1992:229).

6.4.2 Burnout

A social worker who is struggling to handle stress can progress into a full-blown episode of burnout if support is unavailable. Supervisors must be alert to such events and provide a supportive environment that gives the social workers the opportunity to verbalise and work through their anger, frustration, guilt, sense of failure or other strong reactions they may have. Munson (1993:235) indicates that if the supervisor does not assume a supportive role, he becomes another contributing factor to the social worker's stress.

Munson (1993:254) refers to a study done on stress where many social workers indicated that if they were aware in advance, they could have avoided many of their negative reactions and withdrawal. The social workers reported that since they were not warned in advance, they had a tendency to perceive the stress as personal and to internalise it rather than to view it as inherent to the position as social worker. Another significant finding of this study was that social workers felt that regular supportive supervision was the most effective aid in handling stress.
In a study on stress-coping strategies done by Ross (1996:108) his findings on the utilisation of supervision or consultation were not very positive. The indication is that supervision was perceived to be only moderately useful to social workers and played a relatively minor role in the alleviation of stress. The social workers, who utilised supervision as a stress management strategy maintained that understanding, sympathetic supervisors helped to support them, defuse stress and make the work more bearable. Because stress was sometimes self-imposed, it was felt that supervisors had a responsibility to control and prevent unrealistic planning. Effective supervision was perceived as enabling social workers to ventilate and promoted personal growth and professional development. The social workers felt that well-read, well-qualified supervisors with good managerial skills could potentially invest their skills in them. Many of the social workers indicated that they needed and could benefit from supervision, but unfortunately this service was not available.

Davis, Savicki, Cooley & Firth (1989:238) refer to a study that explored the relationship between supervision and burnout among social workers. Dissatisfaction with supervision was positively related to frequency and intensity of emotional exhaustion. Dissatisfaction with supervision was also negatively related to frequency of feelings of personal accomplishment. These findings are consistent with those of other researchers who have found supportive supervision to be beneficial in relieving stress.

However, as with many things, supervision can work for or against social workers when dealing with stress. Many social workers identify their supervisors as offering little support for stress and in many cases supervisors contribute to intensifying it. Social workers react to their supervisors and if social workers are exposed to supervisors, who are manifesting distress, it is easy for the social workers to follow the same pattern.

The support function is the supervisor's most important measure for handling stress and burnout within the social workers for whom he is responsible. The general dimensions of burnout are thus important. If the supervisor is knowledgeable about these dimensions, he will be able to act in time to prevent full-blown burnout. The dimensions of burnout as identified by De Wet (1991:28) and Wallace & Brinkerhoff (1991:109) are accepted. The dimensions are summarised in concepts such as emotional exhaustion, depersonalisation, detached concern, lack of personal accomplishment and manifestation of physical symptoms.

Support is the essential element in the handling of work related stresses that cause burnout. It is through support that social workers are guided in setting realistic goals in their work; focusing on success and not on failure; focusing on the work process and not on the results and keeping to time management. Supervisors make use of support to teach social workers the skills of stress
management and self care. Transparency in the supervisory relationship involves more than recognising the uniqueness of social workers and making adjustments in the work to meet their needs. Giving feedback is an additional aspect of transparency. By recognising and reinforcing the social workers’ feelings of value and competence, the supervisor can give them the desire to initiate activity and recover from the effects of burnout. Ramaleba (1992:8-9) indicates that openly encouraging communication is important to both the supervisor and the social worker in the early identification of possible sources of tension. It is through support to communicate that social workers are encouraged to turn to their supervisors, to talk personally about work related events rather than merely to report events.

6.4.3 Sources of stress

Stressors associated with job content and client systems include quantitative work overload (where the person has too much to do in the available time); qualitative overload (where the work is too difficult for the person, excessive responsibility or accountability); under-utilisation of the social worker’s abilities; lack of support; and deadlines or time pressures (Girdano, Everly & Duseck, 1993: 91 and Ross, 1993:338).

6.4.3.1 Sources of work related stress for the social worker


- Chronic job pressures without adequate support will result in social workers experiencing a measure of physical, emotional and mental exhaustion.
- Confusion about role prescriptions and expectations; role ambiguity; unclear work objectives; unclear working procedures; lack of feedback and uncertainty surrounding job performance are sources of work related stress.
- The decision making responsibilities of social workers toward clients and the organisation are sources of stress for social workers. Decision making stress is enhanced by the importance and complexity of the decision, the lack of information and time available to make the decision and the lack of confidence of the social worker who must make the decision.
- Administrative supervision in terms of the policies and procedures of the organisation and the requirement for work assessment and evaluation is a source of tension for the social worker.
- Educational supervision referring to the fear for change experienced by the social worker.
- The supervisor/supervisee relationship in terms of the social worker feeling insecure and inadequate.
- Direct contact with clients and having to deal with their emotional demands also serve as sources of tension for the social worker.
Stress can result from the nature of social work tasks and the conditions under which they are carried out. Experiencing too little time to perform tasks to the satisfaction of the social worker himself i.e. meeting deadlines imposed by others.

