Community Agency Supervisors' Experiences with Supervisory Training and Supervision that Address the Knowledge and Skill Areas of Supervision in the Social Service Field

by

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B.A., Vancouver Island University, 2003

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of

MASTER OF ARTS

in the School of Child and Youth Care

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Supervisory Committee

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Abstract

Research shows that supervisors in the social service field require on-going training and supervision; however, we do not know much about supervisors' training and supervision and whether it prepares supervisors for the responsibilities of their jobs. This study used a telephone survey to explore the training and supervision experiences of community agency social service supervisors. The survey directly addressed 20 supervisory knowledge and skill areas identified from the literature review as those necessary for social service supervisors to be effective. Descriptive statistics were used to analyze participants' responses and describe their training and supervision experiences. The goal of the study was to describe the training and supervision that supervisors receive to see if they address the supervisory knowledge and skill areas identified from the literature. Although the study found that supervisors access more training and supervision than expected, it also found significant inconsistencies in the training and supervision.

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Acknowledgments

I would like to first and foremost thank my husband, Brad, who 'took on our lives' during one of the busiest years of our lives. Brad, without your support and encouragement I would not have completed this dream. I can't begin to list all the things you have done to make this possible. I only hope that I can support you as fully as you have done for me. I love you more each day and feel blessed to have you in my life.

To my kids, Lexie and Kyran, I want to thank you for all the time you have given Mommy behind that closed door and for all the wonderful hugs and kisses that kept me going. I hope you never felt that I was unavailable, and that, from this, you learn you can do anything.

To my parents, Margot and Lockie, I want to thank you for always supporting my family. I can't list the multitude of things you have done for us over the years, but most recently, thank you for being there for our children. They are so fortunate to have such close relationships with you both. Without your dedication to them, I would not have completed this program. As well, Mom, thank you for the hours of editing through 7 years of schooling, there is certainly a part of this paper that you can have 'bragging' rights to.

Finally, to Sibylle Artz and Doug Magnuson, I knew I wanted your support for my thesis from the beginning of this program. From the very beginning, you both 'saw me'. Sibylle you always knew 'where I was at' and never let me casually dismiss my struggles. I appreciate that; thank you. I also want to thank you for always being there; our phone conversations were always at the times when I needed some clarity and support to push forward. Doug, thank you for the hours of conversation and brainstorming. I enjoyed the time talking about the field and possible crazy thesis topics. Also, thank you for helping me in an area that, at times, was stretching my brain's capacity.

Dedication

This thesis is dedicated to my family for all the love and support that they provide me.

It is also dedicated to the participants, without whom I could not have completed this project. Your genuine interest, encouragement, drive, and dedication touched me. I am grateful that there are so many devoted and hard-working professionals overseeing this field. Thank you all for the time and energy you put into this project, and for the time and energy you put into this field.

Chapter 1: Introduction

The social service literature[1] accepts that when supervision is provided to front-line social service practitioners, everyone involved benefits. Supervision is seen as a means of ensuring clients who are supported by social service agencies, such as community and mental health agencies, residential and day programs, or counseling services, receive the benefits of high quality care (Bernard & Goodyear, 1992; Brown & Bourne, 1996; Delano & Shah, 2009; Falender & Shafranske, 2004). As well, research shows that supervision in the social service field reduces the stress and burnout of practitioners who are working in these social service agencies (Shulman, n.d.) and increases their morale and well-being (Brown & Bourne, 1996). Further, research shows that practioners' job satisfaction reduces the turnover and absenteeism of staff in social service agencies and helps staff to be more effective, thus contributing to conditions that are necessary for building effective client-worker relationships (Krueger, 1986). In other words, the supervision of social service practitioners increases their job satisfaction which improves the retention of quality staff, and the retention of these quality staff members enhances positive outcomes for clients who are accessing services from these social service agencies (Collins-Camargo, Sullivan, Washeck, Adams, Sundet, 2009; Lietz, 2009).

The social service supervision literature also refers to a unique set of knowledge and skill areas that social service supervisors are required to have in order to be effective at providing quality supervision to supervisees (Kaiser & Kuechler, 2008). Although the literature on social service supervision agrees that effective and quality supervision are necessary for and beneficial to helping influence the quality of services provided by social service agencies (Tsui, 2005), ensure that these services meet professional standards within the social service field (Kadushin &

[1] The literature switches between the terms social service and human service. I have used the term social service to incorporate human service literature.

Harkness, 2002), and thereby benefit everyone involved (Collins-Camargo, et al., 2009; Lietz, 2008), no shared definitions of effective and quality supervision exist in this literature. Rather than defining quality and effective supervision, researchers tend to claim or imply that if supervisors use the researcher's appoach, theory, or model, the supervisor will become effective and will therefore provide quality supervision to their supervisees. For example, researchers may say that their content is intended to enhance supervisory practice (Tsui, 2005), will guide the reader through the process of good supervisory practice (Falender & Shafranske, 2004), provide an "idealized image… of the best in social work supervision" (Kadushin and Harkness, 2002, p. xvii), or is to "speed up learning, to provide specific next steps and strategies for supervisors, and to make the process less painful" (Shulman, 1993, p. 5).

The literature does refer to a number of unique and specific supervisory knowledge and skill areas required by supervisors (Kaiser & Kuechler, 2008). Although each researcher presents a different combination of these knowledge and skill areas based on his/her supervisory approach, theory, or model, many of the knowledge and skill areas are cross referenced by different researchers. Brown and Bourne (1996) and Delano and Shah (2007) explain that many researchers have expanded on the administrative, educational, and supportive functions presented by Alfred Kadushin (1992). For example, Tsui (2005) acknowledges these three functions and then presents the impacts and practices that relate to working in culturally diverse organizations and environments. Delano and Shah (2007) acknowledge Kadushin's work and then add an approach for how supervisors can positively confront their supervisees. Other researchers expand on Kadushin's work by presenting a specific combination of the elements of supervision. For example, Falender and Sharfranske (2004) present an approach that is based on the supervisory relationship and educational praxis, as Kadushin's model suggests, then expands on

the need for inquiry and research. Therefore, although all researchers do not refer to the exact same supervisory knowledge and skill areas, each knowledge and skill area is referred to within mulitiple supervisory approaches, theories, or models; thereby providing some agreement between researchers on the supervisory knowledge and skill areas. Through an analysis of the literature, I have developed what I believe to be a complete list of the supervisory knowledge and skill areas that social service supervisors require to be effective. Since this literature is extensive, my review process and an indepth description of these supervisory knowledge and skill areas are provided in Chapter Two.

With a concern for quality and effective supervision in mind, Hopkins and Austin (2004) explain that most social service supervisors have been promoted into their supervisory roles from front-line practitioner roles and are lacking training and mentoring specific to supervision. This is a concern because, as described above, there are specific knowledge and skill areas necessary for supervisors in the social service field that are not only different from those of front-line social service practitioners (Kaiser & Kuechler, 2008) but are also more complex and challenging because of the nature of the supervisory position (MacEachron, Gustavsson, Lavitt, & Bartle, 2009; Shulman, 1993). As well, Shulman (1993) notes that social service supervisors struggle when transitioning from front-line practitioner roles to supervisory roles since they "receive surprisingly little training in the skills necessary to carry out their functions" (p. 5).

Additional research shows that the social service supervisors, who receive supervisory training and supervision, recognize the importance of receiving such training and support (Dill & Bogo, 2009; Kaiser & Kuechler, 2008; MacEachron et al., 2009) and want more of this (Kaiser & Kuechler, 2008; MacEachron et al., 2009). Kaiser and Kuechler (2008) recognize that, like social service practitioners, social service supervisors need on-going supervisory training and

support in order to effectively perform their jobs. Therefore, due to the nature of supervisory positions in the social service field, the challenges faced when transitioning to supervisory roles, and the needs of supervisors, the literature speaks to the importance of social service supervisors receiving supervisory training and supervision (Kaiser & Kuechler, 2008; MacEachron et al., 2009; Shulman, 1993).

Interestingly, even though the research shows that: (1) there are concerns about the lack of specific training for supervisors (Hopkins & Austin, 2004); (2) supervisors need supervisory training and supervision because of the challenges they face while transitioning into supervisory roles and within these roles (Kaiser & Kuechler, 2008; MacEachron et al., 2009; Shulman, 1993); (3) the knoweldge and skill areas are more complex and challenging then those of front-line practice (Kaiser & Kuechler, 2008; MacEachron et al., 2009; Shulman, 1993); and (4) social service supervision positively benefits supervisors, practitioners, clients, services (Collins-Camargo et al., 2009; Lietz, 2008) and communities (Kadushin & Harkness, 2002); as of yet, very little research exists that explores the supervisory training and supervision that social service supervisors receive, on what the supervisory training and supervision should focus on, and if supervisory training and supervision addresses the responsibilities of supervisors jobs (Bogo & Mcknight, 2005 as cited in Kaiser & Kuechler, 2008). Therefore, these areas require further exploration. With all this in mind, in the following chapter this study provides an investigation and an in depth analysis of the knowledge and skill areas that are suggested within the literature as those which social service supervisors are required to have in order to be effective. This analysis is then used as the basis for a Brisith Columbia (BC) based investigation of: the supervisory knowledge and skill areas that are a part of BC social service supervisors'

jobs, how these BC social service supervisors are trained and supervised, and what supervisory knowledge and skill areas are addressed in their supervisory training and supervision.

Chapter 2: The Knowledge and Skill Areas that are Required for Effective Social Service Supervision

To begin my literature review I searched the University of Victoria library and the EBSCO host database using key words such as: social services, human services, supervision, supervision for supervisors, training for supervisors, and supervisory training and supervision. Since the literature on social service supervision is extensive, to narrow the scope of the literature and find the most cited research on the topic, I used a "snowballing" approach for my literature review by scanning reference lists for authors who repeatedly appear (Collins, Onwuegbuzie, & Sutton, 2006). I also received suggestions from practitioners and researchers who have experience in the field of social service supervision.

While reading the literature, I made a list of the knowledge and skills that authors said are required by social service supervisors. I consistently found the same 30 knowledge and skill areas mentioned. Therefore, I chose to explore how social service supervisors are prepared for their jobs and receive support for these 30 required supervisory knowledge and skill areas. In order to make the project manageable, I condensed the 30 areas into 20 by linking similar or co-dependent skills. For example, professional development and staff training were two areas discussed in the literature for which supervisors are responsible. Since staff training is an element of professional development (Bertcher, 1988), I combined these two skills. The educational function and the clinical supervision were another two areas described in the literature for which supervisors are responsible (Kadushin & Harkness, 2002). Although authors have termed these areas differently, the goals of each are the same: to increase practitioners' knowledge of their practice area (Kadushin & Harkness, 2002). Therefore, these are another two

areas that I combined. The 20 supervisory knowledge and skill areas consistently referred to in the literature as necessary for effective social service supervision are:

- Knowing[2] how to establish one-on-one relationships with supervisees (Ash, 1995; Bernard & Goodyear, 1992; Borland, 1995; Brown & Bourne, 1996; Collins-Camargo et al., 2009; Deal, 2004; Delano & Shah, 2007; Delano & Shah, 2009; Falender & Shafranske, 2004; Hopkins & Austin, 2004a; Hughes & Pengelly, 1997; Kadushin & Harkness, 2002; Kaiser, 2004; Kaiser & Kuechler, 2008; Krueger, Austin, & Hopkins, 2004; Kuczmarski & Kuczmarski, 2007; Magnuson & Burger, 2008; Packard, 2004; Rodriguez, 2004; Sawdon & Sawdon, 1995; Shulman, 1993; Tsui, 2005; Ward, 2008).

- Knowing how to provide feedback to supervisees (Ash, 1995; Bernard & Goodyear, 1992; Brown & Bourne, 1996; Delano & Shah, 2009; Falender & Shafranske, 2004; Hopkins & Austin, 2004a; Hughes & Pengelly, 1997; Kadushin & Harkness, 2002; Kaiser, 2004; Krueger, 1986; Magnuson & Burger, 2008; Shulman, n.d.).

- Knowing how to develop supervisees' practice competencies (Bernard & Goodyear, 1992; Bertcher, 1988; Brown & Bourne, 1996; Collins-Camargo et al., 2009; Delano & Shah, 2009; Falender & Shafranske, 2004; Hughes & Pengelly, 1997; Kadushin & Harkness, 2002; Kaiser, 2004; Krueger, 1986; Krueger, Austin, & Hopkins, 2004; Lietz, 2008; MacEachron et al., 2009; Magnuson & Burger, 2008; Meddin, 2004; Munson, 1993; Rodriguez, 2004; Sawdon & Sawdon, 1995; Shulman, n.d.; Tsui, 2005).

[2] In the survey, I use the terms 'practicing', 'developing', 'providing'…., rather than 'knowing', 'understanding', 'managing'…. to underline that the participants were currently actively engaged in using the skills and applying the knowledge. Therefore, the results section in this paper refers to the terminology used in the survey rather than the terminology used in this list.

- Knowing how to lead supervisees through the stages from novice to seasoned worker (Bernard & Goodyear, 1992; Borland, 1995; Brown & Bourne, 1996; Delano & Shah, 2009; Falender & Shafranske, 2004; Hughes & Pengelly, 1997; Jones & Gallop, 2003; Krueger et al., 2004; Magnuson & Burger, 2008; Packard, 2004; Tsui, 2005).
- Knowing how to facilitate workers' learning by using adult learning styles, techniques, and theories (Brown & Bourne, 1996; Delano & Shah, 2009; Hughes & Pengelly, 1997; Proehl, 2004; Ward, 2008).
- Having expert knowledge, practice, techniques, and theories specific to the supervisor's areas of practice (Ash, 1995; Delano & Shah, 2009; Hughes & Pengelly, 1997; Kadushin & Harkness, 2002; Krueger, 1986; McPhatter, 2004).
- Knowing how to model qualities and skills for supervisees that supervisees will use with clients (Adamson, 2011; Bernard & Goodyear, 1992; Borland, 1995; Clough, 1995; Deal, 2004; Delano & Shah, 2007; Delano & Shah, 2009; Dill & Bogo, 2009; Austin & Hopkins, 2004a; Kaiser, 2004; Krueger et al., 2004; Magnuson & Burger, 2008; Shulman, 1993; Shulman, n.d.; Stanners, 1995; Tsui, 2005).
- Knowing how to take part in personal reflection (Adamson, 2011; Ash, 1995; Borland, 1995; Brown & Bourne, 1996; Delano & Shah, 2009; Hughes & Pengelly, 1997; Kadushin & Harkness, 2002; Krueger et al., 2004; Kuczmarski & Kuczmarski, 2007; Shulman, 1993; Ward, 2008).
- Understanding and managing the dynamics and issues caused by power, authority, role delegation, personal characteristics, and societal structures (Borland, 1995; Brown &

Bourne, 1996; Delano & Shah, 2007; Delano & Shah, 2009; Austin & Hopkins, 2004a; Hughes & Pengelly, 1997; Kadushin & Harkness, 2002; Kaiser (2004); Kaiser & Kuechler, 2008; Sawdon & Sawdon, 1995; Stanners, 1995; Tsui, 2005).

- Knowing how to assess and implement professional development and training (Bertcher, 1988; Brown & Bourne, 1996; Collins-Camargo et al., 2009; Delano & Shah, 2009; Drolet, Clark, & Allen, 2012; Falender & Shafranske, 2004; Hughes & Pengelly, 1997; Kadushin, 1992; Kadushin & Harkness, 2002; Krueger, 1986; Krueger et al., 2004; Lietz, 2008; Meddin, 2004; Proehl, 2004; Sawdon & Sawdon, 1995; Tsui, 2005).

- Knowing how to implement formal performance reviews and evaluations (Bernard & Goodyear, 1992; Collins- Camargo et al., 2009; Delano & Shah, 2009; Falender & Shafranske, 2004; Hopkins & Austin, 2004a; Kadushin & Harkness, 2002; Krueger, 1986; Magnuson & Burger, 2008; Menefee, 2004).

- Knowing the group work skills necessary for managing a team of supervisees (Borland, 1995; Brown & Bourne, 1996; Collins-Camargo et al., 2009; Delano & Shah, 2009; Falender & Shafranske, 2004; Hopkins & Austin, 2004; Hughes & Pengelly, 1997; Krueger, 1986; Krueger et al., 2004; Kuczmarski & Kuczmarski, 2007; McPhatter, 2004; Sawdon & Sawdon, 1995; Stanners, 1995; Tsui, 2005).

- Knowing how to mediate (Brown & Bourne, 1996; Delano & Shah, 2007; Hopkins & Austin, 2004a; McPhatter, 2004; Meddin, 2004; Sawdon & Sawdon, 1995; Shulman, n.d.; Woodhouse & Pengelly, as cited in Warman & Jackson, 2007).

- Understanding and managing the diverse perspectives of workers and clients (Bernard & Goodyear, 1992; Brown & Bourne, 1996; Delano & Shah, 2007; Delano & Shah, 2009; Dill & Bogo, 2009; Falender & Shafranske, 2004; Austin & Hopkins, 2004a; Hughes & Pengelly, 1997; Kaiser & Kuechler, 2008; Krueger et al., 2004; McPhatter, 2004; Riley, 1995; Tsui, 2005).

- Understanding how the supervisor's agency relates to its community, society, and political forces (Adamson, 2011; Brown & Bourne, 1996; Delano & Shah, 2009; Fambry, 2004; Austin & Hopkins, 2004a; Hughes & Pengelly, 1997; Menefee, 2004; Riley, 1995; Rodriguez, 2004; Sawdon & Sawdon, 1995).

- Knowing managerial responsibilities and being able to implement the necessary administrative skills (Adamson, 2011; Bernard & Goodyear, 1992; Borland, 1995; Bradley & Hojer, 2009; Collins-Camargo et al., 2009; Drolet, Clark, & Allen, 2012; Austin & Hopkins, 2004a; Hughes & Pengelly, 1997; Jones & Gallop, 2003; Kadushin & Harkness, 2002; Krueger et al., 2004; Lietz, 2008; Meddin, 2004; Menefee, 2004; Riley, 1995; Rodriguez, 2004; Sawdon & Sawdon, 1995; Shulman, n.d.; Tsui, 2005).

- Knowing how to implement agency policies and procedures (Bradley & Hojer, 2009; Brown & Bourne, 1996; Hopkins & Austin, 2004a; Hughes & Pengelly, 1997; Kadushin & Harkness, 2002; Reamer, 2004; Rodriguez, 2004; Tsui, 2005).

- Knowing how to make ethical and legal decisions and considerations (Adamson, 2011; Bernard & Goodyear, 1992; Delano & Shah, 2007; Falender & Shafranske, 2004; Hughes & Pengelly, 1997; Kadushin & Harkness, 2002; Kaiser, 2004; Munson, 1993; Reamer, 2004; Riley, 1995; Lietz, 2008).

- Knowing how to think critically (Adamson, 2011; Bertcher, 1988; Bradley & Hojer, 2009; Deal, 2004; Delano & Shah, 2007; Delano & Shah, 2009; Hopkins & Austin, 2004a; Hughes & Pengelly, 1997; Kadushin & Harkness, 2002; Krueger, 1986; Lietz, 2008; McPhatter, 2004; Reamer, 2004; Sawdon & Sawdon, 1995).

- Knowing how to advocate on behalf of supervisees and/or clients (Delano & Shah, 2009; Hopkins & Austin, 2004a; Hughes & Pengelly, 1997; Menefee, 2004; Shulman, n.d.; Tsui, 2005).

The 20 knowledge and skill areas that are described above will be referred to throughout this study as the 20 supervisory knowledge and skill areas. The following sections describe in detail each of the above supervisory knowledge and skill areas[3].

Detailed Descriptions of the Twenty Supervisory Knowledge and Skill Areas

Knowing how to establish one-on-one relationships with supervisees. The supervisory relationship is the most written about element of social service supervision, primarily because it is the key "arena in which practitioners learn to do their jobs" (Kaiser & Kuechler, 2008, p. 80). Through the process of facilitating and collaborating with employees, the supervisory relationship provides support (Hopkins & Austin, 2004; Delano & Shah, 2009) and helps social service practitioners focus on service, delivery, goals, and objectives (Rodriguez, 2004), while examining their behaviors, thoughts, feelings, and barriers to working with clients (Bernard & Goodyear, 1992). Therefore, the supervisory relationship within the social service field provides a foundation, a partnership, and an alliance between supervisors and supervisees to help the latter manage their responsibilities (Falender & Shafranske, 2004).