Social workers in many large social services organisations may e.g. have to face the stress of adapting to constantly changing directives or the restriction of scarce services or resources.

Social worker himself is a source of stress in terms of his inability to adapt to the work environment; unpreparedness for the specific position; lack of necessary skills for the position; lack of self-confidence and a change in his perception of job satisfaction.

Community attitudes toward social work and its function affect social workers. This attitude has changed over the years from approval, confidence and trust through questioning ambivalence, to a greater measure of critical mistrust and cynicism. Social workers have to counteract these negative attitudes.

The necessary contact with other professionals as well as significant others of clients such as relatives is also a factor of stress for the social worker.

Rendering supervisory services to social workers (subordinates) is an important stress factor.

Physically unsuitable or uncomfortable work environment is a definite source of tension for the social worker.

6.4.3.2 Stressors in the personal lives of social workers
The sources of stress in the personal lives of social workers definitely have an influence on their performance within the work situation. Holt (1987:644) and Gibson, McGrath & Reid (1989:10) identified the following stressors:

- Personal role conflict.
- Personal injury or illness.
- Death of a family member.
- Family disagreements.
- Dual career marriages.
- Adult relatives in immediate family.
- Other personal adult relationships.
- Other relatives and own children.
- Financial difficulties.
- Housing difficulties.
- Unemployed close relative.
- Legal difficulties.
- Sexual difficulties.
- Fear of not being needed and being retrenched.
6.4.4 Stress management

Work stress can be reduced through the supportive function of supervision. Positive interaction with co-workers provides technical help or instrumental support, information, challenge, feedback on performance, emotional support and organisational power. Sources of support include team members, supervisors, colleagues, friends and family (Ross, 1993:338).

There are three forms of stress management (SM) practice, namely employee assistance programs (EAPs), stress management training (SMT) and stress reduction or intervention (SI). EAPs refer to the provision of employee counselling services by an organisation. SMT refers to training courses aimed at providing employees with improved stress coping skills including skills such as relaxation, conflict resolution and time management. SI indicates interventions designed to change the level or form of job stressors experienced by employees, generally through job redesign, work reform or organisational change. (Ross, 1996:97.)

Stress management intervention programs include any effort initiated by management of an organisation that 1) focuses on reducing the presence of work related stressors and 2) is intended to reduce any assumed negative outcomes and consequences associated with stress. Supervisors can play a key role in an effective counselling program and must be aware of what programs are available to social workers and what they have to do to participate. The supervisor is also in the position to participate in the follow-up effort to determine whether the social worker is carrying out the treatment and whether the problem is under control or has been solved.


- More financial resources.
- More support and appreciation provided for difficult work circumstances and work done well.
- Encourage social workers to become involved in physical fitness programs, diet plans and wellness techniques, i.e. develop their own support systems.
- Stress management techniques such as:
  - Biofeedback – provides the social worker with information about the status of a biological function and, over time, he will learn to control that function. Through biofeedback, the social workers learn to control a range of biological functions including heart rate, blood pressure, blood flow, stomach contractions and muscle tension.
  - Progressive muscle relaxation (PMR) involves a series of tensing and relaxing exercises designed to encourage awareness of muscle activity and heightened control over muscle activity.
  - Forms of meditation.
o Cognitive strategies to modify processes that determine the stressfulness of situations.  
Such training involves examination of thinking patterns to modify irrational thoughts,  
substitution of negative self-talk for positive self-talk and developing flexible problem solving  
skills.

• Task redesign to improve the balance between social workers' and organisational expectations.
• Environmental change e.g. flexible work schedules.
• A change in senior personnel e.g. supervisor.
• Career development by providing training and career counselling.
• Clarifying individual role expectations i.e. that of the social worker and that of the social work  
supervisor can reduce role conflict and role stress.
• Recommend promotion for social workers who deserve it.
• Improving group communication; opposing separation and assuring emotional support for those  
who need it can improve support within work groups. Group supervision and peer group  
supervision are important methods of social work supervision that can be utilised.
• Team building ensures that stress is reduced by removing threats in working relationships and  
by supporting team achievements.

6.4.4.2 Individual stress management strategies to be propagated (Holt, 1987:547 and Girdano, et  
al, 1993:202-233):

• Learn to manage time effectively, set realistic deadlines.
• Practice assertiveness, say 'no' constructively.
• Avoid unsuitable reactions.
• Do not let problems increase.
• Exercise properly.
• Join a social group.
• Maintain a proper diet.
• Relax and ventilate.
• Establish routines.
• Avoid negative self-talk.
• Learn anger management.
• Practice concentration.
• Reinterpret stressors through cognitive restructuring.

6.4.5 Conclusion
Considering the above information, it can be possible that a supervisor who does not receive  
support himself, will not be able to meet the expectations for the implementation of the support  
function of supervision. A person who is under stress himself, may not be able to focus on another  
person who is experiencing stress and tension. The supervisor should have support systems  
available to him in his work environment.
6.5 Motivational function

6.5.1 Description

Motivation is an integral part of social work supervision, as the supervisor has to motivate and activate the social worker to render effective and efficient services to individuals, families, groups and communities. It is important that the supervisor has knowledge of the multiple theories of motivation that are known in the literature. First, motivation, as it is applicable in the social work profession, is defined. Thereafter the applicable theories of motivation are identified.

According to Weiner (1991:302) motivation refers to an internal motivating force that leads to a person acting in a certain way. The supervisor is in a position to activate the social worker. The actions of the supervisor towards the social worker can promote motivation as he identifies the elements and factors that motivate the social worker through the social worker himself. This means that the supervisor activates the social worker to do the activities that have the best results, but that the motivation to do the activities comes from the social worker himself. The implication is that the supervisor cannot affect the internal state of the social worker, but he can create environmental circumstances so that the social worker can expect that his personal goals will be satisfied through the achievement of the organisational goals.

McLoud (1989b:49) describes motivation as the willingness to make an effort in aiming at certain goals that would satisfy the needs of the individual social worker as well as that of the organisation. Activating is described as specific activities that are executed to enable a person to reveal motivated behaviour. Motivation can thus be identified as “an inner force that impels human beings to behave in a variety of ways” (Tyson & York, 1996:8). For behaviour to be in favour of the achievement of organisational goals, the total task assignment of the social worker has to be evaluated in order to identify what factors are present that meet his motivational needs. Broadwell (1990:100) indicates that the social worker wants a chance to succeed, he wants recognition; he wants to feel that he has an opportunity to improve and he wants to feel that he is making a contribution to the achievement of the goals of the organisation.

Motivation depends on the needs of the social worker as well as the intrinsic and extrinsic rewards he receives. The supervisor cannot change a social worker but he can change the behaviour of the social worker. Although motivation has a subjective component in the social worker having a specific perception of what he wants to do, the supervisor can still be in control of the situation. The focus of supervision is to determine the meaning of reinforcements and work circumstances for the social worker and to link his perceptions with the achievement of organisational goals. Kasselman (1990:34-36) is very clear when he states that motivation determines the energetically and conscientious manner in which and the perseverance with which the social worker mobilises his abilities and skills towards the achievement of goals.
The management of the professional activities in the social services organisation is primarily concerned with influencing the behaviour of the social workers doing the work. Supervisors have to spend most of their time listening, evaluating, encouraging, defending, criticising, coaching and advising - in other words, responding to the needs or influencing the behaviour of the social workers. The more the work of an organisation is human-centred, the more the manager is primarily a work motivator whether consciously or not (Shapero, 1985:56).

6.5.2 Theories of motivation

When considering the available theories of motivation, it is clear that motivation has been a subject of interest to many researchers. A variety of theories are described in the literature, but of importance within the social work supervisory practice, is that the supervisor should be able to implement the correct motivational approach at the right time and at the right place. For the purposes of this study the division of the theories of motivation according to physiological theories, cognitive theories and social/behaviourist theories as done by Hume (1995:20-32) are accepted. Harris & DeSimone (1994:27) have made a similar division of the theories of motivation, but refer to them as need based, cognitive and non-cognitive.

Even though the theories of motivation can be divided, they should be combined in practice to be effective in the motivation of subordinates. The result of combining the physiological, cognitive and social/behaviourist theories could be that allowances will be made for impulsive reactions to natural needs, for cognitive decision making and for recognition of the importance of environmental factors on behaviour.

6.5.2.1 Physiological theories

The central feature and main strength of these theories are that they identify a basic motivational influence on every individual - their natural and most basic needs. Behaviour of all human beings is influenced by the presence of these basic needs. Individuals are motivated to satisfy or fulfil their natural or physiological needs. The set of needs present in any individual at any given time is unique to that person and depend on factors such as their physiological state and age. The main criticism against these theories is that they rely entirely on passive reactions to natural needs and make no allowance for the influence of rational, cognitive decisions or the effect of societal and environmental factors.

To be able to motivate social workers within the background of these theories is a complicated task, since the behaviour of social workers can be influenced by many different factors. However, if it can be established that a particular management style or policy can assist with satisfying the natural needs of the social workers, it may be possible to encourage specific behaviour by providing the means by which particular natural needs can be satisfied. This implies that the
supervisor must be aware of the needs of social workers as well as the potential to have them satisfied and that social workers experience job satisfaction.

Broadwell (1990:81-82) categorises natural needs according to:

- basic needs such as food, clothing, shelter and safety;
- social needs e.g. employees want to be accepted by their fellow workers; and
- needs of self-esteem e.g. employees like to think that the work they are doing is important and that they are good at it.