---

[3] The sentences in the following sections contain a number of comments about what supervisors *should*, *need,* and *must do*. As a result of this language, these sections can be challenging to read. However, they are written to reflect the tone and the extensive list of responsibilities and tasks of supervisors that I found in the literature.

The supervisory relationship is an interactional relationship in which both social service supervisors and supervisees are active participants (Brown & Bourne, 1996); therefore, supervisors must recognize that supervisees are unique in their needs and practices (Delano & Shah, 2009; Kuczmarski & Kuczmarski, 2007; Ward, 2008) and develop relationships with them that are cooperative, democratic, participatory, mutual, respectful, and open (Kadushin & Harkness, 2002). This requires social service supervisors to recognize supervisees' developmental level of practice. Supervisors also need to create an atmosphere that is welcoming by being present and in rhythm with supervisees so that both parties can experience moments of connection, discovery, and empowerment in order to develop mutual understandings (Krueger, Austin, & Hopkins, 2004). Not only does the supervisory atmosphere need to be welcoming, but also, as Hughes and Pengelly (1997) suggest, in order for the supervisory relationship to be effective, social service supervisors must know how to build trustworthy and close relationships with supervisees so that supervisees are comfortable discussing and exploring their practice stories. This requires social service supervisors to be genuinely curious about employees' points-of-view and experiences (Delano & Shah, 2007). Also supervisors must show care and kindness; have respect, passion, and empathy; infuse energy; build confidence; stimulate and empower workers; have humility and compassion; as well as be inclusive, predictable, transparent, and collaborative (Kuczmarski & Kuczmarski, 2007).

Included in the knowledge and skills required to build effective supervisory relationships, social service supervisors must be able to acknowledge the effects of authority and interpersonal dynamics, take risks within the supervisory relationship, understand the parallel processes of the client-worker relationship, and model the skills that practitioners use with clients (Deal, 2004). Further, effective supervisory relationships require supervisors to be self-aware, present, open,

available, and engaged with staff, clients, and the team as a whole (Krueger et al., 2004). Furthermore, social service supervisors need to have the confidence to create safe spaces that allow employees to confront (Delano & Shah, 2009) and criticize the supervisor, which helps to hold supervisors accountable (Magnuson & Burger, 2008). Finally, supervisors must be able to genuinely address their feelings and the feelings of others (Ash, 1995; Kuczmarski & Kuczmarski, 2007) and, at the same time, be able to contain or help contain any feelings that may impact services (Hughes & Pengelly, 1997).

Additionally, in order for social service supervisors to establish effective supervisory relationships, they must be able to create and express with their supervisees boundaries that are clear (Brown & Bourne, 1996) and appropriate (Hughes & Pengelly, 1997). Supervisors must establish a balance between firm boundaries that provide clear and safe supervision and open and flexible boundaries that allow practices to be influenced and changed when needed (Hughes & Pengelly, 1997; Krueger et al., 2004). Boundaries are also necessary to establish the supervisory contract (Hughes & Pengelly, 1997), which is a shared contract between social service supervisors and supervisees on how to work together (Borland, 1995; Brown & Bourne, 1996; Hughes & Pengelly, 1997; Kaiser, 2004). The supervisory contract should address the goals, expectations, tasks, format, and processes for the development that occurs between supervisors and supervisees (Tsui, 2005). As well, the supervisory contract should include agreements and directions about how to manage confidentiality, disagreements, and power differentials; the purpose, timing, and frequency of the supervision sessions; as well as establishing the agenda, methods, and tools that will be used in the supervision sessions (Hughes & Pengelly, 1997).

During supervisory sessions, social service supervisors have to recognize their workers' needs by acknowledging the issues on which workers want to focus. To do this, supervisors

must listen to workers' entire practice stories (Kaiser, 2004). Supervisors must also ensure their pace is suitable for employees' learning and for building supervisory relationships; therefore, supervisors must pay attention to and adjust the speed at which they are teaching and connecting with supervisees (Krueger et al., 2004). As well, supervisors must adjust their communication styles and use a variety of interpersonal skills when connecting with supervisors, when managing conflicts (Hopkins & Austin, 2004a), and when guiding and changing the direction of agency practices (Packard, 2004).

Social service supervisors face numerous challenges due to the number of elements required to establish successful supervisory relationships. For example, supervisors must know the difference between the "supervisee's stage of professional functioning and what is a matter of style or personality" (Hughes & Pengelly, 1997, p. 63); this includes recognizing, acknowledging, and accepting when workers' skills and professional functioning regress due to stress (Hughes & Pengelly, 1997). Supervisors must also be able to provide hands-on help to employees without disempowering them by inadvertently suggesting that they are unable to do their jobs. At other times, supervisors may be required to back workers' decisions even though backing the decision may not be the supervisor's preferred choice of action. In this situation, however, supervisors must have clear boundaries regarding what is not acceptable (Delano & Shah, 2009). Of great importance to supervisors and supervisees is the recognition that supervision is not therapy for employees (Bernard & Goodyear, 1992), so it is not governed by the same level of confidentiality as therapeutic relationships. This means that supervisors will need to decide when and how to share information about employees with other administrative staff who may need to know what is happening in the context of their colleagues' practices (Delano & Shah, 2009). Social service supervisors also need to be aware of the different

dynamics that can occur within supervisory relationships, for example, recognizing and managing transference, countertransference, mirroring, and drama triangles (Karpman, 1968, as cited in Hughes & Pengelly, 1997), and the potential impacts and effects these dynamics can have (Hughes & Pengelly, 1997).

Effective supervisory relationships create a number of benefits as they can ensure that both supervisors and supervisees are comfortable with being vulnerable, which helps to create change (Sawdon & Sawdon, 1995) by allowing workers to be challenged and self-reflective so that they grow and learn. This creates better quality services for clients (Delano & Shah, 2009). Therefore, supervisory relationships have a direct influence on social service practitioners' work (Kaiser, 2004) by helping practitioners work to the best of their abilities (Brown & Bourne, 1996). Furthermore, supervisory relationships help practitioners develop their therapeutic and case management skills (Bernard & Goodyear, 1992), while reducing their stress and burnout (Tsui, 2005), and increasing their job satisfaction (Collins-Camargo et al., 2009) and morale (Kadushin & Harkness, 2002); as well the supervisory relationship can offer support for dealing with practitioners' anxieties when political and policy changes influence work practices, (Brown & Bourne, 1996).

Social service supervisors also protect clients who receive services from their agencies by maintaining clear perspectives about clients' needs and client-practitioner relationships (Bernard & Goodyear, 1992), while modeling the skills practitioners need to use with clients (Falender & Shafranske, 2004). Thus, in order to empower both social service practitioners and clients (Brown & Bourne, 1996), the supervisory relationship must be positive (Shulman, 1993; Kaiser, 2004), safe (Delano & Shah, 2009), of top quality (Kuczmarski & Kuczmarski, 2007), and help to develop practitioners' skills (Deal, 2004) and abilities by sharing practice stories and

reflecting, discussing, and exploring their level of practice (Delano & Shah, 2009; Hughes & Pengelly, 1997).

Knowing how to provide feedback to supervisees. Social service supervisors are responsible for knowing how and when to provide both formal and informal feedback to supervisees (Kadushin & Harkness, 2002). The social service literature often places the task of providing feedback to employees within formal performance reviews and evaluations (Falender & Shafranske, 2004); however, Hopkins and Austin (2004a) explain that, when giving feedback, appropriate responses range from formal disciplinary action to informal supportive conversations.

Feedback refers to supervisors assessing workers' professional performance (Hughes & Pengelly, 1997) by helping to determine their goals and by monitoring (Krueger, 1986) the quality of their work (Bernard & Goodyear, 1992; Delano & Shah, 2009). Providing feedback requires social service supervisors to share with their supervisees the agency's values, theories, and practices (Brown & Bourne, 1996; Kaiser, 2004) and the impacts of these practices (Kaiser, 2004). Supervisors must also communicate with supervisees to set goals and standards of practice (Delano & Shah, 2009) that help direct workers in the direction the agency and supervisor desire (Ash, 1995). Additionally, supervisors need to monitor practitioners' client contacts and create the space to connect with practitioners to ensure practitioners can translate, transfer, and integrate their professional knowledge and training into practice with clients (Bernard & Goodyear, 1992; Falender & Shafranske, 2004). This requires supervisors to observe employees' work and then create opportunities to discuss their observations (Delano & Shah, 2009). Kadushin and Harkness (2002) explain that supervisors can potentially get feedback from clients in order to get a better understanding of workers' practices but

acknowledge that in doing this supervisors must be careful not to harm the supervisory relationship or the worker client relationship. Finally, the feedback process can provide social service supervisors with an avenue for addressing workers' issues and problems (Shulman, n.d.), such as identifying and assisting with workers' personal and/or professional problems (Hopkins & Austin, 2004a). Therefore, supervisors need to be able to identify specific "work performance problems, assess the underlying reasons for the problems, and help employees improve their performance to a level that meets the organizations expectations" (Hopkins & Austin, 2004a, p. 215). This requires social service supervisors to make assessments of social service practitioners' skills, abilities, functions, and progress (Brown & Bourne, 1996).

In order for social service supervisors to provide meaningful feedback, it should be given as soon as possible and should highlight the effects of practitioners' work, as well as be specific, objective, descriptive, and limited (Kadushin & Harkness, 2002). Falender and Shafranske (2004) note that feedback should be based on the procedures and goals that were agreed upon within the supervisory contract, and Delano and Shah (2009) note that it should focus on professional standards that are not being met, rather than on employees' personalities or work ethics. Furthermore, to provide effective feedback, supervisors need to be skilled in exploring, formulating and making decisions, and active listening, while also holding the authority in the relationship (Hughes & Pengelly, 1997). In case supervisors are required to confront employees to help them resolve their problems (Hopkins & Austin, 2004a), supervisors need to know how to encourage and use constructive confrontational skills (Delano & Shah, 2009). This requires social service supervisors to know how to create an action plan with employees and then follow through with them to ensure they maintain these plans and resolve the problems (Hopkins & Austin, 2004a).

Knowing how to develop supervisees practice competencies. Social service supervisors are responsible for increasing supervisees' educational knowledge required for their positions. In 1936 Robinson defined the educational function of supervision as "an educational process in which a person with a certain equipment of knowledge and skill takes responsibility for training a person with less equipment" (as cited in Kadushin & Harkness, 2002, p. 19). The educational function of social service supervision is often "identified as clinical supervision" (Kadushin & Harkness, 2002, p. 129). Regardless of the term used, the process of clinical supervision, or of the educational function of supervision, consistently describes a reciprocal teaching and learning process (Tsui, 2005) that helps both social service workers and supervisors grow and develop professionally (Delano & Shah, 2009; Kadushin & Harkness, 2002). Thus, supervisors help practitioners to develop their skill sets (Tsui, 2005) and practice competencies so that these workers can do their jobs (Bernard & Goodyear, 1992; Krueger et al., 2004; Krueger, 1986; Magnuson & Burger, 2008; Sawdon & Sawdon, 1995) and maximize their clinical knowledge and skills in order to function autonomously and independently while providing effective and efficient services (Kadushin & Harkness, 2002).

Social service supervisors have two essential and interrelated goals when teaching practice competencies to workers: (1) to ensure the integrity of the clinical services offered to clients, (2) to develop work competencies in practitioners (Bernard & Goodyear, 1992; Falender & Shafranske, 2004; Krueger et al., 2004). The terms 'learning leader' (Rodriguez, 2004), educational planner, and facilitator (Krueger et al., 2004) describe "the cross-fertilization of ideas and knowledge sharing through collaboration, team learning, and open communication" (Rodriguez, 2004, p. 128). This process is done by providing a structure and framework for social service practitioners to learn how to apply knowledge, theories, and clinical procedures

(Falender & Shafranske, 2004), and by helping to transfer and apply practitioners' classroom-based knowledge to the field (Collins-Camargo et al., 2009; Falender & Shafranske, 2004; Munson, 1993).

Social service supervisors also need to teach workers how to relate to the greater community (Krueger et al., 2004). Overall, workers are able to practice to the best of their abilities when their supervisors help to increase their knowledge and technical skills (Brown & Bourne, 1996); competencies, attitudes, and values (Falender & Shafranske, 2004); and therapeutic and case management skills (Bernard & Goodyear, 1992).

In order to develop social service workers' practice competencies, supervisors must have discussions with workers that help them to develop their critical thinking skills, and enhance their analytical skills (Lietz, 2008) to educate workers on how to provide effective, competent services to clients (Delano & Shah, 2009; Kaiser, 2004; Meddin, 2004). Teaching social service employees the knowledge and skills of their jobs requires supervisors to mentor, coach, support (MacEachron et al., 2009), instruct, observe, role play (Falender & Shafranske, 2004), facilitate, learn, train, inform, clarify, guide, advise, and suggest; as well they need to help workers find solutions, enhance their professional growth, and solve problems; share experiences and knowledge; and identify the attitudes workers need to work with clients (Kadushin & Harkness, 2002). Teaching employees about their jobs also involves discussing strategies, techniques, and new approaches (Krueger, 1986), while providing facts, history, and establishing practices (Rodriguez, 2004).

In order to effectively carry out the skills that assist with the development of workers' competencies, supervisors' knowledge should be based in science (Falender & Shafranske, 2004) and research (Bertcher, 1988), and on assessment activities from the practice setting (Collins-

Camargo et al., 2009). Further, given that social service supervisors are responsible for all facets of practitioners' work (Kadushin & Harkness, 2002), they also need to be informed about all workers' caseloads (Kadushin & Harkness, 2002) so that they can anticipate events in order to prepare workers for the next situation (Magnuson & Burger, 2008), help practitioners process their complex cases (Tsui, 2005), and enhance practitioners' skills to work with clients (Krueger et al., 2004).

Consultation has become another skill for which supervisors are also responsible (Bernard & Goodyear, 1992; Hughes & Pengelly, 1997; MacEachron et al., 2009; Shulman, n.d.). Although consultation relates to teaching practitioners how to do their jobs, it has some qualities that are distinctly different from the skills required for developing workers' practice competencies (Brown & Bourne, 1996; Shulman, n.d.). Consultation "integrates worker competence in achieving client objectives with the necessary employee adherence to agency procedures" (MacEachron et al., 2009, p. 175) to generate ideas on how to manage clients' situations and to gain objectivity (Bernard & Goodyear, 1992). Supervision and consultation should therefore, be provided by individuals who have the expertise necessary to help those with lesser knowledge, so the latter develops a better understanding and receives help in finding solutions to problems. The difference between supervisors and consultants is that usually consultants do not hold administrative responsibilities within the agency like supervisors do (Shulman, n.d.).

Knowing how to lead supervisees through the stages from novice to seasoned worker. Social service supervisors often lead supervisees through the stages from a novice worker to a seasoned practitioner. Hence, supervision is an ongoing developmental change process (Bernard & Goodyear, 1992; Brown & Bourne, 1996; Delano & Shah, 2009; Falender &

Shafranske, 2004). Therefore, supervisors need to know the stages that social service practitioners go through in order to identify where workers are in this change process (Delano & Shah, 2009). This requires supervisors to know the different developmental stages of practitioners' growth in their professional roles (Brown & Bourne, 1996; Delano & Shah, 2009; Jones & Gallop, 2003; Krueger et al., 2004; Magnuson & Burger, 2008; Tsui, 2005), the learning processes involved in this growth (Tsui, 2005), and the change management processes that workers go through as they become competent practitioners within their agencies (Packard, 2004). Social service supervisors must also understand "some of the emotional and contextual influences on supervisees and supervisees' stages of development and styles of performance" (Hughes & Pengelly, 1997, p. 60), because for example, social service practitioners in the early stages of development require more information sharing; whereas, in later stages of development, practitioners need more exploration and conceptualizing of social service practice ideas. As previously mentioned, supervisors must also be accepting if workers regress in their practice skills due to stress (Hughes & Pengelly, 1997) and must be able to distinguish between a "supervisee's stage of professional functioning and what is a matter of style or personality" (Hughes & Pengelly, 1997, p. 63). Therefore, social service supervisors must be aware of the personal, professional, and managerial content and issues that occur while workers are engaged in their developmental processes (Borland, 1995) because "the personal growth of workers is an important contributor of quality work" (Magnuson & Burger, 2008, para. 11).

Additionally social service supervision must be able to: (1) facilitate practitioners' understanding of clients' therapeutic change processes and stages of growth, (2) foster practitioners' awareness of how their personal and professional contributions affect clients'

developmental processes (Falender & Shafranske, 2004). These responsibilities and skills are connected to the skill set described next:

Knowing how to facilitate workers' learning by using adult learning styles, techniques, and theories. Social service supervisors need to use adult learning styles, techniques, and theories (Brown & Bourne, 1996; Hughes & Pengelly, 1997) to create positive learning environments where employees can learn and use new knowledge to improve organizational processes and outcomes (Proehl, 2004), as well as facilitate employees' learning and growth (Brown & Bourne, 1996; Hughes & Pengelly, 1997). Creating a positive learning environment requires supervisors to address the learning needs of supervisees, link these to learning and teaching styles (Brown & Bourne, 1996), create an environment where employees are free to ask questions (Delano & Shah, 2009), and encourage reflection while also engaging with others (Ward, 2008).

Hughes and Pengelly (1997) explain that social service supervisors must address three areas in order to create effective learning environments for social service practitioners. The three areas that they suggest are: (1) supervisors must create learning contracts with their supervisees. (2) Supervisors need to recognize individual practitioner's stages of development and styles of learning and working. This involves understanding developmental stages of professional functioning, personalities, and learning styles. Also within this area, supervisors need to acknowledge the context in which practice occurs and the dynamics of the supervisory relationship. (3) Supervisors must understand that supervisees' practices are influenced by the supervisees themselves, their teams, their supervisors, and their agencies.

Having expert knowledge, practice, techniques, and theories specific to the supervisor's area of practice. Supervision demands extensive knowledge about and mastery of

the principles, models, and techniques that are involved in an area of practice for which a supervisor is responsible (McPhatter, 2004). Since social service supervisors are expected to have “more experience, be more knowledgeable and skillful, and have available what the profession provides [to workers] in practice wisdom and problem solutions” (Kadushin & Harkness, 2002, p. 154), they need to confine their supervision to their areas of expertise. Therefore, Krueger (1986) explains that social service practitioners need to be promoted into supervisory positions that relate to their training and experience rather than into positions that involve disciplinary knowledge that is different from that in which they are trained and experienced. Having specialist knowledge and expertise that relates to the practice context also enhances supervisors’ confidence in their authority and in their “ability to identify the evidence on which to assess supervisees’ practices” (Hughes & Pengelly, 1997, p. 74). Finally, social service supervisors must be able to access and provide current research-based literature to practitioners and must therefore be aware of current practices, relevant legislation (Ash, 1995), and emerging trends in the field (Delano & Shah, 2009).

Krueger (1986) also explains that supervisors require an extensive knowledge base and mastery of supervision because the knowledge and skills required by supervisors are unique to the position (Kaiser & Kuechler, 2008) and “without theory or a conceptual model one does not really understand the process of supervision (Hart, 1982, as cited in Bernard & Goodyear, 1992, p. 10).

Knowing how to model qualities and skills for supervisees that supervisees will use with clients. Social service supervisors must role model the techniques and interventions (Delano & Shah, 2009), and the desired skills (Deal, 2004) and interactions (Krueger et al.,

2004) of good[4] social service practice (Stanners, 1995) because the dynamics that are created in supervisory relationships parallel the dynamics that are created in worker – client relationships (Bernard & Goodyear, 1992; Deal, 2004; Delano & Shah, 2007; Dill & Bogo, 2009; Austin & Hopkins, 2004a; Kaiser, 2004; Krueger et al., 2004; Magnuson & Burger, 2008; Shulman, 1993; Tsui, 2005). When supervisors model the qualities and skills of good practice, supervisees experience and witness the benefits of them so use them with their clients (Delano & Shah, 2007; Shulman, 1993; Tsui, 2005). Therefore, it is important that supervisors understand the dynamics and processes that run parallel in the two relationships (Deal, 2004), and role model with supervisees good social service practices (Austin & Hopkins, 2004a; Bernard & Goodyear, 1992; Borland, 1995; Kaiser, 2004; Magnuson & Burger, 2008).