It is recommended that the following theories of motivation be divided into the category of physiological theories. Different authors (Pelser, 1988:185-190; Liebenberg, 1989:86-88; Weinbach, 1994:182-185; 190-192 and Tyson & York, 1996:9-10,12) can be consulted for more specific information on these theories.

- Maslow’s hierarchy of needs
- Herzberg’s two-factor theory
- Schein’s theory of complex man

6.5.2.2 Cognitive theories

The main strength of the cognitive theories is that they identify the importance of conscious and rational decision making as a factor influencing behaviour. Before individuals act in a certain manner, they make a conscious decision as to the likely outcome and perceived value of such behaviour. It is only after such a rational process that the individual will behave in a certain manner. The weakness of the cognitive theories is that they take no account of reflexive or impulsive actions and therefore do not allow for natural needs.

To motivate the social worker with the cognitive theories as basis, it should be considered that the social worker has a particular expectancy of certain behaviours. If this expectancy has a positive value, the social worker will likely behave in such a manner. E.g. if the social worker places a high value on recognition and expects to get a certificate of merit for maintaining a quality standard of work, he will be motivated to behave in a manner which guarantees the quality standard and subsequently results in the award of a certificate of merit. The following theories of motivation are seen as cognitive theories and it is recommended that different authors (Pelser, 1988:191; Liebenberg, 1989:88-90; Weinbach, 1994:185-190 and Tyson & York, 1996:10-12) be consulted for more specific information on the theories.

- McClelland’s power-affiliation-achievement model
- McGregor’s Theory X and Theory Y
- Porter and Lawler’s model
6.5.2.3 Social/Behaviourist theories

The main strength of these theories is that they recognise the influence of societal and environmental factors upon behaviour. The suggestion is that the behaviour of individuals can be influenced either by societal pressure or by the manipulation of each person’s environment. Learning, reinforcement and conformity are aspects central to these theories. The weakness of these theories is that they take no account of the cognitive processes, but tend to rely on a passive reaction assumption of human behaviour, suggesting that individuals react to the environment or society in a reflexive and instinctive manner.

The working environment of the social worker, including the provision of rewards and punishments, can have a significant effect on his work performance. In order to motivate the social worker, cognisance should be taken of this fact. In certain circumstances, the working environment of social workers can be manipulated with a corresponding effect on work performance, either negative or positive. To consider remuneration as a motivating factor depends on whether the social worker considers it to be a reward.

It is recommended that Tyson & York (1996:10-11) be consulted for more information on the theories of motivation divided into the category of social / behaviourist theories. The theories are the following:

- Mayo’s theory of social needs
- Lewin’s field theory

6.5.3 Eclectic model of work motivation of the individual

The eclectic model of work motivation of the individual as discussed by Shapero (1985:60-67) includes the above mentioned discussions and descriptions of motivation. It is also applicable in the social work profession and includes most of the propositions of the theories of motivation that have been indicated. This model of work motivation is presented in Figure 2.1 and discussed as follows:

Work behaviour begins with expectations. What we expect to happen affects what we are motivated to do. The individual starts with a set of expectations about what will happen in the work situation. This will be the result of various work-related and social actions. It is the individual’s expectations that are transformed into what we refer to as motivation.

Motivation leads to performance: performance of the work to be done, as well as social and other behaviour in the work place. Once the individual has done something in the work place, several kinds of feedback - both external and internal - are received: the responses of managers, colleagues and clients, personal feelings of pleasure or displeasure at the outcomes. The sum of
all these kinds of feedback is the work experiences of the individual, which determine whether a person feels that he has done a good job, is appreciated, or had a bad day.

Work experiences, however, do not occur in a vacuum. The individual is part of a work group, an organisation, a profession and a social group. To be able to evaluate a person's experiences, the individual compares them with those of others. By making comparisons of experiences, an individual determines whether the treatment he received is ‘fair’ or should be protested against. By evaluating what has been experienced as a result of the way a person has performed and by comparing it with what happens to others, expectations are re-examined and where it appears necessary, modified.

It is a dynamic cycle, constantly in action, constantly being modified. A change in the work situation, including what happens to others, leads to a change in the results of comparisons, changed expectations and changed motivation. Motivation is affected by what happens daily on the job, what happens to others, by rules and organisation and by the availability of all those other elements that go into doing the work, among which are the reactions of colleagues and what the manager says and does directly.
The work situation - it is through manipulation of the work situation that managers have the
greatest impact on the motivation and subsequent work behaviour of the professionals that work
for an organisation. The job performance of the individual is the result of an interacting mix of the
individual's motivation and ability and of the availability and quality of the items necessary for the
work to be done. All of the elements are relevant and management can affect all.

The environment - includes all the institutions, persons and events significant to the individual and
the work situation. A manager cannot significantly affect the larger environment within which the
employee operates but can take the existence and influence of that environment into account.
Since individuals are constantly comparing their experiences with those of others, it is important
that the manager is aware of what comparisons are being made. The most obvious comparisons
are concerned with salaries.