Social service supervisors must model with supervisees how to create positive interactions (Dill & Bogo, 2009), engage in ethical professional behavior (Adamson, 2011), and be empathic in order to reinforce that these skills are important when working with clients (Shulman, n.d.). Supervisors must also empower employees (Clough, 1995), and nurture workers' development so that these skills are also reinforced in client work (Magnuson & Burger, 2008). At the same time, social service supervisors must remember that their supervisees are not their clients. This means that while they model the skills required in worker-client practice, supervisors must avoid taking on a counselling role with their supervisees (Shulman, 1993). The goal for having supervisors recognize and understand the parallel processes and dynamics that occur between supervisor-supervisee and worker-client relationships is to demonstrate and teach supervisees how to effectively work with clients

[4] As explained in the introduction, quality and effective supervision, as well as good social service practice are referred to in the literature but have no agreed upon definitions.

without turning supervisees into clients (Deal, 2004; Delano & Shah, 2007; Shulman, 1993; Tsui, 2005).

Knowing how to take part in personal reflection. Social service supervisors need to engage in reflection so that they can integrate the knowledge and skills they have learned in their own training and supervision into their supervisory practice and personal working styles (Brown & Bourne, 1996). Engaging in reflection also helps supervisors to conceptualize their knowledge for teaching (Kadushin & Harkness, 2002, p. 282), and draw clear boundaries between the elements of their supervision that are personal, professional, and political (Adamson, 2011). In order to be reflective, supervisors need to become and remain self-aware (Krueger et al., 2004) and engage in ongoing self-assessments (Hughes & Pengelly, 1997). They then need to address the content discovered during their reflection and determine how to integrate these reflections into their practices (Ward, 2008).

Self- reflection helps supervisors become aware of their own feelings (Ash, 1995; Hughes & Pengelly, 1997), so they can address the existing practice situation without having their past feelings affect the current situation. (Ash, 1995). Reflecting on feelings involves examining the personal issues that can be triggered when working with others that may negatively affect relationships. It also involves taking ownership of feelings that are aroused by work situations and developing an awareness of personal projections that are based on past experiences that can alter perceptions of other people and what might happen. Self-reflection also helps supervisors to differentiate between their feelings and the feelings of others (Ash, 1995), thereby helping them to contain their feelings (Ash, 1995; Hughes & Pengelly, 1997). When supervisors can differentiate their feelings from those of others in the ways that have been described here, they stand a greater chance of remaining objective when providing supervision,

allowing them to question, challenge, encourage and empower their supervisees as they oversee their practice (Ash, 1995).

Social service supervisors who model how to learn from their personal mistakes (Krueger et al., 2004), who are open about their personal competency gaps, and who discuss how they have learned from these demonstrate to supervisees that self-awareness and growth are signs of strength (Hughes & Pengelly, 1997). Supervisors who are openly reflective with their supervisees can also stimulate and empower workers, infuse energy, and build confidence in employees (Kuczmarski & Kuczmarski, 2007). Furthermore, supervisors who are self-reflective are better equipped to establish appropriate boundaries (Delano & Shah, 2009; Hughes & Pengelly, 1997) and manage power and authority issues (Borland, 1995). They can ask supervisees for feedback and accept workers' points-of- view (Shulman, 1993), while recognizing, managing, and preventing problematic relational dynamics (Hughes & Pengelly, 1997) and other inappropriate behaviors, such as transference and countertransference from occurring within their supervisory relationships (Hughes & Pengelly, 1997; Kadushin & Harkness, 2002). In summary, social service supervisors who engage in regular self-reflection are better equipped to avoid distraction, confusion and lack of focus (Hughes & Pengelley, 1997) and can therefore help to create positive, professional supervisory relationships (Delano & Shah, 2009; Hughes & Pengelly, 1997).

Understanding and managing the dynamics and issues caused by power, authority, role delegation, personal characteristics, and societal structures. Social service employers delegate personnel to their supervisory roles, thereby granting supervisors the authority to supervise, direct, coordinate, enhance, and evaluate employees' work performances (Brown & Bourne, 1996; Kadushin & Harkness, 2002). As a result, supervisors need to be aware of the

dynamics that occur within supervisory relationships in response to the power and authority that they have as a supervisor (Borland, 1995), accept the responsibility this power and authority brings, and use it thoughtfully (Delano & Shah, 2009) and effectively (Austin & Hopkins, 2004a; Kaiser & Kuechler, 2008).

Supervisors must manage the dynamics that are a result of their power and authority (Brown & Bourne, 1996) by recognizing the differences in power that each individual has (Stanners, 1995) and by understanding and managing the complex connections between their personal power and authority and the power and authority given through the organization as a result of the supervisory position (Hughes & Pengelly, 1997). Hughes and Pengelly (1997) explain that supervisors' power and authority come from: (1) the agency's definition of and values placed on authority, (2) the professional authority that supervisors have earned through their practice, (3) supervisors' demeanor and personal characteristics, which include one's sex, race, ethnicity, and (dis)ability (Brown & Bourne, 1996).

Social service supervisors must know how power and authority within the supervisory relationship can affect behaviors. For example, supervisors are able to control workers access to other professionals, clients, resources, and information, have employees reveal personal information when it is unnecessary, and affect employees' self-esteem (Delano & Shah, 2009). Supervisors therefore need to acknowledge the power differences within the supervisory relationship in order to support workers' rights to know, learn, choose, and voice alternative opinions (Tsui, 2005). They must also be aware of the source of their power and authority, know the purpose of their power and authority (Sawdon & Sawdon, 1995), and respect the inherent hierarchy of power and authority in supervisory relationships (Delano & Shah, 2007; Tsui, 2005).

Knowing how to assess and implement professional development and training. Social service supervisors are required to provide employees with training as part of employees' professional development (Kadushin, 1992). Therefore, social service supervisors are responsible for creating professional development (Brown & Bourne, 1996; Collins-Camargo et al., 2009; Drolet et al., 2012; Falender & Shafranske, 2004; Hughes & Pengelly, 1997; Kadushin & Harkness, 2002; Meddin, 2004) and in-service training opportunities for their staff (Hughes & Pengelly, 1997; Kadushin & Harkness, 2002; Krueger, 1986; Lietz, 2008; Tsui, 2005). Bertcher (1988) explains that staff development consists of: orienting employees to the agency, providing individual and group supervision, providing individual and group consultation, providing in-service training and out-of-service training, providing full-time educational leave, offering field trips to cooperating agencies, helping to problem-solve at staff meetings, participating in the development and implementation of an accountability system, participating in research, serving as a field training site for students, and providing an agency library.

Social service supervisors must have the skills to implement and conduct staff development training (Bertcher, 1988; Hughes & Pengelly, 1997; Krueger et al., 2004) and provide employees with a variety of options for learning, such as formal and informal training as well as out-of-service and in-service training options (Delano & Shah, 2009). Therefore, supervisors need to know how to: conduct assessments of supervisees' functioning and learning needs (Bertcher, 1988; Hughes & Pengelly, 1997; Krueger et al., 2004), negotiate and engage administrative support and staff willingness, determine the organization's needs, identify the desired objectives and outcomes of the training, and identify and work with the agency's theories on how people learn and change (Bertcher, 1988).

Comprehensive staff development programs improve agencies' effectiveness (Brown & Bourne, 1996) and the quality of services for clients (Kadushin, 1992; Sawdon & Sawdon, 1995) because social service workers learn about agency procedures and enhance their knowledge, skills, and attitudes for working with clients (Kadushin, 1992). When practitioners' abilities to do their jobs improve, they find their work more rewarding and organizations stand a better chance with regard to achieving their goals (Bertcher, 1988). Therefore, by providing professional development opportunities, social service supervisors play a significant role in employees' training (Proehl, 2004) and in encouraging positive attitudes about growth in individual workers and in the agency (Sawdon & Sawdon, 1995).

Knowing how to implement formal performance reviews and evaluations. Social service employee evaluations provide "a predesignated procedure for providing regular feedback [to supervisees] structured around agreed-on goals" (Falender & Shafranske, 2004, p. 39). Staff evaluations allow social service supervisors to monitor workers (Delano & Shah, 2009; Kadushin & Harkness, 2002; Krueger, 1986; Magnuson & Burger, 2008), identify employees' work performance problems, and improve employees' skills in these areas (Collins-Camargo et al., 2009; Hopkins & Austin, 2004a). As well, staff evaluations help with: ensuring program quality (Bernard & Goodyear, 1992), supporting the effectiveness of services, determining service needs (Menefee, 2004), and monitoring employees' goal achievements (Krueger, 1986).

In order to have a positive evaluation process with workers, supervisors need to create a group attitude that values assessments (Falender & Shafranske, 2004). Supervisors must also know and be able to employ the skills that constitute staff evaluations (Kadushin & Harkness, 2002). This includes knowing how to assess supervisees' abilities and progress in order to determine workers' functioning and abilities (Brown & Bourne, 1996).

Knowing the group work skills necessary for managing a team of supervisees. The outcomes of social service practice are in part, influenced by agency teams (Hughes & Pengelly, 1997); therefore, social service supervisors are required to have the skills necessary to effectively work with groups in their agency (Stanners, 1995). Thus supervisors are responsible for defining, planning, implementing, and managing team processes (Krueger, 1986), and developing the shared values and norms among employees that will create an engaged and supportive working community (Kuczmarski & Kuczmarski, 2007). Supervisors with effective team skills can "organize and oversee groups, teams, staff, and task groups to complete complex tasks and promote professional growth" (McPhatter, 2004, p. 60). Therefore, social service supervisors with effective group work skills can help to ensure employees meet the required practice standards (Brown & Bourne, 1996).

Social service supervisors are in a position to identify and respond to the effects of systemic dysfunction within and between agency groups. Therefore, supervisors need to be aware of the dynamics and group processes that can occur, impact, and affect the dynamics between agency members (Hughes & Pengelly, 1997). One way to minimize systemic dysfunction is to develop a team or group ethos (Brown & Bourne, 1996). A group ethos means that all members of a team have shared visions, beliefs, and values (Krueger et al., 2004). An effective group ethos should reflect a proactive attitude towards individual and group development (Sawdon & Sawdon, 1995), the importance of teaching and learning (Krueger et al., 2004; Sawdon & Sawdon, 1995), the benefits of evaluations (Falender & Shafranske, 2004), the importance of receiving support (Collins-Camargo et al., 2009), and the value in learning from ones' mistakes (Delano & Shah, 2009). Delano and Shah (2009) recommend that social service supervisors should also create a positive environment for and definition of conflict

because conflicts and challenges provide an opportunity to explore difficult situations and can positively benefit everyone involved by increasing and improving their understanding of such situations. Therefore, supervisors must be aware of the defenses and anxieties that can occur within and between agency departments (Hughes & Pengelly, 1997), be open to exploring the challenges and tensions that may occur (Borland, 1995), and be able to address and manage boundaries, confidentiality, differentiation (Tsui, 2005), and conflict resolution within and between agency groups (Austin & Hopkins, 2004a).

Knowing how to mediate. Social service supervisors need to be able to conduct mediation processes because they are responsible for facilitating a collaborative working environment (Austin & Hopkins, 2004a) between the management team and front-line staff (Shulman, n.d.), between employees within the agency (McPhatter, 2004), and between professionals on interdisciplinary teams (Woodhouse & Pengelly, 1991, as cited in Warman & Jackson, 2007). Therefore, as noted previously, supervisors need to manage and solve conflicts (Austin & Hopkins, 2004a; McPhatter, 2004) in a way that creates a positive view and definition of conflict along with a positive environment so that practitioners can learn and grow from the conflict situations (Delano & Shah, 2007). Mediation has become another skill required by supervisors because it provides supervisors with a framework to address issues openly (Brown & Bourne, 1996; Shulman, n.d.; Meddin, 2004; Sawdon & Sawdon, 1995), allows everyone involved to engage in the process, and avoids putting supervisors in a position that requires them to identify with either side of the argument (Shulman, n.d.). Instead they can engage both sides to find mutually agreed upon solutions based on shared beliefs and practices (Austin & Hopkins, 2004a).

Understanding and managing the diverse perspectives of workers and clients. Social service organizations have become multicultural (Austin & Hopkins, 2004a) as they now consist of a diverse mix of staff (Kaiser & Kuechler, 2008) and clients (McPhatter, 2004); hence social service supervisors need to understand how to practice in racially and culturally diverse organizations and communities (Dill & Bogo, 2009). This includes supervisors understanding and managing the diverse perspectives of workers and clients (Austin & Hopkins, 2004a). Therefore, social service supervisors need to be culturally sensitive (Tsui, 2005) and competent in diversity issues (Falender & Shafranske, 2004; Riley, 1995). They also need to continue to enhance their cultural competencies (Delano & Shah, 2009). Thus social service supervisors need to be knowledgeable in and sensitive to racial, ethnic, and gender issues (Bernard & Goodyear, 1992) so that they can recognize and openly discuss differences in practitioners' personal styles of practice (Hughes & Pengelly, 1997). In this area as in others, supervisors need to be genuinely curious of their employees' points-of-view (Delano & Shah, 2007).

When supervisors understand that cultural diversity refers to the "shared values, language, customs, celebrations, traditions, arts, institutions, and norms of a group of people" (Delano & Shah, 2007, p. 6) and appreciate and value this diversity within their agencies (Falender & Shafranske, 2004; Krueger et al., 2004), they can take into account and consider the diverse perspectives available to them in their work contexts (Delano & Shah, 2009; Tsui, 2005). McPhatter (2004) explains that for social service supervisors to create and develop organizational strategic plans that are based in culturally competent practices, they need to model openness and safety in order to create an environment that allows sharing, mutuality, respect, collective problem identification and resolution, and they must work with organizational, inter-professional, and individuals' change processes.

Since social service agencies consist of a diverse mix of staff and clients, it is important that social service supervisors develop culturally competent organizations (McPhatter, 2004) that are based on a group ethos (Brown & Bourne, 1996) that is culturally sensitive (Tsui, 2005). Creating culturally competent organizations requires supervisors to create agreed upon culturally inclusive goals, norms, and structures within the agency so that the agency works towards identified and measureable outcomes that meet the agency's mandates (McPhatter, 2004). McPhatter (2004) continues to explain that to create culturally competent agencies social service supervisors need to: (1) understand the various cultures from which clients come, (2) understand the social problems associated with clients, (3) know the agency's historic relationships with clients' communities, and (4) be familiar with clients' communities and neighborhoods. McPhatter also notes that supervisors who have an understanding of the above list and who are effective in cross-cultural communication, including cross-cultural conflict management and conflict resolution, can critically analyze and challenge assumptions, approaches, and interventions that are used with clients.

Understanding how the supervisor's agency relates to its community, society, and political forces. Social service supervisors and supervisees are affected by the social and political tensions of their wider environments (Adamson, 2011; Austin & Hopkins, 2004; Brown & Bourne, 1996); thus they need to consider how these social and political forces impact their agencies (Brown & Bourne, 1996) and have the skills to manage these meta-level elements (Hughes & Pengelly, 1997). Therefore, effective supervisors not only "get closely involved in a supervisee's situation [they also] draw back to a 'meta-perspective' in order to think" globally (Hughes & Pengelly, 1997, p. 76). Social service supervisors also need to help employees understand these meta-level elements and how they affect the agency, and they need to know

how the agency relates to its community (Rodriguez, 2004) in order to assist workers with processing the challenges and tensions that are environmentally located (Adamson, 2011).

When social service supervisors understand the larger environment within which the agency works they are able to address political issues and dynamics (Adamson, 2011; Delano & Shah, 2009; Austin & Hopkins, 2004a). To be effective in this realm, supervisors need to learn how to work with local politicians (Riley, 1995) and how to confront common assumptions and stereotypes of client groups (Sawdon & Sawdon, 1995). Knowing how to do this can then help supervisors influence local, state, and federal laws because social service supervisors are not only responsible for implementing the necessary policies and procedures for their practice areas (Hughes & Pengelly, 1997), they are also responsible for knowing, developing, interpreting, influencing, and complying with laws (Menefee, 2004).

Austin and Hopkins (2004a) consider social service supervisors to be environmental scanners who are responsible for studying their communities in order to understand the dynamics between their agencies and the community so that they can help to ensure that their agency's practices meet the needs of the community in the best possible way. Studying the environment allows supervisors to do a better job of implementing the designs and practices of programs so that programs continue to meet the requirements of the funding sources. This in turn improves the agency's effectiveness. Farmbry (2004) points out that as environmental scanners, social service supervisors need to reflect on and assess: (1) how the agency studies the environment, (2) how the agency studies itself, (3) what the successes of these processes are, (4) how and to what end the agency workers use the information, (5) how and to what end supervisors share this information with upper management, (6) what the agency does with the information.

Knowing managerial responsibilities and being able to implement the necessary administrative skills. Social service supervisors are responsible for conducting many administrative tasks (Adamson, 2011; Bernard & Goodyear, 1992; Bradley & Hojer, 2009; Collins-Camargo et al., 2009; Hughes & Pengelly, 1997; Lietz, 2008; Shulman, n.d.) and many managerial tasks (Riley, 1995; Sawdon & Sawdon, 1995; Tsui, 2005) in order to help ensure the accountability of their agency services (Drolet, Clark, & Allen, 2012; Kadushin & Harkness, 2002; Tsui, 2005).

One of the administrative skills that social service supervisors are responsible for is designing and implementing agency policies and procedures (Shulman, n.d.) that address legislative issues (Bernard & Goodyear, 1992; Krueger et al., 2004). This includes supervisors planning and developing programs (Kadushin & Harkness, 2002).

In most social service agencies, supervisors are responsible for managing the agency personnel (Bernard & Goodyear, 1992; Riley, 1995; Rodriguez, 2004). This involves making decisions about hiring, firing, and promotions (Kadushin & Harkness, 2002), as well as monitoring, handling, and being accountable for employees' workloads (Meddin, 2004), needs, and rights (Hughes & Pengelly, 1997; Kadushin & Harkness, 2002). Supervisors are also responsible for creating supervision contracts with employees (Borland, 1995) and for preparing for supervision sessions. Tsui (2005) explains that organizing supervision sessions requires supervisors to prepare the physical space, have the supervisory contract on hand, set the agenda, and determine the duration and frequency of the sessions. Another administrative skill that is a part of supervision sessions, yet is a skill on its own and has already been described is the need for supervisors to monitor workers' job performances and quality of service by conducting staff evaluations (Tsui, 2005) to help manage the delivery of services (Hughes & Pengelly, 1997).

In addition, social service supervisors have financial responsibilities, such as billing, grants, marketing services (Austin & Hopkins, 2004a), budget management (Jones & Gallop, 2003; Kadushin & Harkness, 2002), and the fiscal issues of the organization (Bernard & Goodyear, 1992). Social service supervisors are not only responsible for managing agency resources (Hughes & Pengelly, 1997; Kadushin & Harkness, 2002; Menefee, 2004) in a way that ensures they are used appropriately and efficiently, supervisors also have to find ways to secure, gain, and divide resources, funds, and services to support the current and future programming of their agencies (Menefee, 2004). Tsui (2005) explains that these financial responsibilities can influence how organizations preform.

Other administrative skills that social service supervisors may be responsible for include: (1) providing information for local and national evaluations (Jones & Gallop, 2003), (2) handling complaints, and (3) due to greater demands for accountability, efficiency, and productivity, managing an increase in required documentation (Kadushin & Harkness, 2002).