The past and initial conditions - each individual comes to the work situation with a set of purposes,
drives, needs and attributes which are the product of what moves humans in general and of the
individual's particular biological and historical past. The individual's past manifests itself in the work
situation as a collection of talents, skills and knowledge called 'ability' and as a collection of
expectations as to how the organisation and the work to be done relate to the individual's
purposes, drives and needs.

6.5.4 Conclusion
With knowledge of this eclectic model of work motivation, the supervisor can be able to implement
the motivational function of supervision with success. It is the responsibility of the supervisor to
provide the motivational conditions to the social workers and let the natural motivating force of the
work itself operate further. By encouraging and even requiring the social workers continually to
upgrade their professional abilities and by providing them with the means of professional
development, the supervisor can upgrade motivation and work performance.

6.6 Function for personality enrichment
6.6.1 Description
The social worker enters the social work profession and an organisation where other social
workers and personnel are already well established in their work responsibilities and relationships.
The social worker has to establish relationships with colleagues, his supervisor and his clients.
The opportunities to acquire professional skills and abilities are available within these relationships
that has to be established. The emotional, intellectual and social growth and development of the
social worker are determined and influenced by the type and quality of these relationships. The
personality of the social worker plays an important role in the establishment and the maintenance
of these relationships. The quality of these relationships contributes to the enrichment of the personality of the social worker with reference to his personality traits.

Since the social work profession is a highly people centred profession and services are rendered under highly emotional and stress related circumstances, the personality of the social worker is his best aid in being effective and efficient in the rendering of social work services. This implies that the social worker has to develop a greater self-consciousness than in other professions. Demands are placed on the social worker's maturity, integrity, emotional equilibrium, ability to making sound judgements, knowledge of human character, patience, perseverance, endurance, devotion, faith, ability to overcome disappointment and his interpersonal skills and abilities.

This is where the responsibility and task of the supervisor lies with the implementation of the function for personality enrichment. Supervision provides the best opportunities for the identification of flaws and problems in the personality traits of the social worker. The resulting implication is that supervision provides the best opportunities to attend to the identified flaws and problems negatively influencing the professional performance of the social worker. Supervision must be utilised for the social worker as a total person and not only as a controlling and educational mechanism. Good supervisory practice enables the social worker to extend his knowledge, enrich his personality, develop his creativity and enhance his productivity.

It is the responsibility of the supervisor to prevent the social worker from placing his own needs before the needs of his clients. The social worker must be prevented from acting impulsively, from shifting his responsibility onto others and from communicating in a non-specific manner. The end result of the implementation of the function for personality enrichment is an integrated social worker. Kasselman (1990:33) indicates that an integrated social worker is able to clarify roles, status, values and intentions with his clients.

The clients or situations with which the social worker comes into contact are mostly difficult to handle and very complex. The progress made in certain cases is not always measurable and problems often seem to be insolvable. It is important that, within these circumstances, the social worker does not become desperate and discouraged and, as a result, lose self-confidence. The supervisor has to enable the social worker to retain self-confidence, faith and perspective within difficult circumstances.

The supervisor must give attention to the enrichment of the social worker to ensure that he experiences self-fulfilment in effective work performance and satisfaction in his work. The interaction between the positive and satisfactory work performance of a person and his meaningful functioning as a person cannot be ignored. A positive self-image and a feeling of worth that comes
from experiencing satisfaction in work performance places the individual in a position to be
happy and satisfied in other aspects of his life as well.

The objective of supervision, the content and quality thereof, the method which is implemented
and the relationship between the supervisor and the social worker must be of such nature that the
social worker can verbalise his feelings, needs, shortcomings, experiences, thoughts and ideas
freely. Supervision must provide the social worker with opportunities to evaluate his abilities and
qualities according to their value. It must also provide the opportunity to improve his weaknesses,
to identify shortcomings in his personality and to correct them. Supervision must thus be an
emotionally enriching experience for the social worker.

6.6.2 Task and responsibility of the supervisor
The tasks and responsibilities of the supervisor in the implementation of the function for
personality enrichment as indicated by McLoud (1989a:65-66) and Kasselman (1990:32-33) can
be listed as follows:

- The supervisor has to develop a greater self-conscience within the social worker of his own
  feelings towards other people, the indirect influence that failures and frustrations have on him
  as well as the manner in which it manifests in his behaviour and actions.
- The social worker has to be guided towards evaluating himself in a critical manner and
  identifying development areas with regard to personality enrichment.
- It should be established, within a reasonable degree, how the social worker reacts on certain
  influences and how he, in turn, influences other.
- The supervisor has to guide the social worker towards accepting himself and experiencing
  emotional security.
- The social worker has to be enabled to observe other persons, cases and situations as they
  really are and acting according to the observation.
- Guidance should be provided to the social worker towards having a healthy self-image and
  being able to maintain, within depressing circumstances and discouraging progress, a certain
  self-confidence, perspective and faith with regard to the goal that he has planned for himself.
- It should be ensured that the social worker is being guided by a specific philosophy of life that is
  in harmony with the norms and values of the social work profession.
- The supervisor has to ensure that the social worker comes to realise that experience,
  professional skills and maturity are not established by successes only, but also by failures.
- The social worker has to be guided in abstaining himself from irrational assumptions that leads
  to unnecessary stress.
- The supervisor has to guide the social worker towards being objective with regard to himself,
  developing insight in himself and being able to laugh at himself.
- It should be ensured that the social worker develops as an autonomous and independent social
  worker.
• The social worker should be enabled to share his feelings.
• Enabling the social worker to communicate effectively is essential.
• Guidance should be provided to the social worker towards being a trusting person.
• The supervisor should enable the social worker to confront his clients in a constructive manner while maintaining the positive worker-client relationship.

6.6.3 Conclusion
From the above information it is evident that personality enrichment of social workers is also done through the implementation of the four previously discussed functions of supervision. The social worker gains and develops skills and abilities through the implementation of educational supervision, administrative supervision, supportive supervision, motivational supervision and modelling (still to be discussed). The supervisor is thus continually busy with the enrichment of the personality of the social worker. If the social worker experiences personal growth towards maturity, self-confidence, integrity and ethical responsibility, he will be able to do his work in an effective and efficient manner.

6.7 Function of modelling
6.7.1 Description
As discussed under the heading of personal and professional qualities of the supervisor, the supervisor must ensure that he is a model that is worth following. He should be up to date with recent research and developments within the social work profession as well as supervision. It is also necessary for the supervisor to examine his work habits and try to become what he wants the social workers to be. This refers to aspects such as being on time, being neat, avoiding sloppy desks, untidy work places and bad work habits. He has to be knowledgeable on the process of modelling and the factors that might have an influence on the results of modelling. He should enable the social workers to develop identities of their own and to function independently and not to have them become replicas of himself. (McLoud, 1989a:63-64 and Broadwell, 1990:23.)

According to Kadushin (1992:156) not all significant content can be taught didactically, through discussion or experimentally, but that content can only be taught through modelling. "Modelling involves deliberately selected displays of behaviour by the supervisor for didactic purposes. Modelling involves "observing" desirable worker behaviour available from a variety of sources - reading typescripts of interviews, watching interviewing through a one-way screen or sitting in on an interview. All these procedures provide the supervisee with a model of how a worker should behave in contact with a client" (Kadushin, 1992:156). Pelser (1988:200) describes modelling as a process in which a model is given to the social worker and the worker is to observe and investigate the applicable interactional behaviour that relates to the specific situation. The observed behaviour is structured and investigated deliberately for the social worker to be able to learn from the modelling.
Modelling implies that the supervisor provides an example that is worth following in terms of being a professional social worker and a professional person. Modelling professional social work behaviour results in providing the social worker with a model of the desirable skills, techniques and attitudes for effective and efficient social work services. Modelling professional person behaviour implies that the supervisor manages and organises his workload and work environment in an acceptable humanitarian manner. The manner in which he acts in his daily functioning within the office and in contact with the management of the organisation, with colleagues, with social workers and the supportive staff should provide the social worker with an example that is worth following. The end result should be that the supervisor is constantly aware of his behaviour and actions and the influence thereof on the social worker.

6.7.2 Characteristics of successful modelling

Peiser (1988:204-205) and Kasselman (1990:37) both stressed that modelling as a function of supervision can be successful if the following characteristics are present:

- The supervisory relationship between the supervisor and the social worker is positive.
- Emotional responses within the interaction with clients as well as within the supervisory process are utilised to resolve the present problems that obstruct the effective performance of the social worker.
- The supervisor reveals the correct empathetic attitude towards the social worker with regard to problems he experiences in the rendering of social work services.
- The supervisor reveals genuine interest in and dedication towards the enhancement of the social worker's knowledge of and insight into the social work profession as well as the social worker's growth and development as a professional social worker.
- Modelling teaches the social worker the following characteristics: patience, dedication, tact, endurance, empathy, intuition, honesty, decency, modesty and courage.
- The social worker is also taught not to misuse his position of confidence.
- The social worker is in a position to observe and experience a more realistic perception of the work through the function of modelling. This enables him to judge himself according to the qualities that are necessary and needed for the specific work and tasks of the profession.

6.7.3 Conclusion

The purposeful implementation of the function of modelling by the supervisor for the development of the social worker is just as important as the implementation of the other five functions of supervision. The implication is that the social work profession should have supervisors who are worthy as a model and who are good examples, in all aspects, of successful persons within the social work profession. The ultimate goal of modelling has direct reference with the goal of supervision: effective and efficient rendering of social work services.
7. EXPECTATIONS OF GOOD SUPERVISORY PRACTICE

In the extensive discussion of the functions of social work supervision, the tasks and responsibilities of the supervisor seem to be overwhelming. The expectations can be divided according to what the social worker expects and what management generally expects. However, the two sets of expectations are supplementary to each other. The expectations are identified as motivation for the supervisors’ need of support and support systems in order to meet the expectations.