Knowing how to implement agency policies and procedures. "The [social service] supervisor's ultimate objective is to deliver to agency clients the best possible service …. in accordance with agency policy and procedures" (Kadushin & Harkness, 2002, p. 23). Supervisors not only need to design and implement agency policies and procedures as described above under the administrative skills heading, but they also have to ensure that agency personnel are correctly implementing agency policies, standards, and statutory requirements (Bradley & Hojer, 2009; Brown & Bourne, 1996; Hughes & Pengelly, 1997; Reamer, 2004). Therefore, supervisors have to teach employees how to implement these policies and procedures into their practices (Bernard & Goodyear, 1992; Krueger et al., 2004) because policies and procedures help to structure (Kadushin & Harkness, 2002; Tsui, 2005) and coordinate practitioners' work lives so

that they can get their work done (Shulman, n.d.). Teaching employees about agency policies and procedures requires supervisors to interpret and translate the missions, objectives, and views of the agency as expressed by documented mandates, policy manuals, and the agency's management team (Austin & Hopkins, 2004a) and then to ensure that employees understand how to implement them into practice (Tsui, 2005) and comply with them (Rodriguez, 2004). Thus social service supervisors need to ensure "the correct, effective, and appropriate implementation of agency policies and procedures" (Kadushin & Harkness, 2002, p. 20).

Knowing how to make ethical and legal decisions and considerations. Social service supervisors are not only responsible for implementing the appropriate social service legislation (Riley, 1995), statutory policies, and agency procedures to ensure services meet legislative and statutory requirements (Hughes & Pengelly, 1997), as described above, they are also required to understand appropriate codes of conduct and how to implement them into their practices (Riley, 1995) because they are responsible for making ethical decisions (Bernard & Goodyear, 1992; Delano & Shah, 2007; Falender & Shafranske, 2004; Kadushin & Harkness, 2002; Tsui, 2005), solving ethical issues (Munson, 1993), and handling legal decisions (Bernard & Goodyear, 1992; Falender & Shafranske, 2004; Munson, 1993) and issues (Kadushin & Harkness, 2002).

Furthermore, social service supervisors must stay current with government legislation and policies because they are responsible for changing practices when legal issues arise (Kadushin & Harkness, 2002). As well supervisors must ensure that employees are following government legislation because supervisors can be found liable for employees' negligence (Reamer, 2004); therefore, supervisors are responsible for ensuring that workers practice ethically and competently (Kaiser, 2004). Reamer (2004) explains that there are "a wide range of ethical issues pertaining to supervision" (p. 98); therefore, supervisors must have the

knowledge and skills to identify and make ethical decisions as well as help practitioners learn to identify and make ethical decisions (Reamer, 2004). Reamer continues to explain that making ethical decisions can require supervisors to make decisions between competing duties and responsibilities; for example, when clients' rights clash with agency policies. Therefore, social service supervisors need to "be acquainted with current theory and conceptual frameworks that can help them navigate challenging ethical issues" (Reamer, 2004, p. 98).

Falender and Shafranske (2004) explain that the primary ethical responsibility of social service supervisors is to ensure that services to clients are based in ethical, value-based practices. Therefore, in order to ensure that client services are provided to the best of the agencies' and practitioners' abilities and are of high quality, supervisors need practices to be ethically based (Hughes & Pengelly, 1997). To do this, supervisors need to ensure that their agencies have clear client rights policies and ensure that employees know how to implement these policies into their practices (Reamer, 2004). In order to develop client rights policies, supervisors need to consider both clients' (Kadushin & Harkness, 2002) and employees' needs and rights (Hughes & Pengelly, 1997).

As previously described, social service supervisors need to model appropriate practice skills with supervisees. This includes modeling ethical practices (Adamson, 2011) and the appropriate attitudes for practicing ethically (Falender & Shafranske, 2004). Supervisors must also continuously critically examine how they have managed past ethical issues and how their agency manages ethical issues then adjust their practices accordingly (Reamer, 2004). Therefore, supervisors need critical thinking skills in order to make ethical decisions (Lietz, 2008).

Knowing how to think critically. Deal (2004), who reviewed the literature on critical thinking, found that critical thinking is vital in the social service field because it contributes to the effectiveness of problem solving, promotes learning across contexts, and uses research in decision making, thereby informing and improving professional practices for social service supervisors, supervisees, and clients.

Critical thinking requires social service supervisors to suspend their judgments while they collect and reflect on available information (Lietz, 2008). While reflecting, supervisors need to determine what pieces of information are personal, professional, and political (Adamson, 2011); confront common assumptions, stereotypes, and views; and re-evaluate their past experiences (Humphries, 1988, as cited in Sawdon & Sawdon, 1995). Critical thinking “requires patience and humility as [supervisors] must be willing to question what seems apparent on the surface” (Lietz, 2008, p. 33). A willingness to question assists supervisors with exploring uncertainties and developing alternative possibilities (Adamson, 2011).

When social service supervisors are able to think critically, their analytical skills improve which allows them to consider practice complexities more successfully (Lietz, 2008) and address larger political issues, such as challenging common assumptions, stereotypes, and views (Sawdon & Sawdon, 1995) which can in turn assist in the development of culturally competent agencies (McPhatter, 2004). Critical thinking also helps supervisors make ethical decisions (Lietz, 2008; Reamer, 2004) and identify and assess work performance problems (Hopkins & Austin, 2004a). Additionally, critical thinking helps supervisors manage the challenges of trying to balance the demands of individual’s needs and rights while working in agencies that are community based and funded and often have limited resources (Hughes & Pengelly, 1997). Critical thinking also helps with managing uncertainties, moral dilemmas, and complex

dynamics, for example having to respond effectively to the needs of clients within the rules and regulations of the agency (Bradley & Hojer, 2009).

Social service supervisors also need to encourage their staff to think critically (Delano & Shah, 2009) in order to help practitioners identify and solve personal and professional problems (Hopkins & Austin, 2004a), make decisions about prioritizing tasks and allocating resources (Kadushin & Harkness, 2002). To help develop critical thinking in practitioners, supervisors can model critical thinking in staff meetings as part of staff development (Bertcher, 1988).

Knowing how to advocate on behalf of supervisees and/or clients. Tsui (2005) considers social service supervisors to be the ‘middle persons’ between administrators and front-line staff. Thus supervisors need to advocate on behalf of supervisees and/or clients in order to coordinate activities between clients, staff, the department, other parts of the agency, and the community (Shulman, n.d.). Advocating on behalf of employees requires supervisors to address employees’ needs, rights, and views with the agency’s management team (Austin & Hopkins, 2004a; Shulman, n.d.) and ensure that workers have the appropriate resources to do their jobs (Delano & Shah, 2009). By advocating on behalf of employees, supervisors can reduce the impact of systemic dysfunction between staff and upper management that can affect staffs’ performances (Hughes & Pengelly, 1997). Supervisors are also responsible for advocating for the needs of clients (Hopkins & Austin, 2004a) in order to ‘further the cause’ of clients to those in power (Menefee, 2004).

Advocating to the agency’s management team needs to be done carefully as this may require supervisors to confront administrators. Therefore, supervisors must not lose perspective of the common goals shared by the administration team and the staff (Shulman, n.d.). As well, supervisors need to be aware that their relationships with the management team can influence

and affect their relationships with employees, which can then influence workers' professional performances (Hughes & Pengelly, 1997).

Supervisory Training and Supervision

As shown in the sections above, social service supervisors are responsible for managing a variety of tasks and, therefore, are required to use a variety of skills (Bernard & Goodyear, 1992) that Kaiser and Kuechler (2008) explain are different from and more complex and challenging than the skills of front-line social service practitioners (MacEachron et al., 2009; Shulman, 1993). Although a unique set of knowledge and skill areas are required by social service supervisors (Kaiser & Kuechler, 2008), and all supervisors perform similar activities (Austin & Hopkins, 2004; Menefee, 2004), the responsibilities of supervisors also depends upon the agency setting, the expectations of their specific roles (Menefee, 2004), and the agency's organizational and political environments (Adamson, 2011). Therefore, social service supervisors require on-going supervisory training (Brown & Bourne, 1996; Falender & Shafranske, 2004; Kaiser & Kuechler, 2008) and supervision in order to provide effective supervision and quality services (Brown & Bourne, 1996; Kaiser & Kuechler, 2008; MacEachron et al., 2009; Prilleltensky, 2000; Shulman, 1993).

Even though the knowledge and skills required for social service supervision vary from, are more extensive (Kaiser & Kuechler, 2008) and are more complex and challenging than the skills required by front-line practitioners (MacEachron et al., 2009; Shulman, 1993), the literature suggests that many social service supervisors are promoted into supervisory positions without any formal supervisory preparations (Bernard & Goodyear, 1992; Hopkins & Austin, 2004). It has been found that few supervisors receive training (Ash, 1995; Hopkins & Austin, 2004; Packard, 2004; Shulman, 1993) in administration, leadership (Packard, 2004), or

conceptual models of supervision (Bernard & Goodyear, 1992; Packard, 2004), nor do they receive mentoring in order to be effective supervisors (Hopkins & Austin, 2004). As a result, it appears that many social service supervisors do not have the ideal expertise for supervisory positions, so are not in a position to help social service practitioners develop their skills (Hughes & Pengelly, 1997).

Further, research has shown that social service supervisors often learn the supervisory role from being supervised, which in itself is inadequate preparation for the job (Kadushin & Harkness, 2002) because "without theory or a conceptual model one does not really understand the process of supervision" (Hart, 1982, as cited in Bernard & Goodyear, 1992, p. 10). Falender and Shafranske (2004) raise the concern that "supervision often appears to be practiced today with what seems to be insufficient education and training" (p. 19), and Brown and Bourne (1996) noted that not only do new social service supervisors lack supervisory training and supervision, but regular supervision seems to become less likely as practitioners move into more senior management roles. Hughes and Pengelly (1997) also express a concern that an increasing number of social service supervisors do not have experience in the practice area of their supervisory positions.

Supervisory training. Research has shown for some time that social service supervisors need formal supervisory education and experience (Krueger, 1986) because specific knowledge and skills are necessary for every level of supervisor in every setting (Brown & Bourne, 1996). It has also been pointed out that "the agency has a responsibility to help the supervisor develop his or her training skills" (Krueger, 1986, p. 50) by having agency policies on supervisory training and by providing well-resourced comprehensive training programs that focus on competencies, outputs, feelings, and relationships (Brown & Bourne, 1996).

For nearly twenty years it has been understood that supervisory training develops and expands the technical skills of supervisors and improves supervisors' abilities to meet the demands of their agency (Riley, 1995). Additionally, McPhatter (2004) has noted that when social service supervisors recognize their own gaps in knowledge so attend training, they model and promote the value of continued training and education for practitioners and help to create a culture in their agency that gaps in knowledge are opportunities for growth. As well, Hughes and Pengelly (1997) and after them, Falender and Shafranske (2004) found that social service supervisors require more opportunities for supervisory education and training to ensure competency in practice, the safety of clients' welfare, and the quality of services. Supervisees also gain from supervisors' on-going education and training because supervisors continually develop additional strengths through training.

Supervisory supervision. As Brown and Bourne (1996) showed, social service supervisors need to be supervised because when they do not receive formal supervision or training, they rely on personal experiences, identification with past supervisees, and prior training to become a practitioner. As Falender and Shafranske (2004) found, not receiving formal supervision or training result in supervisors transferring mistakes to the next generation of workers. Therefore, social service supervisors should receive supervision or consultation on the technical aspects of their agency (Prilleltensky, 2000), receive individual feedback, as well as be shadowed and mentored by experienced supervisors (Packard, 2004).

Some researchers have suggested that social service supervisors have the right to regular supervision because they have similar needs to front-line practitioners (Brown & Bourne, 1996). Thus supervision meets supervisors "need for stimulation, support, and development" (Sawdon & Sawdon, 1995, p. 16) by providing supervisors with the opportunity to reflect on their training,

implement their training into their work context (Wiener, 1995), and process the many emotional effects that the work can evoke (Ash, 1995; Ward, 2008) that left unaddressed can affect supervisors' health (Hughes & Pengelly, 1997). Therefore, supervision is essential in helping supervisors address their own needs (Stanners, 1995), in providing them with the self-care that they require as a result of always being there for other people, and in managing the array of stressors that supervisors experience that if left unaddressed result in their burnout (Sawdon & Sawdon, 1995) thereby impairing agency effectiveness (Kadushin & Harkness, 2002). Supervision also helps social service supervisors become aware of relational dynamics, such as countertransference that can occur within supervisory relationships (Kadushin & Harkness, 2002). Finally, supervision helps to ensure supervisors are being held accountable (Prilleltensky, 2000; Riley, 1995; Sawdon & Sawdon, 1995) while providing them with an avenue for joint problem solving. Supervisors are able to resolve problems faster and are able to share the accountability for complex issues when they have access to joint-problem solving (Riley, 1995).

Supervisors' Comments about Previous Research on Supervisory Training and Supervision

Research has shown that when supervisory training or supervision opportunities have been provided to social service supervisors, supervisors not only recognize the importance of receiving support (Dill & Bogo, 2009; Kaiser & Kuechler, 2008; MacEachron et al., 2009), they also want more training and/or support (Kaiser & Kuechler, 2008; MacEachron et al., 2009) because they often feel unsupported in their jobs, overwhelmed by unrealistic expectations because of the skills expected of them (Riley, 1995), and ill-equipped to perform the important tasks of their positions (Hopkins & Austin, 2004; Brown & Bourne, 1996). Brown and Bourne (1996) found that social service supervisors often feel there is an expectation that they should be

immediately proficient upon their promotion to a supervisory position. In addition, Tsui (2005) found that supervisors often feel that "peer support is very important" (p. 145) because they feel lonely, insecure, and isolated since they are often the sole person in their position with their supervisors often removed from direct service delivery (Hughes & Pengelly, 1997). Therefore, as Kaiser and Kuechler (2008) explain, social service supervisors require on-going supervisory training and supervision in order to effectively perform their jobs.

Conclusion

In summary, the above studies show that social service supervisors recognize the importance of supervisory training and supervision and would like more supervisory training and supervision. The literature reviewed in this paper also shows that social service supervisors need training and supervision due to the nature of the supervisory position (Brown & Bourne, 1996; Falender & Shafranske, 2004; Kaiser & Kuechler, 2008), the supervisory knowledge and skill areas being more complex and challenging than those of front-line practitioners (MacEachron et al., 2009; Shulman, 1993), and the challenges supervisors face when transitioning to supervisory roles (Shulman, 1993); yet, as Bogo and Mcknight (2005, as cited in Kaiser & Kuechler, 2008) explain there is little research on the supervisory training and supervision of social service supervisors. This includes a lack of research on what the focus of training and supervision of supervisors should be. Therefore, this study explores what supervisory knowledge and skill areas are a part of social service supervisors' jobs, how social service supervisors are trained and supervised, and what supervisory knowledge and skill areas are addressed in their supervisory training and supervision.

Chapter 3: Methods

As noted above, the purpose of this study is to inquire about the supervisory training and supervision experiences of community agency social service supervisors and to learn if and how their training and supervision addresses the supervisory knowledge and skill areas required by them to be effective in their jobs.

Research Question

The three main research questions for this project are: (1) what are the supervisory training experiences of community agency supervisors prior to assuming their positions; (2) what supervisory training and supervision for the supervisory knowledge and skill areas have social service supervisors received after starting their positions; (3) do social service supervisors' training and supervision experiences match what they believe to be the knowledge and skill areas required in their jobs?

In order to explore the above questions, I surveyed community agency supervisors in the social service field to determine: (1) if supervisors are being trained and supervised, (2) how supervisors are being trained and supervised, and (3) what supervisory knowledge and skill areas are being addressed in supervisory training and supervision?

In order to answer the research questions and meet the research objectives, I chose to use a telephone survey as my data-gathering tool. This method was chosen for the following reasons: (1) participants were scattered across BC not allowing for face-to-face interviews (Dillman, 1978); (2) phone surveys have been shown to have consistently higher response rates than mail surveys; (3) the survey length roughly fit within the recommended 20 minute timeframe for telephone interviews (Weisberg, Krosnick, & Bowen, 1996); (4) the surveys could be conducted within the allotted four week timeframe; (5) the cost of phone surveys was

personally feasible; (6) the data that I was collecting was not in-depth or personal, so it was not important for me to observe participants' behaviors and reactions to questions (Monette et al., 2011). Also phone interviews allowed for clarification of and explanations for the more complicated questions, thus allowing more accurate results.

The Survey

I created a cross-sectional, descriptive telephone survey as the basis for gathering data from BC community social service agency supervisors on their supervisory training and supervision experiences. The survey questions speak directly to the supervisory knowledge and skill areas that have been identified in Chapter Two as those necessary for effective supervision. The goal for using a descriptive survey with a random sample was to make inferences about community agency social service supervisors' experiences and describe particular traits of the supervisory training and supervision that they receive. Hence, I chose a survey to understand the supervisory training and supervision experiences of the larger population of social service supervisors.

Since I could not find previous studies that specifically look at the training and supervision that community agency social service supervisors receive, there are no other surveys to guide this study; therefore, I designed a questionnaire. Because it is new, the validity and reliability have not been tested. (Weisberg et al., 1996). This study focused on four areas: (1) the knowledge and skill areas the social service supervisors believe to be those required in their supervisory positions, (2) the social service supervisors' experiences with supervisory training, both prior to and after attaining their supervisory roles, (3) the supervision options available to

supervisors, and (4) the supervisory knowledge and skill areas addressed in supervisors' training and supervision.

In the survey (see Appendix A), participants were asked to describe their histories both in their field and in supervision positions, and they were asked to choose from lists of options that describe their training and supervision. Providing participants with a specific list of responses allowed me to work with the results more easily because the list "provides the same frame of reference for all respondents" (Weisberg et al., 1996, p. 84). However, at the end of the options list, participants were able to add their own responses in case I had overlooked a possible answer. Participants were also asked for short answers describing their training and supervision because it is difficult to create an exhaustive list of options (Weisberg et. al., 1996). Then participants were presented with a list of the twenty supervisory knowledge and skill areas, described in Chapter Two, and were asked to use a 5-point scale to rate the degree to which these skills and knowledge were a part of their jobs, training, and supervision. Finally, participants were provided with an open-ended qualitative question to enable them to share freely any additional information that the survey missed (Weisberg et. al., 1996). I reviewed the survey multiple times to ensure that the questions were written in a way that the participants would understand, that the answers to the questions met the purpose of the study, that the layout of the questions made sense, and that there was an exhaustive list of answer options to choose from (Dillman, 1978).

Weisberg et al. (1996) suggest that rating scales that measure responses to questions asked in surveys should have verbal labels that are chosen carefully in order to help clarify the meanings of the options and have five options in order for respondents to have a middle option from which to choose. When researching label options, I found that most scale labels were general and broad, for example good – bad, strongly agree - strongly disagree. These labels may

mean different things to different participants and the range between the labels is arbitrary. Therefore, as Babbie (1990) suggests, I operationalized the answer scale labels to be meaningful to the specific questions.

In order to improve the validity and reliability of the study, I piloted the survey six times with five social service supervisors and one English professor to ensure that I had response options that fit everyone's experiences, to determine if respondents were answering the questions in the same way, and to ensure the questions were measuring the concepts that I was intending them to measure (Weisberg et al., 1996).

Participants

The participants for this study were supervisors who were working in BC community social service agencies, and who were responsible for overseeing other BC social service practitioners' work.

Since a list of all community social service agency supervisors across BC does not exist and would be virtually impossible to produce, I created a sample frame of BC social service community agencies. The sample frame was generated by using the membership lists of the Federation of Community Social Service Agencies of BC (FCSSABC) and of the Community Social Service Employers Association of BC (CSSEABC) posted on the associations' websites. As well, a representative of the FCSSABC, who also sits on the board for the Child and Youth Care Association of BC (CYCABC), provided me with the CYCABC membership list. These membership lists were chosen because, unlike other websites that list BC social service agencies, they consist of an array of BC social service agencies. Other websites list agencies based on their geographic location, their clientelle base, or their area of practice. My goal was to interview a random sample of social service supervisors to collect data that would provide me

with an accurate representation of the experinces of the entire population of BC social service supervisors. Therefore, finding lists that consist of a broad range of BC social service agencies helped to ensure that I had a random sample of supervisors and that the results of the study would not be skewed by an over representation of a geographic location, clientele group, or specific area of practice within the field. My hope was that a broad range of agencies would provide me with a broad range of supervisors, and drawing a random sample of agencies would provide me with a random sample of supervisors. In other words, the social service agencies were to be a proxy sample for social service supervisors.