7.1 Social worker expectations of the supervisor

Researcher has combined the following list of expectations from the literature (Harkness & Mulinski, 1988:340, Reamer, 1989:445, Harvard Business Review Book, 1990:122,124, Munson, 1993:12,29,39-41,253 and Haimann, 1994:193-194). Although the authors not necessarily refer to them as expectations, they were interpreted as expectations that social workers have of their supervisors.

7.1.1 The supervisor should supervise the social worker consistently and at regular intervals.
7.1.2 Growth-orientated supervision that respects personal privacy should be provided.
7.1.3 Technically sound and theoretically grounded supervision is expected.
7.1.4 The social worker should be evaluated on criteria that are made clear in advance and evaluations should be based on actual observation of performance.
7.1.5 The supervisor should be adequately skilled in clinical practice and be trained in supervision practice.
7.1.6 The supervisor should be a master teacher in order to transmit knowledge that integrates theory and practice to the social worker.
7.1.7 He must be able to apply research knowledge and methodology to practice.
7.1.8 The supervisor must be confident in his knowledge, but must be open to questioning.
7.1.9 He must have the ability to accept criticism without becoming defensive.
7.1.10 The supervisor must be fair, honest and direct but supportive and patient.
7.1.11 He should provide the social worker with cases that are appropriate, but challenging.
7.1.12 The supervisor should be acceptable in appearance, should be courteous and clear in communication.
7.1.13 He should be thorough in providing orientation on the agency or setting.
7.1.14 The supervisor should be prepared for supervision sessions and must avoid wasting precious supervision time.
7.1.15 He should be involved in the organisation, the community and the social work profession.
7.1.16 The supervisor must be knowledgeable about the code of social work ethics and faithfully adhere to its directives.
7.1.17 The supervisor is expected to permit the social worker to decide how to achieve results within accepted professional standards and organisational requirements.
7.1.18 The supervisor should be a good manager who helps social workers to feel strong and responsible, who rewards them accordingly for good performance and who sees that the work environment is organised in such a way that social workers feel they know what they should do.

7.1.19 He should encourage a strong sense of team spirit among social workers, of pride in working as part of a particular team.

7.1.20 The supervisor has to encourage relationships with social workers that promote the sharing of fears and concerns about their own feelings and attitudes that they perceive as irrational or unprofessional. Only within a trusting and accepting supervisory relationship will social workers share these deep-seated fears. To deal with such content confidently, supervisors must be well prepared, experienced and supported themselves.

7.1.21 The supervisor is expected to be evaluative not only of the social worker, but also of the supervision itself.

7.1.22 Social workers expect the supervisor to provide technique orientated supervision as it produces more effective learning than therapeutic orientated supervision.

7.1.23 Genuineness and the ability to provide feedback are characteristics within the supervisor that are preferred by social workers.

7.1.24 The supervisor has to ensure that performance standards are set for social workers. Performance standards should enhance the performance of the social workers and should be based on a set of expectations on which both parties agreed.

7.1.25 As the domain of social work supervision has expanded, so have the liability risks that accompany the relationship between the social worker and the supervisor. It is important that the supervisor inform the social workers about the growing number of legal or liability issues related to supervision.

7.2 Organisational and management expectations of the supervisor:


7.2.1 The supervisor is expected to perform supervision responsibilities in a professional manner. He should ensure that the necessary time is taken for quality supervision. He should seek additional training in clinical supervision if his skills are not according to standard.
7.2.2 The supervisor is expected to be monitoring and directing the activities of the social workers and the support staff to ensure a quantity of output consistent with work performance standards and the organisation's goals and objectives (productivity).

7.2.3 The supervisor should execute activities through which he can ensure that the performance of the social workers and the support staff results in a quality of service consistent with client need, legal policy, regulations and organisational policy and procedure (quality control).

7.2.4 The supervisor is expected to promote the positive morale and job satisfaction of his subordinates.

7.2.5 The supervisor has to improve his own job-related knowledge, skill level and personal adjustment as well as that of his subordinates.

7.2.6 The supervisor must set reasonable work performance objectives for the social workers.

7.2.7 He should establish a favourable work environment with adequate physical conditions and material resources to facilitate productivity and promote staff comfort and morale.

7.2.8 The supervisor is expected to develop positive interpersonal relationships with social workers and support staff and establish open channels of communication between himself and the staff.

7.2.9 Appropriate conduct and productive performance should be modelled and instructed to the social workers and support staff by the supervisor.

7.2.10 The supervisor should exercise fair control in his management of the behaviour of his subordinates.

7.2.11 The supervisor is expected to be a good boss, a good manager and a leader of the subordinates for whom he is responsible. He must have the technical, professional and clinical competence to run his section smoothly and to see that the staff performs their assignments successfully.