After compiling the above membership lists, I had to clean the sample frame by removing agencies that were on more than one list in order to avoid duplication which would affect the random sample. The final sample frame provided me with a list of 185 social service agencies from across BC. Other than belonging to one of three professional associations, these agencies were unrelated. However, this raises the question: how do the supervisory training and supervision experiences differ between supervisors who are employed by agencies that belong to professional associations and supervisors who are employed by agencies that do not belong to professional associations. As I have not addressed this question, the results of this study do not represent the general population of social service supervisors in BC, but only relate to social service supervisors who are employed in agencies that are members of professional social service associations.

Supervisor sample size. Although the total number of social service supervisors in the sample frame of agencies is unknown, it is assumed that most social service agencies employ multiple supervisors. Therefore, I randomly sampled 63 agencies hoping for at least that many supervisors. Based on sampling theory, 63 participants is within the range needed to have some

confidence in the representativeness of the respondents, and it was a feasible number given the limitations of funding and time.

To generate the random sample, I used the Excel command RAND, which assigned numbers randomly to each of the 185 agencies in the sample frame. I then sorted the agencies from the smallest randomly assigned number to the largest and took the 63 agencies with the smallest randomly assigned numbers.

After generating the random sample, I began gathering email addresses from the agencies' websites. As I did this, I had to remove agencies that had closed down or that I could not attain email addresses for. Therefore, in order to maintain the 63 agencies required for the random sample, after an agency was removed from the sample group, I added from the sample frame the agency with the next smallest randomly assigned number. I then emailed invitation letters to the final 63 agencies asking supervisors to participate in the study.

Final sample. After all recruitment procedures were complete, the final sample size was 33. In other words, 33 supervisors from 26 of the 63 randomly sampled agencies that were invited to participate responded. Monette, Sullivan, and Dejong (2011) suggest that a sample size of 30 is the minimum number of participants in order to conduct statistical procedures. Although I have met this sample size, due to such a low percentage of the population, I am only able to speak about the sample group, rather than make inferences about the whole population of BC social service supervisors who are employed by agencies that are members of professional associations.

Participant Recruitment

Dillman (1978) suggests that the best response rate for participation in a telephone survey occurs when a letter is sent to participants prior to them receiving a phone call as the letter prepares and provides information about the project to the participants. Although Dillman does not address email, in an attempt to improve response rates and avoid surprising participants with a phone call, I emailed the random sample of community social service agencies an invitation letter/verbal consent form (see Appendix B) that provided information about the study. The intent was that the email would create a similar effect as a mailed letter.

The invitation letter requested that the person receiving the letter forward it to any potential participants (supervisors in the agency who oversee practitioners' work). The letter explained that if recipients were interested in participating in the survey they were to reply to me by email. In their reply, participants were to provide me with their agency's name, their name and position, their questions, and their voluntary consent statement, as well as two possible dates, times, and phone numbers for completing the survey. I explained in the letter that this information was for organizing interview times, would not be connected to the surveys or data, and would be shredded after interviews were complete.

I provided participants with a four-week time period in which to respond to the invitation letter and to participate in the study. However, due to an extremely low initial response rate, only five participants responded in the first two weeks, I made a request to the ethics board to modify my recruitment process. The ethics modification allowed me to phone the sample group of agencies, speak with the supervisors, ask if they had received the invitation

letter, ask if they wanted me to resend it, ask if they had any questions, and ask if they would like to participate.

The initial low response rate was, likely in part, because I had requested participants to email me; Dillman (1978) recommends immediately following up with a phone call after sending the invitation letter. After modifying my recruitment process and then talking with participants, I discovered that the low response rate was also because: (1) invitation letters were sent to general agency email addresses rather than to supervisors directly, so other personnel chose whether to forward the letter to supervisors, (2) some supervisors were on holidays, so when they returned the email was amongst a number of emails and was missed, (3) supervisors ignored the invitation request because they were already struggling to complete the paperwork required for their jobs.

As a result of directly contacting supervisors, an additional 26 supervisors agreed to participate in the study. This provided me with a total of 31 participants. In order to try and increase the sample size to make the study more statistically relevant, I decided to again email the invitation letter to the agencies that had not yet responded. The email explained that I was extending the dates by another two weeks and that this was the final call to participate. Two new participants contacted me after receiving the second email, so the final sample size was 33.

Research Procedures

The administrative steps. Dillman (1978) explains that the most challenging aspect of telephone interviews is ensuring the successful orchestration of all the tasks; he explains that failing to organize, coordinate, or give specific tasks the attention they need can cause a failure in the results of the study. Therefore, I developed a comprehensive administrative plan (see

Appendix C), and reviewed it prior to, during, and after the interviews to ensure I did not miss any necessary steps.

When interested participants responded to the invitation letter, I reviewed the responses to confirm if the respondents qualified for the study by ensuring that they were supervisors in community social service agencies and were able to participate during the dates of the study.

Dillman (1978) suggests having 'call record' sheets for efficiency. Some of the information that should be on these sheets includes: participant's name, availability, and call-back information; codes indicating what has been discussed with participants and the result of the call being made, for example was the survey complete, did the participant terminate it, or is a call-back required to complete the survey? As I received replies, I filled out a 'call record' sheet noting participant's name, agency name, dates, times, phone numbers, and the interview time. The rest of the information was filled in upon the completion of the interviews. After filling in a few 'call record' sheets, I realized that the form I developed was lengthy and cumbersome so began using only the second page of the document (see Appendix D). These sheets were stored in a locked filing cabinet to ensure participant confidentiality and anonymity. Once the data collection process was complete the 'call record' sheets were shredded.

I also noted on a calendar the date and time of participants' interviews. In order to maintain confidentiality and anonymity, I numbered the 'call record' sheets and used this number on the calendar.

After scheduling participant interview times, I emailed participants to confirm the date, time, and phone number for the interview. I also noted on both the calendar and the 'call record' sheets to email participants a reminder of the interview 24 - 48 hours prior to the interview time.

Included in the reminder email was the survey so that participants could preview the survey prior to the interview and follow it during the interview. Monette et al. (2011) suggest that for phone surveys to be successful, the information being collected must be simple and uncomplicated. Due to the structure of some questions in this survey, some questions and answers are long and complicated. Providing the survey ahead of time was intended to help participants answer questions accurately in order to make the interviews more effective and efficient.

Weisberg et al. (1996) explain that callbacks have been shown to be effective if participants do not answer their phones at the predetermined time of the interview. Since situations often arise for supervisors that could put them behind for appointments, if the participant did not answer the phone at the predetermined time, I left a message saying I would call back within 5-10 minutes. This proved to be successful: all participants were available for their interview times within 10 minutes of our predetermined interview times.

The week after all interviews were conducted, I emailed thank-you letters, which included instructions on how participants could access the study through the University of Victoria library to the participants.

Implementing the interviews. Since the study used a phone survey, the interviews followed a schedule-standardized interview structure. Therefore, I followed the order of the questions, asked the specific questions listed (Monette et al., 2011), and remained neutral and nondirective when asking questions (Weisberg et al., 1996). In case participants did not understand a question and to increase the reliability of the study, ahead of time I made specific notes on how to rephrase, probe, or explain each question (Monette et al., 2011).

When I did an interview, I called participants at the predetermined number. Dillman (1978) explains the importance of the introduction at the start of the telephone interview and that it should include introducing oneself and explaining the goals of the study. Therefore, when I started an interview, I introduced myself, ensured the time still worked, and asked if participants had the survey with them. Since all of the participants were in their offices during the interview, if they did not have the survey, I was able to immediately email it to them, so they had a copy to refer to. I then reviewed the details of the invitation letter/verbal consent form, explained the interview process, which was that I would follow the survey exactly, and explained if they had any questions they were welcome to stop the interview to ask them. As well, I explained that if participants wanted to end the interview prematurely, they could without consequence, and that they could choose whether their data be removed or used in the study. Finally, I clarified that once the interview was complete the data would be aggregated with that of the other surveys, so the data would not be able to be disaggregated. I also let participants know that there was a final question that allowed them to add or expand on anything that they felt the survey did not cover. Once I had shared this information and answered any initial questions raised by the participants, I verbally confirmed that they wanted to voluntarily participate in the study before starting the survey. After completing the survey, I asked participants if they had any comments or questions, thanked them for their involvement, and ended the call. After terminating the interview, I completed the ‘call record’ sheet and stored it in the locked filling cabinet until interviews were complete at which point I shredded them.

Data Analysis

Descriptive statistics were used to analyze the data because the majority of data is of nominal or ordinal levels of measurement, and the goals of the study were to determine and

describe how many supervisors are being trained and supervised, how supervisors are being trained and supervised, and what knowledge and skill areas are being addressed in supervisory training and supervision. Therefore, frequency distributions and measures of central tendencies were used to describe supervisors' experiences. Measures of association were also used to compare supervisors' experiences and look for comparisons or differences between the supervisory knowledge and skill areas that are a part of participants' jobs, training, and supervision (Monette et al., 2011). Thematic analysis was used to draw out themes in participants' open-ended responses (Kirby, Greaves, & Reid, 2010) that were then organized into categories (Monette et al., 2011).

Data management. Babbie (1990) explains that it is essential that the data from surveys is organized for analysis. Therefore, I created a codebook to locate and interpret the variables and codes in the data file. Then I entered the data into EXCEL spreadsheets using the codes from the codebook so that the data could be easily stored, found, and analyzed (Fink, 2009).

Following Babbie's (1990) recommendations on data management, I created a separate sheet in the EXCEL database for each section of the survey. For example, I had separate sheets in the database for analyzing the training programs, the knowledge and skill areas of participants' jobs, and the knowledge and skill areas addressed in participants' training and supervision. I also had separate sheets for questions that list multiple answer options, such as the question asking participants to list the supervisory training they had prior to becoming a supervisor.

When I entered data into a row in the data sheet, I wrote the row number on the corresponding survey. I ensured that the data from each survey was entered in to the same row

number on each data sheet. This allowed me to connect the survey with the row of data in the data set, thereby improving the validity of the study by double-checking and reviewing the data prior to analyzing it (Fink, 2009).

Descriptive statistics. Fink (2009) recommends that based on the sample size, the research design, and the characteristics and quality of the data, descriptive statistics should be used to analyze a survey. Since most of the data in this study is categorical and is either of nominal or ordinal levels of measurement, I used frequency distributions and the mode for the central tendency to analyze the data. I selected the mode to determine participants typical responses because most of the data is of ordinal levels of measurement and fits into mutually exclusive categories that are non-numerical, so arithmetic calculations cannot be done on them. I used the median if there were extreme scores that could affect the average (Salkind, 2007). I used line graphs to determine the relationships between the supervisory knowledge and skill areas that are a part of participants' jobs, training, and supervision.

Qualitative responses. The final question in the survey was an open-ended question to allow participants to expand on anything they felt the survey missed (Dillman, 1978; Kirby, Greaves, & Reid, 2010; Weisberg et al., 1996). To analyze this data, I looked at the participants' responses for recurring themes, themes that linked to the quantitative data, and themes that linked to the literature (Kirby, Greaves, & Reid, 2010). To do this, participants' qualitative responses were initially separated into the broad categories of training, supervision, and general comments. The category 'general' was created to hold topics that were not specific to participants' training and supervision but related to the survey and to the literature, such as supervisory knowledge and skill areas, supervisory experiences, and any new themes that emerged. After reading participants' qualitative responses within the broad categories, their

responses were then broken down into specific categories based on themes amongst participants' similar qualitative responses (Monette et al., 2011; Weisberg et al., 1996). While reviewing the qualitative responses, I constantly evaluated the categories and revised them or added to them if necessary (Weisberg et al., 1996).

Chapter 4: Results

As previously mentioned the goals of this study were to explore the supervisory training experiences of community agency supervisors prior to their positions, their supervisory training and supervision experiences after assuming their positions, and the supervisory knowledge and skill areas that are addressed in their supervisory training and supervision. In order to explore these topics, I surveyed BC community agency supervisors in the social service field to determine: (1) how many supervisors are being trained and supervised, (2) how are supervisors being trained and supervised, and (3) what supervisory knowledge and skill areas are being addressed in supervisory training and supervision.

Invitation letters were sent to 63 BC community social service agencies. Thirty-three (27 female, 6 male) community agency social service supervisors from 26 of the 63 agencies responded to the survey. One agency had five supervisors respond, one agency had three supervisors respond, and one agency had two supervisors respond, while the remaining 23 agencies each had one supervisor respond.

Supervisors' Educational and Experience Profile

The survey results show that the average time participants have spent working in their specific area of practice in the social service field prior to becoming a supervisor is nine years, and the average time participants have been in a supervisory role is fourteen years. In total, the participants have been working in the social service field, either as practitioners or supervisors, for between five and forty-two years, with the average being 21 years. Figure 1 shows the number of years participants have been supervising and the number of years they have been in their current positions.

Figure 1

Number of Years Supervising

Number of Years in Current Supervisory Position

Two participants' responses were excluded from the averages reported above. The first was excluded because the respondent did not provide the exact number of years she had been in the field or had been a supervisor; the second was excluded because the respondent had thirteen years of experience as a supervisor in another field, has been in the social service field for five years, and has been supervising in her current social service supervisory role for one year. I was unsure how her previous supervisory experience, outside of the social service field, influenced her current supervisory position. Therefore, I did not want to guess as to whether she had the skills of a social service supervisor with fifteen years of experience or one who had a year of experience.

Post-secondary education. Table 1 shows the highest educational attainments of the participants.

Table 1

Highest Post-Secondary Education Held by Participants

Disciplinary Program	Number of participants
PhD – Psychology	1
PhD – Social Sciences	1
PhD – Anthropology	1
MA – Social Work	2
MA – Education	2
MA – Social Work and MA Public Administration	1
MA – Public Administration	1
MA – Curriculum Instruction & Counselling Psychology	1
MA – Science & Clinical Psychology	1
MA – Theology	1
MA – Expressive Art Therapy & Psychology	1
MA – Leadership	1
MA – Arts	1
MA – (program name was inconclusive)	1
Degree – Medical	1
Honours in Political Science and History	1
BA – Social Work	2
BA – Criminology	2
BA – Education & Social Work	1
BA – Education	1
BA – Child and Youth Care & Science in Nursing	1
BA – Sociology & Psychology	1
BA – General Studies	1
BA – English & Biology	1
Diploma – Early Childhood Education	1
Diploma – Early Childhood Education with a Special Needs certificate	2
Diploma – Early Childhood Education with an Infant Toddler certificate	2

In summary, 16 of the 33 participants have either an MA or a PhD. Twenty-six of the 33 participants completed their highest level of a university program before they became supervisors and 7 participants completed their highest level of a university program after acquiring their supervisory roles.

Table 2 lists the post-secondary programs of each participant and their area of practice. When two areas of practice are listed, then each area represents one participant. For example, there are 2 participants with an MA in Social Work so there are 2 areas of practice listed.

Table 2

Comparing Participants Area of Education and Area of Practice

Disciplinary Program	Area of Practice
PhD – Psychology	Multi-service agency
PhD – Social Sciences	Multi-service agency
PhD – Anthropology	Transition house
MA – Social Work	-Multi-service agency -Mental health and substance use
MA – Social Work and MA – Public Administration	Clinical counselling
MA – Public Administration	Abuse Issues
MA – Curriculum Instruction & Counselling Psychology	Counselling
MA – Science & Clinical Psychology	Counselling
MA – Theology	Multi-service agency
MA – Education	-Counselling and support services -Family support
MA – Expressive Art Therapy & Psychology	Sexual abuse and family counselling
MA – Leadership	Child and family support
MA – Arts	Counselling and support
MA – (program name was inconclusive)	Child and family development
Degree – Medical	Emergency shelter
Honours in Political Science and History	Community health and social justice
BA – Social Work	-Youth and family counselling -Residential program for adults
BA – Criminology	-Community support for adults with developmental disabilities -Youth services
BA – Education & Social Work	Transition house
BA – Education	Sexual abuse program
BA – Child and Youth Care & Science in Nursing	Residential health care program
BA – Sociology & Psychology	Family support
BA – General Studies	Criminal and social justice
BA – English & Biology	Wilderness based youth justice
Diploma – Early Childhood Education	Early Learning program
Diploma – Early Childhood Education with a Special Needs certificate	-Early childhood services -Early years services
Diploma – Early Childhood Education with an Infant Toddler certificate	-Childcare family resources -Early childhood services

Becoming a supervisor. Participants were asked how they originally became supervisors and were given the choices of: (1) promoted from front-line within my agency, (2) applied for an internal position, (3) applied for an external position, (4) scouted by another agency, (5) other. I had assumed that being promoted from within an agency meant that supervisors had not applied and competed for their supervisory roles; whereas I assumed those who had applied for supervisory roles had submitted applications and competed against others for the position. Of the thirty-three participants, 13 participants applied for external supervisory positions, and 10 participants applied for internal supervisory positions. Ten participants were promoted into supervisory roles from front-line positions within their agencies. Therefore, 23 participants applied for their supervisory positions, whether this was within or external to their agency and 10 participants were promoted from a front-line position within their agency.

The Twenty Supervisory Knowledge and Skill Areas in Participants' Jobs

Table 3 shows participants' responses about the degree to which the 20 supervisory knowledge and skill areas are a part of their jobs. The participants responded using a 5-item scale (1 = not at all; 2 = I deal with this a couple of times a year; 3 = I deal with this every couple of months; 4 = I deal with this weekly; 5= this is a key component of my job).

Table 3

The Degree to Which the Supervisory Knowledge and Skill Areas are a Part of Participants' Jobs

	Scale:				
	1	2	3	4	5
The knowledge and skill area of	Number of participants				
Practicing the skills, behaviors, and qualities to establish one-on-one relationships with supervisees	0	0	2	2	29
Practicing the skills, behaviors, and qualities to provide feedback to supervisees	0	0	1	8	24
Developing supervisees' practice competencies	0	1	3	8	21
Leading supervisees through the stages from novice to seasoned worker	0	2	7	6	18
Facilitating workers' learning by using adult learning styles, techniques, and theories*	2	5	5	7	13
Achieving expert knowledge, practice, techniques, and theories specific to your area of practice	0	4	3	4	22
Modeling qualities and skills with supervisees that supervisees will use with clients	1	1	1	4	26
Taking part in personal reflection, training, and supervision	0	5	3	5	20
Understanding and managing the dynamics and issues caused by power, authority, role delegation, personal characteristics, and societal structures	0	3	1	4	25
Assessing and implementing staff development and training	0	4	6	5	18
Providing formal performance reviews and evaluations	0	8	2	2	21
Practicing group skills to manage a team of supervisees	1	1	3	13	15
Understanding and managing the diverse perspectives of workers and clients	0	0	2	5	26
Understanding how your agency relates to the broader community, society, and political forces	1	1	4	5	22
Practicing administrative/ managerial responsibilities	0	1	0	4	28
Learning how to implement agency policies and procedures	0	2	2	4	25
Making ethical and legal decisions/ considerations	1	0	2	4	26
Thinking critically	0	0	0	1	32
Practicing advocacy skills on behalf of supervisees and/or clients	0	2	7	5	19
Practicing mediation skills	1	5	9	5	13
Totals (n)	7	45	63	101	443

*Note. One participant was unsure how to respond to this skill so left it blank. Therefore, the total responses for this skill in the 3 charts that look at how the supervisory knowledge and skills are addressed in participant's jobs, training, and supervision equal 32, rather than 33.

The totals at the bottom of Table 3 show the distribution of participants' responses increasing from left to right. The range shows that, other than 6 participants who responded that

7 of the knowledge and skill areas are not a part of their jobs, 27 participants responded that all 20 of the knowledge and skill areas are a part of their jobs to some degree. The majority of participants' responses suggest that all 20 knowledge and skill areas are usually a key component of their jobs or they are dealing with these areas on a weekly basis.

The six knowledge and skill areas that 6 participants said were not a part of their jobs are: facilitating workers' learning by using adult learning styles, techniques, and theories; modeling qualities and skills with supervisees that supervisees will use with clients; practicing group skills to manage a team of supervisees; understanding how their agency relates to the broader community, society, and political forces; making ethical and legal decisions/ considerations; and practicing mediation skills.

Sixteen of the 33 participants said that they are responsible for other skills, shown in Table 4, in addition to the 20 supervisory knowledge and skill areas. Some participants mentioned more than one skill.

Table 4

Other Skills that Participants Said were a Part of Their Jobs

Other skills of supervisors	Number of participants
Fundraising	4
Seeing clients	3
Consultation with other agencies/ professionals	3
Providing leadership/ training for other employees	2
Human Resource management	2
Accreditation processes	2
Occupational Health and Safety	1
Committee work	1
Program development	1
Presenting at public forums	1
Strategic future planning of agency	1
Data entry	1

Supervisory Training

Seventeen of the 33 participants received supervisory training prior to becoming supervisors, and all 33 participants received supervisory training after acquiring their supervisory positions.

Participants' supervisory training prior to acquiring their supervisory roles.

Participants were asked to list the various types of supervisory training they had received prior to becoming a supervisor. Of the 17 supervisors who had some form of training prior to acquiring a supervisory position, 9 attended multiple training programs, including workshops, administration training, and training through their employers. The other 8 participants received minimal supervisory training, such as only by their employers. The distribution of the number of participants who received training and what type of training they received is displayed in Table 5.

Table 5

Training Participants Received Prior to a Supervisory Role

Training experience prior to a supervisory position	Number of participants
Workshops at conferences	8
Training through employer	7
University courses	6
Held supervisory, management, or leadership roles in other fields	4
Administration training on employment standards/ health and safety	3
University programs	3
Professional Associations or Unions	2
Previously assisted former supervisors with supervisory tasks	2
Conducted training on supervising volunteers	1
Multi-day seminars on supervision	1
Leadership roles as youth	1

Note. Participants' responses to the answer option 'other' in the survey have been amalgamated into the above table, as it proved to be an important category for participants.

Models of supervision. The seventeen participants who received supervisory training before becoming supervisors were asked if any of the training focused on a specific model of supervision. Five supervisors said that their training did focus on a model of supervision; however, only two of the five could name the models. The two supervisory models that were named were a strength-based model and the Young Men's Christian Association (YMCA) model. Data describing these models was not gathered. Another training program provided an overview of a variety of leadership styles, such as power/authority, dictatorship leadership, totalitarian leadership, and servant leadership. One of the 17 participants could not remember the specific models, and another said that the models were so old that they were now irrelevant. The supervisory training that the remaining 12 participants received prior to acquiring a supervisory position did not focus on specific models of supervision. Therefore, 28 participants (the 12 participants whose training prior to their supervisory roles did not focus on models of supervision and the 16 participants who did not have any supervisory training prior to their supervisory roles) began their supervisory careers without having any training in models of supervision.

Participants' supervisory training after acquiring their supervisory roles. After becoming supervisors, all 33 participants received supervisory training, whether they had previous training or not. While three participants received limited training, the other 30 supervisors attended multiple training programs. Table 6 lists the variety of training programs that participants attended.

Table 6

Training Participants Received After Acquiring a Supervisory Role

Training since becoming a supervisor	Number of participants
Training through employer	26
Administration training on employment standards/ health and safety	25
Multiple workshops at conferences	24
Multi-day seminars on supervision	19
University courses	11
University programs	7
Self-directed through reading	7
Justice Institute certificate in foundations of effective management	6
Through professional associations or unions	5
Accreditation/ CARF	3
Appreciative Inquiry (AI)	2
Peer support	1
Non-profit management course	1
HR coach/ manager	1
On-line learning for supervisors	1
RCC qualifications	1

Note. Participants' responses to the answer option 'other' in the survey have been amalgamated into the above table, as it proved to be an important category for participants.

Models of supervision. Participants were asked if the supervisory training they received after becoming a supervisor focused on specific models of supervision. Twelve participants said that their training did focus on specific supervisory models. The remaining 21 participants did not attend supervisory training programs that focused on specific supervisory models. Table 7 lists the models of supervision from the various supervisory training programs that participants attended after they became supervisors.

Table 7

Models of Supervision that Participants Received Training in after Acquiring their Supervisory Roles

Models of supervision	Number of supervisors
Does not know/ remember the model	3
Appreciative Inquiry	3
Strength based approach	2
A multi-model (uses a variety of models)	2
Coaching model	1
A business/ management model	1
Agency model	1
William Glasser – Lead management	1
Change management	1
Personality theories	1
Training the Trainer	1
Management by Objectives	1
Leadership styles	1
Generational Supervision	1
Behaviorism	1
Linear Reciprocal supervision – Grow model. William Clapman	1

Training mandated by employers. Participants were asked if the training they attended after becoming a supervisor was mandated by their employers. Thirteen participants said their training was mandated while 10 participants said that the training was not mandated, and another 10 participants said that, although their employers did not mandate their training, their employer strongly encouraged training, supported supervisors to take training, and/or created an agency ethos in which employees wanted to participate in training. Thus 20 participants were not mandated to attend training. Table 8 lists the supervisory training programs that employers mandated their supervisors to attend.

Table 8

Supervisory Training Participants said their Employers Mandated

Training mandated by employers	Number of supervisors
Training through employer	9
Administration training on employment standards/ health and safety	7
Justice Institute training	6
Multiple workshops at conferences	3
Multi-day seminars on supervision	2
University courses	1
Time management training	1
Crisis management training	1
Harassment training	1

Note. Participants' responses to the answer option 'other' in the survey have been amalgamated into the above table, as it proved to be an important category for participants.

The Twenty Supervisory Knowledge and Skill Areas Addressed in Training

Table 9 shows participants' responses about the degree to which the 20 supervisory knowledge and skill areas are a part of their training. The participants responded using a 5-item scale (1 = training did not mention it; 2 = training mentioned it but did not provide details; 3 = training discussed the topic and explained techniques and theories to address it; 4 = training discussed the topic, explained techniques and theories and then practiced the skills; 5 = it was the focus of the training: techniques and theories were explained and skills were practiced).

Table 9

The Degree to which the Supervisory Knowledge and Skill Areas are Addressed in Supervisory Training

	Scale: 1	2	3	4	5
The responsibility of	Number of participants				
Practicing the skills, behaviors, and qualities to establish one-on-one relationships with supervisees	0	4	13	7	8
Practicing the skills, behaviors, and qualities to provide feedback to supervisees	1	1	9	7	14
Developing supervisees' practice competencies	4	5	10	4	9
Leading supervisees through the stages from novice to seasoned worker	7	7	12	3	3
Facilitating workers' learning by using adult learning styles, techniques, and theories	2	7	8	7	8
Achieving expert knowledge, practice, techniques, and theories specific to your area of practice	5	2	6	11	8
Modeling qualities and skills with supervisees that supervisees will use with clients	0	5	13	5	9
Taking part in personal reflection, training, and supervision	1	4	8	9	10
Understanding and managing the dynamics and issues caused by power, authority, role delegation, personal characteristics, and societal structures	2	5	9	7	9
Assessing and implementing staff development and training	3	3	11	8	7
Providing formal performance reviews and evaluations	1	6	8	7	10
Practicing group skills to manage a team of supervisees	4	5	8	8	7
Understanding and managing the diverse perspectives of workers and clients	2	3	10	7	10
Understanding how your agency relates to the broader community, society, and political forces	9	7	4	7	5
Practicing administrative/ managerial responsibilities	2	4	7	11	8
Learning how to implement agency policies and procedures	4	4	9	7	8
Making ethical and legal decisions/ considerations	1	6	3	9	13
Thinking critically	3	6	5	5	13
Practicing advocacy skills on behalf of supervisees and/or clients	6	3	9	7	7
Practicing mediation skills	3	4	9	7	9
Totals (n)	60	91	171	143	175

The totals at the bottom of Table 9 show the distributions of participants' responses as being typically on the right side of the scale. The majority of participants' responses suggest that

all 20 supervisory knowledge and skill areas are typically discussed in training, but they are discussed to various degrees. Some participants' training provided only techniques and theories about the knowledge and skill areas, other training provided the opportunity to practice skills relating to the knowledge and skill areas, and some training programs made the knowledge and skill areas a key focus.

The Training Programs

The following section lists how participants most often rated the 20 supervisory knowledge and skill areas. For example, which of the knowledge and skill areas are: (1) most often the focus of their training programs, (2) part of their training programs, but without the opportunity to practice skills, (3) those seldom addressed in training programs.

Participants identified the following 9 supervisory knowledge and skill areas as most often the key focus of their training programs. Thus the following knowledge and skill areas are those in which most of the training programs provided techniques, theories, and provided practitioners with the opportunity to practice related skills:

- Knowing how to provide feedback to supervisees (n= 14).
- Knowing how to facilitate workers' learning by using adult learning styles, techniques, and theories (n= 8).
- Knowing how to take part in personal reflection (n= 10).
- Understanding and managing the dynamics and issues caused by power, authority, role delegation, personal characteristics, and societal structures (n= 9).
- Knowing how to provide formal performance reviews and evaluations (n= 10).

- Knowing how to mediate (n= 9).
- Understanding and managing the diverse perspectives of workers and clients (n= 10).
- Knowing how to make ethical and legal decisions and considerations (n= 13).
- Knowing how to think critically (n= 13).

Participants identified the following 3 supervisory knowledge and skill areas the areas that, although not the key focus of their training, techniques and theories were provided and practitioners had the opportunity to practice related skills:

- Having expert knowledge, practice, techniques, and theories specific to the supervisors' area of practice (n= 11).
- Knowing the group work skills necessary for managing a team of supervisees (n= 8).
- Knowing the managerial responsibilities and being able to employ the necessary administrative skills (n= 11).

Participants identified the following 12 supervisory knowledge and skill areas as the areas for which their training programs most often provided theories and techniques, but did not allow for skills to be practiced:

- Knowing how to establish one-on-one relationships with supervisees (n=13).
- Knowing how to develop supervisees' practice competencies (n=10).
- Knowing how to lead supervisees through the stages from novice to seasoned worker (n= 12).

- Knowing how to facilitate workers' learning by using adult learning styles, techniques, and theories (n= 8).
- Knowing how to model qualities and skills for supervisees that supervisees will use with clients (n= 13).
- Understanding and managing the dynamics and issues caused by power, authority, role delegation, personal characteristics, and societal structures (n= 9).
- Knowing how to assess and implement staff development and training (n= 11).
- Knowing the group work skills necessary for managing a team of supervisees (n= 8).
- Knowing how to mediate (n= 9).
- Understanding and managing the diverse perspectives of workers and clients (n= 10).
- Knowing how to implement agency policies and procedures (n= 9).
- Knowing how to advocate skills on behalf of supervisees and/or clients (n= 9).

Participants identified one supervisory knowledge and skill area that was rarely addressed in training:

- Understanding how the supervisor's agency relates to the community, society, and political forces (n= 9).

Participants identified two knowledge and skill areas which were always discussed, to some degree, in training programs.

- Knowing how to establish one-on-one relationships with supervisees (n= 33).

- Knowing how to model qualities and skills for supervisees that supervisees will use with clients (n= 33).

The above lists show the degree to which the supervisory knowledge and skill areas were most often addressed in participants' training. They also show the areas that are always discussed in training and the area that is often left out of training. Overall these lists show the degree to which supervisory training programs address the supervisory knowledge and skill areas, and where training, techniques, theories, and skills are provided and are lacking.

Supervisory Supervision

Twenty-eight of the 33 participants reported that they receive direct supervision from either personnel within their agencies or from personnel external to their agencies. Of the 5 supervisors who do not receive supervision, 2 reported that they would like supervision because consulting with peers, as they do, is not adequate supervision; the third prefers not to receive supervision but, rather, consults with the agency Director of Operations, and the fourth supervisor stays accountable by having regular meetings with the contracting agency. One supervisor does not receive any supervision or consultation. Therefore, although 28 participants receive direct supervision, given that an additional 4 participants sought and received support elsewhere, a total of 32 of the 33 receive supervision, consultation and/or have other methods for staying accountable.

Participants access to supervision. The 28 participants who receive direct supervision were asked how often they have access to supervision. Twenty-two participants responded that they can access supervision whenever they feel they need it. In addition to accessing supervision whenever they feel necessary, 11 of the 22 participants also had guaranteed times, such as

weekly or monthly, to meet with their senior supervisors. The access to supervision for the remainder of the participants varied in frequency. Table 11 shows how often participants can access supervision and compares participants who have a variety of ways to access supervision to those who are more limited in accessing supervision.

Table 10

How Often Supervisors Receive Supervision

Supervision Received	Participants with a variety of access to supervision	Participants with limited access to supervision
Whenever I feel I need it	19	0
Whenever I feel I need it, but this is limited due to senior supervisor being too busy or having lack of clinical knowledge.		3
Once a month	9	1
Once a week	6	1
When senior supervisor feels participant needs supervision	2	
Supervision varies from weekly to infrequent		1
External council for advice when needed (lawyers, auditors, accountants, HR advisors…)	1	
Once every 2 months	1	
Once every 2 weeks	1	1

Note. Participants' responses to the answer option 'other' in the survey have been amalgamated into the above table, as it proved to be an important category for participants.

Participants' senior supervisors. The 28 participants who receive direct supervision were asked who provides them with their supervision. Twenty-six participants receive supervision from in-house personnel. Table 11 lists the in-house personnel who provide participants with internal supervision. Some participants receive supervision from more than one person.

Table 11

By Whom Internal Supervision is Provided

Internal Supervision Provided by	Number of participants
Executive Director	12
Board of Directors	6
Director of Operations	6
The President of the Board of Directors	2
Chief Executive Officer	2
Employees/ staff members	2
Deputy Director/ Executor	2
Human Resource manager	1
Chief Administrative Office employer	1
Peers	1
Program Director	1
Senior manager	1
Clinical Director	1

Ten of the 26 participants who receive in-house supervision also receive supervision from someone external to their agencies. Three of these 10 participants were mandated by the employers to access these external supervisors. The 3 external supervisors who are mandated by agencies are a clinical psychologist, a licensing officer, and a human resource advisor provided by the Community Social Services Employers' Association (CSSEA). Two supervisors receive only external supervision, which is not mandated by their employers. Therefore, 9 participants access external supervision without being mandated by their employers. Table 13 lists the personnel who provide participants with external supervision. Some participants receive supervision from more than one person.

Table 12

By Whom External Supervision is Provided

External Supervision Provided by	Participants with internal and external supervision	Participants with external supervision solely
Clinical counsellor/ psychologist*/ therapist	3	1
Licensing officer*	2	
Personal business coach		2
Lawyers, auditors, accountants, insurance advisors, banks….	1	
Human Resource advisor*	2	
Peer group supervision	1	
University of British Columbia workshops	1	
School liaison for practicum students	1	
Community Social Services Employers' Association	1	

*Note. The 3 personnel with * are the 3 external supervisors who participants said they were mandated to see by their employers.

The Twenty Supervisory Knowledge and Skill Areas Addressed in Supervision

Table 13 shows participants' responses about the degree to which the 20 supervisory knowledge and skill areas are a part of their supervision. The participants responded using a 5-item scale (1 = not at all; 2 = it is mentioned but is never focused on; 3 = it is focused on when needed; 4 = it is a main focus of supervision; 5 = my supervisor models this skill with me).

Table 13

The Degree to Which the Supervisory Knowledge and Skill Areas are Addressed in Supervision

	Scale:				
	1	2	3	4	5
The responsibility of	Number of participants				
Practicing the skills, behaviors, and qualities to establish one-on-one relationships with supervisees	7	3	15	1	7
Practicing the skills, behaviors, and qualities to provide feedback to supervisees	5	1	17	4	6
Developing supervisees' practice competencies	8	2	13	4	6
Leading supervisees through the stages from novice to seasoned worker	7	4	13	2	7
Facilitating workers' learning by using adult learning styles, techniques, and theories	14	4	7	2	5
Achieving expert knowledge, practice, techniques, and theories specific to your area of practice	12	2	11	4	4
Modeling qualities and skills with supervisees that supervisees will use with clients	9	4	9	2	9
Taking part in personal reflection, training, and supervision	8	4	9	4	8
Understanding and managing the dynamics and issues caused by power, authority, role delegation, personal characteristics, and societal structures	7	3	11	5	7
Assessing and implementing staff development and training	8	3	12	5	5
Providing formal performance reviews and evaluations	6	6	10	6	5
Practicing group skills to manage a team of supervisees	12	5	6	2	8
Understanding and managing the diverse perspectives of workers and clients	4	6	12	3	8
Understanding how your agency relates to the broader community, society, and political forces	5	2	10	3	13
Practicing administrative/ managerial responsibilities	5	2	15	4	7
Learning how to implement agency policies and procedures	4	2	14	5	8
Making ethical and legal decisions/ considerations	5	1	12	2	13
Thinking critically	5	4	7	5	12
Practicing advocacy skills on behalf of supervisees and/or clients	10	1	13	5	4
Practicing mediation skills	11	3	9	5	5
Totals (n)	152	62	225	73	147

The totals at the bottom of Table 13 show the variations in the distribution of participants' responses. The distribution shows that the supervisory knowledge and skill areas are not addressed at all for some participants, are addressed when needed for others, and are

modeled by others' senior supervisors. These totals show that whether the supervisory knowledge and skill areas are addressed and the degree to which they are addressed in participants' supervision varies between participants.

Table 14 shows the responses from the 16 participants who said in their jobs they are responsible for other areas, in addition to the 20 supervisory knowledge and skill areas, and the degree to which these additional skill areas are a part of their supervision. The participants responded using the same 5-item scale as in Table 13 (1 = not at all; 2 = it is mentioned but is never focused on; 3 = it is focused on when needed; 4 = it is a main focus of supervision; 5 = my supervisor models this skill with me).

Table 14

The Degree to Which Participants' Additional Skill Areas that are a Part of Their Jobs are Addressed in Supervision

	Scale:				
	1	2	3	4	5
The responsibility of	Number of participants				
Fundraising	1	0	1	0	2
Seeing clients	2	0	0	1	0
Consultation with other agencies/ professionals	1	0	2	0	0
Providing leadership/ training for other employees	1	0	0	0	1
Human Resource management	0	0	1	0	1
Accreditation processes	0	0	0	2	0
Occupational Health and Safety	0	1	0	0	0
Committee work	0	0	1	0	0
Program Development	1	0	0	0	0
Presenting at public forums	0	0	0	0	1
Strategic future planning of agency	1	0	0	1	0
Data entry	1	0	0	0	0
Totals (n)	8	1	5	4	5

The totals at the bottom of Table 14 show the variations in the distribution of participants' responses. Although the distribution shows that the majority of supervisors responded that they do not receive supervision for the additional skill areas, in total there are more responses that show participants as having some degree of supervision for these additional skill areas than not.

Comparisons between the Supervisory Knowledge and Skill Areas Used on the Job, Learned in Training, and Learned in Supervision

The participants were asked about the degree to which each of the supervisory knowledge and skill areas are a part of their supervisory jobs, training, and supervision. Figure 2 compares participants' responses across these three areas by graphing the frequency totals of the 5-item scales. To compare participants' responses across the three areas, the totals that are provided at the bottom of Tables 3, 9, and 13 are graphed together in Figure 2. The 5 levels in Figure 2 represent the 5-item scales referred to in Tables 3, 9, and 13. Because each of these scales measures a different degree to which the supervisory knowledge and skill areas are a part of supervisors' jobs, training, and supervision, Figure 2 provides an illustration rather than a direct comparison.

Figure 2
A Comparison of Participants' Total Responses for Job Skills, Training, and Supervision at Each 5-item Scale Level.