7.2.12 The supervisor must also be a competent subordinate to the next higher manager. Responsibility is towards the management of the organisation.

7.2.13 He is expected to act as a connecting link between the social workers and the support staff and the management of the organisation. The supervisor is a member of the management who must ensure that the work gets done.

7.2.14 The supervisor must maintain satisfactory working relationships with heads of all other departments.

7.2.15 He should assume greater responsibility for policy formulation and for relationships between community and organisation.

7.2.16 The supervisor should understand the nature and process of motivation and is expected to individualise his approach in the task of motivating social workers.

7.2.17 The supervisor is expected to communicate the organisational performance goals clearly to the social workers and to continually ascertain each social worker's personal and professional goals.
7.2.18 The supervisor should continuously give feedback to the social workers on their performance.

7.2.19 He should attend to job design, which implies that he blends the content of the work with job rewards and job qualifications.

7.2.20 He is expected to provide training and career development opportunities for social workers. Unless they are properly trained, the supervisor has no real justification for appraising them or for finding fault with their work.

7.2.21 It is expected that the supervisor ensures that the work is challenging enough, meaningful enough and provides enough recognition in order for the social workers to fulfil enough of their own needs and thus get satisfaction from doing the work.

7.2.22 Changes can and will occur in technology, legislation, societal attitudes, personal wants and needs, supervisory techniques and relationships within the organisation. The supervisor is expected to keep up to date with the changes, to inform the social worker of the changes and to accept the changes personally.

7.2.23 The supervisor should be skilled in good communication - knowledgeable of the basic elements of communication and the barriers to effective communication.

7.2.24 The management expects the supervisor to stay aware of the "big picture" - to be sensitive to what's happening in the total organisation in order to achieve the needs and goals of the organisation as a whole.

7.2.25 It is expected that the supervisor should be a self-aware person which implies that he:
- realises that his behaviour affects others and that he may need to change in order to achieve effectiveness in performance and human relationships;
- takes active steps to obtain feedback about his behaviour and performance from social workers and management;
- takes note of external views on his behaviour and performance especially when these differ significantly from his view of himself; and
- has reached as honest and balanced view of himself as humanly possible.

7.2.26 The supervisor has an ethical responsibility to protect clients' rights and to encourage an atmosphere in which social workers will do the same. The supervisor is expected to support the ethical behaviours of the social workers and to stop their unethical behaviours.

7.2.27 Management expects supervisors to be aware and have knowledge of their liability as supervisors. Under the legal maxim of *respondeant superior*, masters are responsible in certain cases for wrongful acts of their servants. As a result of this legal principle that holds the more powerful people responsible for those who report to them, supervisors are responsible for the wrongful acts of the social workers for whom they are responsible.

7.3 Conclusion
The list of expectations is never ending. What is important, is that these expectations are seldom verbalised to the supervisor. It is also not written into their job descriptions. Many supervisors
perform on a "trial and error" basis, depending on the way in which their transition from social worker to supervisor has developed. The psychological contract between the supervisor and the management of the organisation can be a stress factor and not a support system to the supervisor. According to the expectations, the supervisor acts as a buffer between the social workers and the management of the organisation. Both have expectations of the supervisor, but do not provide any support. The supervisor cannot meet these expectations without being supported.

8. SUMMARY

The literature has provided a wide variety of information on social work supervision and much more can be said about the subject than was discussed. However, for the purposes of this study, it is sufficient. The ultimate objective of supervision is to ensure that effective and efficient services are rendered to the total client system. The intermediary objectives to achieve the ultimate objective are related to the social worker, the client and the social services organisation.

The transition process from social worker to supervisor has an important influence on the quality of supervisory practice that will be implemented. This process implies an adjustment to and acceptance of a new position or role. The phases of role identification; role withdrawal and role acceptance; and establishing an identity as a supervisor; have to be successfully completed for the transition to have been successful.

Not all social workers are able to perform as a competent supervisor. The supervisor should have certain personal qualities and knowledge about his own personality type. Without these personal qualities, the professional qualities cannot be developed. Professional qualities and interpersonal skills correspond closely with each other. These qualities are important for the implementation of good supervisory practice. Professional qualities can be developed through training and practice, but personal qualities are internalised as the individual's personality has developed since childhood.

The functions of supervision, of which some had been identified within the literature, i.e. educational function, administrative function, supportive function, motivational function, function for personality enrichment and function of modelling, are interrelated and implemented simultaneously. Taking all the knowledge that the supervisor is expected to have, the countless tasks and responsibilities and the expectations into account, the well-founded conclusion can be made that the supervisor has an enormous job.

Throughout the literature study, no reference was found on the support that is available to the supervisor to help him in this enormous job. He is expected to be effective and efficient and to be a support system to the social workers for whom he is responsible. By being effective and efficient in
his supervisory practice, he also acts as a support system to the management of the organisation. The supervisor stands in the middle, alone and without support of any kind.