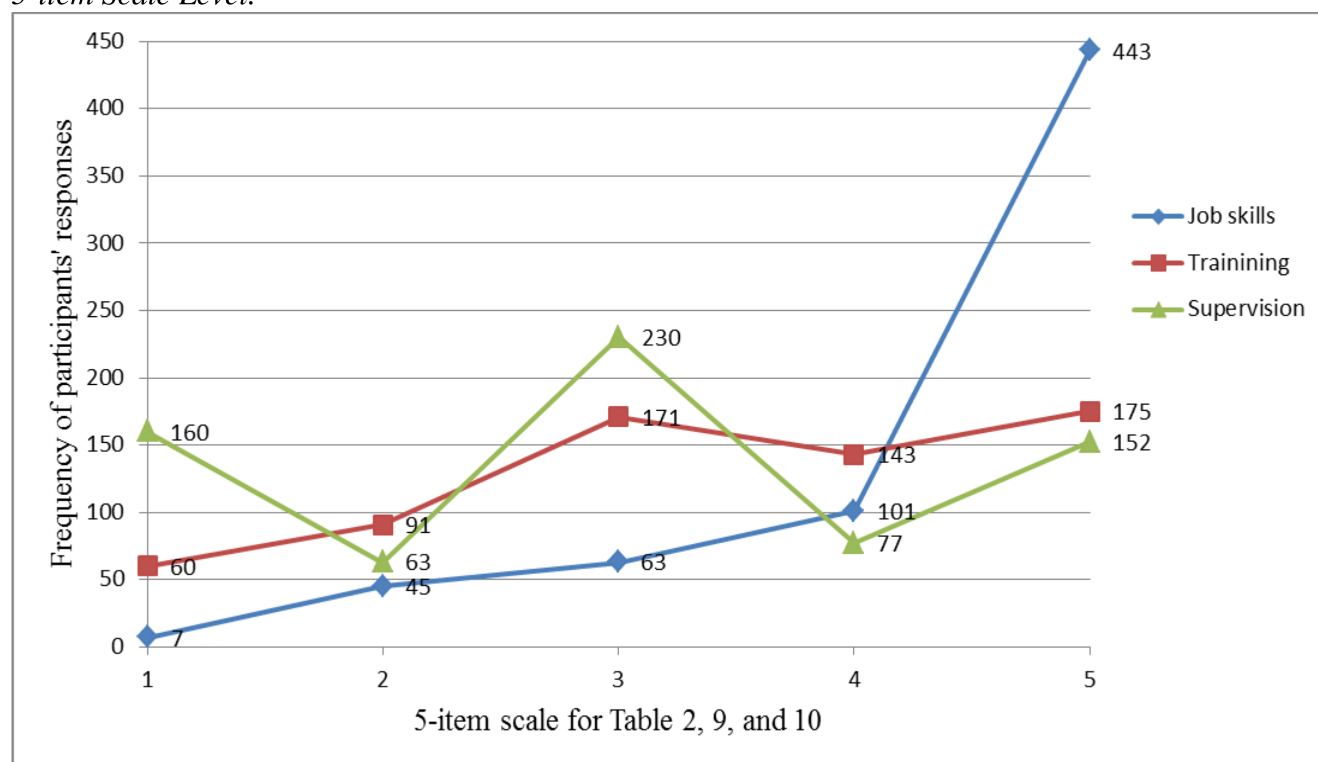

Figure 2 shows that far more participants responded that the 20 supervisory knowledge and skill areas are key components of their supervisory jobs, then participants who responded that the areas were the main focus of their supervisory training or are modelled by their senior supervisors. In other words, the 20 supervisory knowledge and skill areas are addressed less frequently in participants' training and supervision then they are a part of their jobs. Figure 2 also shows that the 20 supervisory knowledge and skill areas are usually a part of supervisors' training but that training programs vary in the degree to which they address the knowledge and skill areas; whereas supervisors' supervision is seen to vary the most because, as Figure 2 shows, many participants do not receive supervision for the 20 supervisory knowledge and skill areas. Other participants receive supervision for these areas when needed and others have senior supervisors who model the knowledge and skill areas with them. In summary, Figure 2 shows that the 20 supervisory knowledge and skill areas: are a part of participants' jobs, are usually addressed in participants' training although they are addressed to varying degrees, and are inconsistently addressed in participants' supervision.

Comparisons of Job Skills, Training, and Supervision on Median Scores

As shown in Tables 3, 9 and 13, participants were asked, based on 5-item scales, the degree that the supervisory knowledge and skill areas are a part of their supervisory jobs, training, and supervision. Participant's responses for each of these 3 areas were totaled and the average found to determine the median scores for each area so individual participant's experiences could be compared. Table 15 shows the frequencies of participants' median scores for the degree that the knowledge and skill areas are a part of their supervisory jobs (job skills), and part of their supervisory training, and a part of the supervision that they receive. Figure 2 shows for the entire sample group an inconsistency between the degrees that the knowledge and

skill areas are a part of participants' jobs, and the degree to which the knowledge and skill areas are addressed in their supervisory training and the supervision that they receive. Table 15 shows the inconsistencies between individual participants' experiences and the degree that the knowledge and skill areas are a part of individuals' supervisory jobs, a part of their supervisory training, and a part of their supervision.

Table 15

Frequencies of Participant Median Scores for Job Skills, Training, and Supervision

Median scores	Job Skills	Training	Supervision
5	22	6	6
4.5	2	1	0
4	6	9	4
3.5	3	1	1
3	0	10	11
2.5	0	0	1
2	0	4	3
1.5	0	0	1
1	0	1	6
.5	0	0	0
0	0	1	0

Note. The median score zero represents 1 participant who had no formal training, so left that section of the survey blank.

The value of 22 in Table 15 under job skills shows that two-thirds of the participants had a median score of 5 for job skills. In other words, 22 participants responded that the supervisory knowledge and skill areas are a key component of their jobs. Twenty-seven of the 33 participants' median scores fell above the median range of 3 on whether the supervisory knowledge and skill areas are addressed in their supervisory training. This indicates that the majority of participants responded that their training provided theories and techniques about the supervisory knowledge and skill areas and, at times, provided participants with the opportunity to practice skills that relate to the knowledge and skill areas. Participants' median scores for whether the supervisory knowledge and skill areas are addressed in the supervision they receive

are equally divided into 3 groups: those whose median scores are above 3, those whose median scores are 3, and those whose median scores are below 3. These results show that an equal number of participants receive little to no supervision in the supervisory knowledge and skill areas, that the knowledge and skill areas are addressed when needed, and that senior supervisors focus on and model the knowledge and skill areas. These results show that even though the 20 supervisory knowledge and skill areas are consistently a part of supervisors' jobs, they are inconsistently addressed in their supervisory training and supervision.

Again, based on participants' responses to the degree that the supervisory knowledge and skill areas are a part of their supervisory jobs and training and are a part of the supervision they receive, Figure 3 compares the total values of participants' individual responses to the degree that the 20 supervisory knowledge and skill areas are a part of their supervisory jobs, addressed in their supervisory training, and addressed in the supervision they receive. In other words, participants' responses in each area were totaled and graphed in Figure 3 to compare their individual responses.

Figure 3

A Comparison of Participants' Individual Responses for Job Skills, Training, and Supervision

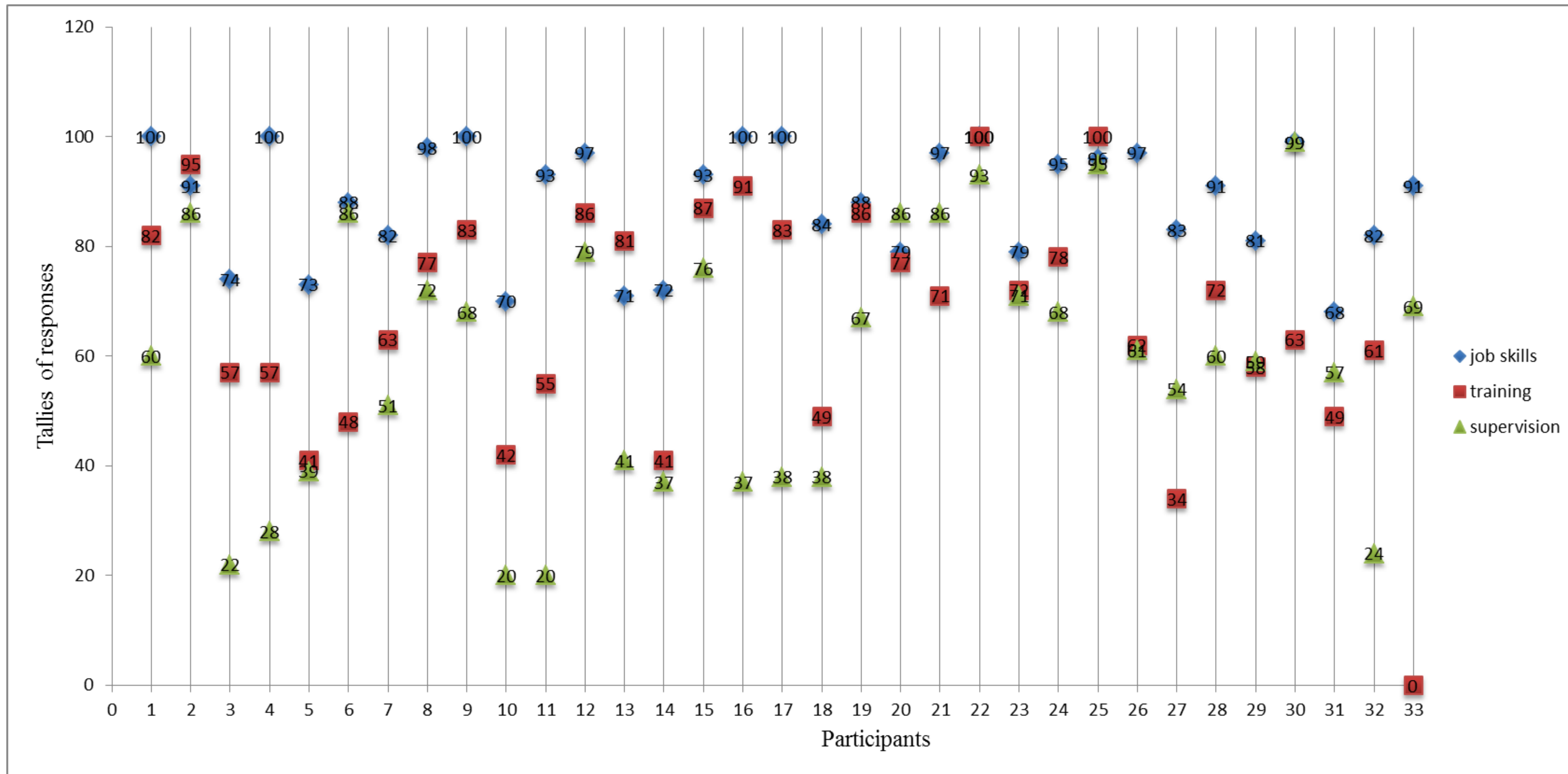

Figure 3 shows the inconsistency between individual participant's total responses to the degree that the supervisory knowledge and skill areas are a part of their supervisory jobs and training and a part of the supervision they receive. For example, the graph shows that participant number 1 responded that all of the 20 supervisory knowledge and skill areas are a part of his/her job, whereas he/she did not receive training in all of the areas, and his/her supervision addresses even fewer of the knowledge and skill areas. Participants 2, 23, and 25 are the only 3 participants whose supervisory training and supervision address almost all of the supervisory knowledge and skill areas that are a part of their supervisory jobs. There were no participants whose training and supervision address all of their job responsibilities. In summary, Figure 3 graphs the inconsistencies between the supervisory knowledge and skill areas that are a part of individual participants' supervisory jobs, training, and supervision.

Additional Comments Participants Made About Supervisory Training and Supervision

The survey provided participants with the opportunity to add comments about supervisory training and supervision that they felt were missed. I analyzed these comments[5] for themes that related to the quantitative data and to the literature, as well as for any new themes that emerged (Kirby, Greaves, & Reid, 2010). Below are the themes that emerged from participants' comments.

Being self-directed. One prevalent theme emerged when analyzing the final open-ended question: twenty-one participants spoke about the importance and the need for social service supervisors to be self-directed. Within this theme, participants spoke about four areas: (1) some of the 21 supervisors said that being self-directed is critical to being a good supervisor. For

[5] Some of the participants' comments are paraphrased or summarized because they came from different sections of the survey and survey responses were made in point form.

example, they said: “you need to be self-directed to be good at supervision”; “you have to continue to build yourself in order to be successful”. (2) Others commented that being self-directed is important for the on-going learning of social service supervisors. Their responses included: “there is lots of self-directed learning”; “training is self-directed, not mandated”; “supervisory models are self-learned because training is not the focus. Learning comes from literature”. (3) Participants also said that supervisors need to be self-directed in their efforts to locate quality supervision. Comments on this subject ranged from: “you have to search places out to find answers”; “you need to find your own ways to hold yourself accountable when you don’t have any supervision”; “due to a lack of supervision, I see a therapist who teaches supervision. (4) Finally, some participants described how they are self-directed. They explained: “I attend workshops and training by choice”; “I have a personal interest in learning, self-learning”; “I attend training because I am personally interested in it”. Each of the above comments describes how social service supervisors are self-directed, and why they need to be self-directed in their jobs.

Supervisory training. Training was another theme which participants mentioned in the final comments section. Four participants commented on wanting more supervisory training. Their comments consisted of: “there isn’t enough training”; “I would like more training”; “formal training would be nice”; “I would like training”.

Thirteen participants described their current training. For example, “the Federation (Federation of Community Social Services of British Columbia (FCSSBC)) and Association (the Community Social Services Employers Association (CSSEA)) trainings are good, but they become repetitive. It’s hard to capture your interests and needs”; “the Justice Institute (JI) training was helpful”; “I received training through accreditation (Commission of Accreditation

of Rehabilitation Facilities (CARF))"; "CSSEA training was excellent and helpful"; "my training was done with one supervisor for one day". Other participants commented on the informal training they receive; for example: "training does not have to be specific to supervision. It comes from lots of places, so it's hard to separate experiences from specific supervisory training from other training"; "training is done informally through the ED (Executive Director) modeling. It's hard to separate training because training is so broad". Three of the 13 supervisors commented that they are satisfied with their training. They said: "I don't miss any training"; "I am very fortunate with my training"; "my agency couldn't do more. I like my job as a result of such good training. My agency pays for my time to take training and for the course".

Six of the 33 participants spoke about how training is reactive, rather than proactive. In other words, supervisors attend training either after they have become supervisors or after they have become aware that problems exist. Participants described this process with the following comments: "it feels like I'm playing catch-up"; "it feels like I'm flying by the seat of my pants"; "training often occurs only when a problem arises"; "supervisors often seek training after there is a need, after a problem has occurred. It is better to be prepared for situations or mistakes will happen"; "you learn on the way, training is not the focus"; "there is a reactive approach to training, not proactive". The above comments that describe how supervisory training is reactive substantiate the data in this study that supervisors often attend training after they have begun their jobs.

Thirteen of the 33 participants talked about the challenges in attending training. Participants described four themes: funding, time, accessibility, and topics of interest. Participants' commented that: "there is not much money for training"; "it is hard to find the time to take training"; "northern agencies have a harder time receiving training because training is

even less accessible and so there are extra costs"; "training is not accessible"; "usually you have to pay for training yourself and on your own time"; "it is hard to find relevant training when you have been supervising a long time"; "not a lot of good training out there. Most training is related to front-line practice".

Ten of the 33 participants mentioned the importance of training for social service supervisors by making comments such as: "training is important for supervisors"; "training is vital for supervisors"; "supervisors need training and experience". They also explained why supervisory training is important: "without training, supervisors are putting their agency and themselves at risk"; "without training you can do harm"; "training is important and on-going for supervisors' growth and learning, regardless of their time as a supervisor"; "you need training for the specifics of the role"; "supervisors will struggle without training"; "training is important because without training you don't know what you don't know. Training teaches you what you don't know so you can walk with ease while you learn".

Supervisory supervision. The supervision of social service supervisors was another topic area that participants spoke about. Some supervisors use the term mentoring rather than supervision. I have amalgamated these two terms. I did not determine whether supervisors see mentoring and supervision as the same activities. Eleven participants commented on the importance of supervision for social service supervisors by explaining that: "supervision is essential for supervisors"; and that supervision is important because: "mentoring is needed because practical information about the job is needed by supervisors and how does training capture this information"; "supervision is important and on-going for growth and learning regardless of your time as a supervisor"; "supervision provides modeling and shows being accountable. It creates an ethos of accountability in the agency"; "supervision shares the

responsibility of decisions"; "there are always unknown issues because there are always changes in staff turnover and client turnover so there are always new dynamics"; "supervision gives space to reflect on training"; "supervision is important because it maintains supervisors' sanity"; "supervision makes sure you don't 'crash'. It builds resiliency".

Twelve participants commented on their current supervision. Some participants described positive supervision experiences: "I can check in anytime with my supervisor. I always know I can get support, to hear and think about what to do"; "I have open and permanent contact with the board of directors"; "I have on-going support and check in with my supervisor 24 hours per day". Other participants explained why they do not receive supervision. They explained that: "my ED is not a supervisor. She has no expert knowledge of supervision"; "my boss is a manager so does not think she needs to supervise me"; "my supervisor is an accountant, so she does not have the clinical knowledge required for a supervisory position"; "the board of directors has some expertise, but there are huge gaps in their knowledge". Likely due to a lack of formal agency supervision, some participants commented on informal or alternative supervision avenues that they use. For example, they said: "I created an informal support system"; "I find support from other EDs in agencies because I only receive evaluations from the board of directors, not supervision"; "I use outside council when needed to seek advice, direction, and guidance". The above comments show a range of supervision experiences, which supports the data in this study that supervisors' supervision is inconsistent.

Along with participants' comments about why they do not receive supervision, seven of the 33 participants explained why the supervision for social service supervisors can vary. They explained that: "supervision depends on how well the president of the board is able to supervise the vision, values, and mission of the agency"; "supervision depends on if supervisors need

supervision, are getting supervision, are receiving supervision, or are skilled enough not to need supervision"; "supervision depends on [the senior] supervisor's knowledge and background"; "my senior supervisor is busy and so does not have the time to provide supervision, so supervision varies from frequent to infrequent". A couple of participants described how supervision provided by internal agency personnel differs from supervision that is provided by external personnel. Participants explained that: "external supervision is effective because the [senior] supervisor is neutral and not biased, but they also don't have as much knowledge about the agency. Internal supervisors 'own stuff' can get in the way. They can have an agenda"; "information does not go back to administration with an external supervisor, whereas information can get back to administration with an internal supervisor"; "external supervision is helpful because the [senior] supervisor is looking with more objectivity but then does not have the context. Having both internal and external supervision is ideal".

Participants also commented that they receive support through peers. Five participants commented on the benefits and the limitations of peer support. Participants explained that: "peer support is not supervision"; "I get consultation from my management team, but I am not getting supervision". Yet other participants' commented that: "peer support provides accountability"; "peer support is neutral, objective, provides different views, information, and support. It is trusting and a way to be held accountable. It is different than with colleagues at work".

General comments. A number of participants made additional comments covering an array of topics. One participant stated that "training helps with the retention of supervisors, especially when other benefits may be lacking, such as pensions". Eight participants commented on the knowledge and skills required by supervisors or on the expectations of supervisors' knowledge and skills. They explained that "some skills are transferable and some are not.

Employers should not assume that skills are transferable and so supervisors don't need knowledge [training]"; "supervisors are expected to have the skills when starting their jobs"; "specific skills are needed to supervise"; "you need experience to supervise"; "you need to be able to naturally take charge"; "there is an innate skill set required to supervise, but it's different from front-line work"; "the skills required are different from front-line work". Two participants explained that "the demands on supervisors are growing. Now the ratio is 1 supervisor for 16 supervisees; it used to be a 1–8 ratio. Demands are growing, in part due to accreditation"; "work is increasing, like data entry. The amount of work is limiting the supervision of front-line staff".

Accreditation was another area that nine participants mentioned. They said that their agencies went through the process of accreditation. Eight of these nine supervisors commented that they received training through the accreditation process, and five of these supervisors made comments about the process or outcomes of an agency becoming accredited. Their comments ranged from: "extra work is growing as an account of accreditation"; "I have the added responsibility of accreditation"; "I am accredited. I am aware of what I need to do"; "demands are growing, in part due to accreditation".

Finally, four participants spoke about the importance of supervisors being held accountable, how to do this, and the benefits of showing accountability to staff. Their comments range from: "you need to have things set-up to be held accountable since there is no supervision to do this. Have to find ways to be accountable by people who can do this, to be accountable to yourself"; "supervision of supervisors creates an ethos of accountability throughout the agency. Supervisors don't want the responsibility of making decisions without having accountability of a [senior] supervisor"; "I seek external support and work collaboratively for accountability".

Some of the above comments confirm what the literature says about training and supervision, such as how training improves the retention of supervisors and that supervisors want more training. Other comments provide new insights into social service supervisors, such as how social service supervisors are characteristically self-directed. In the discussion section below, these comments and the preceding results will be compared and related to the current literature on the supervisory training and supervision of social service supervisors.

Chapter 5: Discussion

As Bogo and Mcknight (2005) explain, little research exists that explores the training and supervision of social service supervisors, including if supervisors are being trained in supervision prior to their promotion to a supervisory position, what they are trained in, and if they continue to receive training and supervision once they are in their supervisory roles (as cited in Kaiser & Kuechler, 2008). This study helps to fill in some of the gaps in knowledge identified above and describes the training and supervision that community agency social service supervisors receive. In the following sections, the results of the study will be compared and discussed in relation to the literature.

Supervisors' Educational and Experience Profile

Having expert knowledge, practice, techniques, and theories specific to ones' area of practice is one of the 20 supervisory knowledge and skill areas that is required by social service supervisors to be effective (Ash, 1995; Delano & Shah, 2009; Hughes & Pengelly, 1997; Kadushin & Harkness, 2002; Krueger, 1986; McPhatter, 2004). Yet, Hughes and Pengelly (1997) express a concern that an increasing number of social service supervisors lack experience in the area of practice in which they are supervising. This study, however, found that participants have, on average, nine years of experience in their area of practice prior to becoming supervisors. Therefore, as Krueger (1986) suggests, it appears that social service supervisors are typically promoted into supervisory positions that relate to their experiences so are likely to have extensive knowledge of and mastery in the principles and techniques that relate to their practice area. Thus social service supervisors do appear to have ample knowledge and skills related to

the area of practice they are supervising, which contradicts Hughes and Pengelly's (1997) concerns that supervisors lack experience in their area of practice.

Although the participants of this study, who are front-line supervisors, were typically promoted into supervisory roles that relate to their experiences, many of them explained that their senior supervisors, those supervising them, are not knowledgeable in the lower-level supervisors' areas of practice. Therefore, although front-line supervisors tend to have ample experience that relates to their jobs, their senior supervisors may be lacking experience related to the lower level supervisors' areas of practice, so senior supervisors may be unable to provide adequate supervision to help lower-level supervisors develop their skills. Thus the concerns expressed by Hughes and Pengelly (1997) that supervisors lack the ideal expertise for their positions may be inaccurate for front-line supervisors but be accurate for senior supervisors. Therefore, further research needs to be conducted to explore the experiences and qualifications of senior supervisors to determine if they have the experiences required to supervise lower-level supervisors.

Krueger (1986) also explains that supervisors not only need extensive knowledge of and mastery in their area of practice, but they also require an extensive knowledge base and a mastery of supervision because the knowledge and skills required by supervisors are unique to the supervisory role (Kaiser & Kuechler, 2008). This study found that participants have, on average, fourteen years of experience as supervisors. These results, therefore, suggest that social service supervisors have ample experience in supervision, which should provide them with experience in and expert knowledge and mastery of supervision that Krueger suggests is required. This raises the question: how long does it take supervisors to gain an adequate level of

knowledge and skill in supervision to effectively supervise employees and whether experience alone is a marker of requisite skill.

Still, this study has found that participants have more experience in their area of practice and in supervision than expected. On average participants have been in the social service field as front-line workers and then as supervisors for twenty-one years. Although some participants have far less experience than the identified nine-year average, these results show that many participants have numerous years of experience. Therefore, participants likely have the necessary knowledge in the principles and techniques of their practice area and in the skills required for supervision and can therefore provide effective supervision. This study, however, was unable to evaluate the effectiveness of the supervision that participants provide to their supervisees, so these assumptions are made based on the literature that suggests that experience in and mastery of the practice area and practice in supervision help to create effective supervision (Brown & Bourne, 1996; Hughes & Pengelly, 2002; Krueger, 1986).

Post-secondary education. Falender and Shafranske (2004) are concerned that social service supervisors have insufficient education in supervision. This study found that all of the participants have post-secondary degrees and that half of the participants have graduate degrees in either an MA or PhD program. This study, therefore, found that supervisors are educated people who are not lacking in post-secondary education.

Although the participants are an educated group, only a few participants held post-secondary degrees in administration or leadership. The majority of participants' degrees relate to the social service field, such as Psychology, Social Work, or Social Sciences. Half of the participants in the study responded that they have attended university courses in supervision.

However, due to a range of post-secondary programs having been attended, there would have been a range of supervisory courses that were attended by participants, thereby providing supervisors with varying degrees of information, knowledge, and skills on supervision. Although these programs have, likely, added to supervisors' knowledge and skill levels in their areas of practice and perhaps of supervision, the results are unclear on the extent of participants' formal supervisory education on supervision. An analysis of the programs and courses would be required to accurately determine the extent to which they provide information on supervision.

If we pay attention to Krueger (1986), who explains that social service supervisors require knowledge in the area of practice that they are supervising as well as in supervision, this study shows that few of the participants had post-secondary degrees in both of these areas. Therefore, although the participants have high levels of education, their degrees tend to be in only one of these two areas; few of the participants had degrees in a specific area of practice as well as in administration or supervision. Therefore, participants do tend to be lacking post-secondary education in either supervision or in their area of practice, so it is quite conceivable, that despite being well educated, they may still be lacking knowledge and skills in one of the two areas for which they are responsible.

Becoming a supervisor. Participants in this study were asked how they acquired their supervisory roles. They were asked whether they had been promoted from a front-line position within their agency, applied for an internal position, applied for an external position, or were scouted by another agency. Although Hopkins and Austin (2004) found that many social service supervisors began as front-line practitioners, they do not say whether supervisors were promoted without applying for their supervisory position or if they applied and competed for their

positions. This study found that most supervisors applied for their supervisory positions instead of merely being promoted.

I assumed that being promoted from within an agency meant that employers offered participants a supervisory position, rather than participants having to apply and compete against other candidates for the position. I also assumed if they had to apply for a position, whether this was within their agency or for a new agency, that they had submitted an application and were competing against other candidates for the position. As a result of not clarifying these distinctions with participants, interpreting the meaning of the results relating to this question in this study remains problematic with regard to a clear understanding of what “applied for a position” means and what conclusions can be drawn as a result of the present findings. This suggests the need for further clarification of this issue.

The Twenty Supervisory Knowledge and Skill Areas in Participants’ Jobs

Research shows that all social service supervisors perform similar activities (Austin & Hopkins, 2004; Menefee, 2004), and make use of a unique set of supervisory knowledge and skill areas that are different from those of front-line social service practitioners (Kaiser & Kuechler, 2008; Menefee, 2004). Although there is some agreement between researchers on what these supervisory knowledge and skill areas are, no one has compiled a complete list. Through my analysis of the literature that is described at the beginning of Chapter Two, I found 20 supervisory knowledge and skill areas required by social service supervisors. The supervisors who participated in this study confirmed that these 20 knowledge and skills areas are indeed those that are required in their work. This study has, therefore, contributed to the research on

supervision by compiling a complete list of the supervisory knowledge and skill areas that are consistently required by social service supervisors.

The literature suggests that supervisors' responsibilities can also be unique to their agency setting, the expectations of their specific roles (Menefee, 2004), and the agency's organizational and political environments (Adamson, 2011). This study found that approximately half of the participants had responsibilities additional to the confirmed 20 supervisory knowledge and skill areas. These findings, therefore, support previous research that supervisors' positions can include responsibilities that are unique to their agency and role. Therefore, social service supervisors require formal supervisory training to address the 20 supervisory knowledge and skill areas (Brown & Bourne, 1996; Falender & Shafranske, 2004; Kaiser & Kuechler, 2008) as well as training from agencies to address the unique responsibilities of the agency's positions (Kueger, 1986).

It is strongly suggested here that the list of 20 supervisory knowledge and skill areas that are required by social service supervisors generated by this study can provide employers with information about the areas for which supervisors are responsible and on which supervisors should be evaluated. As well, this list can provide employers and training facilities with a basis for the areas on which training and supervision should focus.

Supervisory Training

It has been noted that social service supervisors struggle when transitioning from front-line practitioner roles in to supervisory roles (Shulman, 1993), and that the supervisory knowledge and skill areas are more complex and challenging than those of front-line practitioners (MacEachron, et al., 2009; Shulman, 1993). Therefore, the literature recognizes

that social service supervisors require on-going supervisory training (Brown & Bourne, 1996; Falender & Shafranske, 2004; Kaiser & Kuechler, 2008). However, the literature also shares a concern that social service supervisors lack supervisory training (Ash, 1995; Bernard & Goodyear, 1992; Falender & Shafranske, 2004; Hopkins & Austin, 2004; Packard, 2004; Shulman, 1993). This study, however, found that all of the participants had attended multiple training programs. Therefore, this study has found that social service supervisors have attended more supervisory training than originally suggested in the literature, which indicates that social service supervisors may have more knowledge and skills required for their roles than is suggested by Brown and Bourne (1996), Falender and Shafranske (2004), and Kaiser and Kuechler (2008).

Participants' supervisory training prior to acquiring their supervisory roles. Bernard and Goodyear (1992), Hopkins and Austin (2004) and Shulman (1993) are specifically concerned that supervisors are promoted into their supervisory roles with no formal supervisory training. This study found that only half of the participants had any formal preparatory training, and only half of these participants attended multiple training programs prior to starting their supervisory roles. In other words, approximately one quarter of the participants attended multiple supervisory training programs before becoming a supervisor. Therefore, this study confirms that upon entering into their supervisory roles, supervisors often lack supervisory training that prepares them for and provides them with the knowledge and skills required to immediately support their employees. Instead supervisors typically attend training after acquiring their positions.

Kadushin and Harkness (2002) explain that social service supervisors, who start their careers without any formal supervisory training, use their experiences as a supervisee from

which to base their supervisory practices. Kadushin and Harkness explain that this is inadequate preparation for learning how to supervise. The results of this study that show few participants as having attended preparatory supervisory training suggest that most supervisors do begin their supervisory careers based on their experiences as a supervisee which, based on Kadushin and Harkness, means that they are not adequately prepared for the challenging and complex nature of their new supervisory positions. This likely explains why some participants in the study commented that problems and mistakes occur before supervisors attend training. In order to ensure that supervisors are prepared for their supervisory roles and to avoid problems and mistakes, supervisors need to attend supervisory training that prepares them for the challenges they will face in their new roles prior to their supervisory position.

Participants' supervisory training after acquiring their supervisory roles. This study found that the participants attended multiple training programs after starting their supervisory roles. This contradicts the concerns in the literature that social service supervisors lack supervisory training (Ash, 1995; Bernard & Goodyear, 1992; Falender & Shafranske, 2004; Hopkins & Austin, 2004; Packard, 2004; Shulman, 1993). These results therefore suggest that supervisors come to realize that, as Kadushin and Harkness (2002) explain, past experiences as a supervisee are insufficient for providing effective supervision and that they require supervisory training.

As a result of training occurring after supervisors have begun working, participants described supervisory training as being reactive rather than proactive. In other words, participants explained that training occurs after supervisors have acquired their supervisory positions because they lack information, rather than occurring before their supervisory roles to prepare them. As previously said, participants explained that training often occurs once

supervisors have become aware that problems have occurred or mistakes have been made. Thus the initial supervision that practitioners receive from a newly hired supervisor is likely insufficient until supervisors have acquired enough training to be effective. This again raises the question as to how long it takes new supervisors to attend enough training to acquire the knowledge and skills required to provide effective and quality supervision.

Models of supervision. Bernard and Goodyear (1992) and Packard (2004) are concerned that social service supervisors do not receive training in conceptual models of supervision. As a result, there is a concern that supervisors are inadequately prepared for their roles (Kadushin & Harkness, 2002) because, as Hart (1982) explains, supervisors who are not trained in supervisory theories or in conceptual models of supervision “do not really understand the process of supervision” (as cited in Bernard & Goodyear, 1992, p. 10). Therefore, the literature is suggesting that social service supervisors need to be trained in supervisory models to gain the expert knowledge of and a mastery in supervision that Krueger (1986) says is required by supervisors to be effective.

This study, however, found that the training programs that participants attended, both prior to and after beginning their supervisory roles, did not typically focus on supervisory models. This indicates that supervisors are not typically trained in or have knowledge of specific supervisory models from which to practice and, therefore, suggests that supervisors do not understand the processes of supervision nor have the expert knowledge of and mastery in supervision that is required. Yet, with the years of experience and the amount of training this study found supervisors to have, it is hard to imagine that supervisors neither understand the process of supervision, nor have the expert knowledge of and mastery in supervision that is suggested they need. Thus, the results of this study show that supervisors have ample experience

and training, but their training does not provide them with supervisory models to help with understanding the process of supervision. Therefore, further research needs to be done to determine what understanding and knowledge of supervision supervisors have, how have they come to this understanding and gained this knowledge, and do they practice using supervisory models.

As well, this study found that when training programs did focus on supervisory models, few of the training programs focused on the same models. In other words, there is no consistency in the supervisory models that are being taught to social service supervisors. This indicates that an agreement within the field as to the best way to supervise or the best model to use has not been made. Neglecting to decide how best to supervise and which model to use suggests that there are no standards of how best to practice supervision in the social service field. Therefore, each supervisor may use a different model or style when supervising which may result in differences in the quality of the supervision being provided to front-line practitioners.

Brown and Bourne (1996) explain that social service supervisors need to develop their own supervisory practice and personal working style by reflecting on and integrating the knowledge and skills they have learned in their training and supervision. Supporting Brown and Bourne's recommendations, two of the participants in this study explained they use a multi-model approach. Therefore, perhaps supervisors use different elements of supervision from their training programs to create their own supervisory models. In other words, perhaps supervisors have an eclectic approach to supervision and have individually developed their own personal working styles by taking elements from different training programs as Brown and Bourne recommend. Therefore, perhaps supervisors understand the process of supervision and use supervisory models but choose not to focus on a specific model. Again, however, a lack of

consistency in how supervisors practice and the models which they follow may affect the quality of supervision that practitioners receive and suggests a lack of standards for supervision.

One participant commented that "supervisory models are self-learned because…. learning comes from literature". Participants in this study described social service supervisors as characteristically self-directed. Therefore, supervisors may learn about models through their own directed learning. This means that they initiate and find different sources to continue their own learning; for example, through reading and attending peer groups perhaps they have learned about and then amalgamated different supervisory models into their practice. It was beyond the scope of this study to determine if and how, outside of training programs, participants learned about supervisory models. Therefore, further research needs to determine if social service supervisors use supervisory models, and, if so, how did they learn them?

Training mandated by employers. Brown and Bourne (1996) explain that agencies should have policies on the training of supervisors and provide supervisors with well-resourced comprehensive training programs because, as Krueger (1986) explains, agencies have a responsibility to provide supervisors with training that addresses the unique responsibilities of the agency's roles (Menefee, 2004). Therefore, supervisory training needs to focus not only on the 20 supervisory knowledge and skill areas that this study found but also on the agency's setting, the specific expectations of the supervisory role in the agency (Menefee, 2004), and the agency's organizational and political environments (Adamson, 2011). Thus supervisors need formal training (Bernard & Goodyear, 1992; Hopkins & Austin, 2004) as well as training through their employers (Krueger, 1986) because as one participant in the study said, "training programs need to stay general, but supervisors also need to learn the specifics that are relevant to their agencies". Falender and Shafranske (2004) go beyond acknowledging the need for

supervisory training opportunities and suggest that there should perhaps be mandated requirements for the supervisory training and education of supervisors.

This study found that almost all employers provide training for supervisors and many employers support and encourage supervisors to take training. However, very few employers mandated their supervisors to attend agency training or external training. This raises the question: what is the value that employers place on supervisory training to ensure that supervisors are prepared, supported, held accountable, and continue to grow and learn?

As do the participants in this study, Kaiser and Kuechler (2008) and MacEachron et al., (2009) found that social service supervisors believe training is important. As previously described, the participants in this study also described supervisors as self-directed. As a result, it appears that, supervisors attend training by choice because, as participants described, they notice gaps in their knowledge, have made mistakes, have had problems arise, and are interested in learning and continuing to grow. Therefore, regardless of employers providing training or mandating training, social service supervisors search out and attend training, and, as a result, have attended more supervisory training than is suggested by the literature (Ash, 1995; Bernard & Goodyear, 1992; Falender & Shafranske, 2004; Hopkins & Austin, 2004; Packard, 2004; Shulman, 1993). This also suggests that if social service supervisors are not self-directed, they may attend less training.

The Twenty Supervisory Knowledge and Skill Areas Addressed in Training

The literature has found that social service supervisors require on-going supervisory training (Brown & Bourne, 1996; Falender & Shafranske, 2004; Kaiser & Kuechler, 2008) because of the unique, complex, and challenging skills required by social service supervisors

(MacEachron et al., 2009; Shulman, 1993). The literature has also found that few supervisors are being trained (Ash, 1995; Hopkins & Austin, 2004; Packard, 2004; Shulman, 1993) in administration, leadership (Parchard, 2004), conceptual models of supervision (Bernard & Goodyear, 1992; Packard, 2004), nor in the unique set of supervisory knowledge and skill areas that are required by social service supervisors (Kaiser & Kuechler, 2008; Menefee, 2004). Since a complete list of supervisory knowledge and skill areas has yet to be compiled in the literature, no research is available on whether supervisors are trained in these specific areas; however, since this study found 20 supervisory knowledge and skill areas that social service supervisors are responsible for in their jobs, training for supervisors in these areas makes sense. Therefore, this study asked participants the degree to which their supervisory training addressed each of these 20 supervisory knowledge and skill areas.

This study found that typically all 20 of the supervisory knowledge and skill areas are addressed in supervisory training programs, but the degree to which they are discussed varies. In other words, some supervisors receive far more information about and opportunities to practice skills relating to the supervisory knowledge and skill areas than others. These findings show that the content of supervisory training programs varies, which suggests that the content of supervisory training programs is not standardized.

The results of the study show that some training programs provide minimum information about the supervisory knowledge and skill areas; thus some supervisors only learn that these knowledge and skill areas are a part of their supervisory roles. Since supervisors have been described in this study as self-directed, they may initiate and find their own ways to learn about the areas that were only mentioned in their training. Therefore, although some training programs may provide minimum information about some supervisory knowledge and skill areas,

supervisors may find other ways to gain the information and knowledge that they require. Further research is required to determine the extent of supervisors' understanding of the 20 supervisory knowledge and skill areas.

As a result of training programs providing varying degrees of information about the 20 supervisory knowledge and skill areas, supervisors likely have different levels of understanding, knowledge, and skills associated with these supervisory knowledge and skill areas. Therefore, the supervision that front-line practitioners receive is likely inconsistent. This suggests that there are no standards for the practice of social service supervision because supervisors are not required to take comparable training, so they likely do not have equivalent knowledge and skill levels.

The Training Programs

Since supervisory training has been found to be important for enabling social service supervisors to provide effective supervision to supervisees (Brown & Bourne, 1996; Falender & Shafranske, 2004; Kaiser & Kuechler, 2008), and since supervisors have themselves expressed the importance of training (Dill & Bogo, 2009; Kaiser & Kuechler, 2008; MacEachron et al., 2009) and of wanting more training (Kaiser & Kuechler, 2008; MacEachron et al., 2009), research should be done to ensure that training programs are meeting supervisors' needs and are addressing the responsibilities of their jobs. However, research has not been conducted to determine if training programs are addressing social service supervisors' job requirements because a complete list of the required supervisory knowledge and skill areas has not been compiled in the literature. Thus further research needs to analyze training programs to determine their focus and content. Although this study did not do an analysis of training programs,

participants were asked the degree to which their training programs addressed the 20 supervisory knowledge and skill areas that were found to be the skills required for their jobs.

The results of this study show that training programs usually addressed all but one of the supervisory knowledge and skill areas. The one overlooked skill area was: understanding how the supervisor's agency relates to the community, society, and political forces. Again, the findings show that training programs vary in the degree to which they provide information and skills on the supervisory knowledge and skill areas. Therefore, the concern is not in whether the areas are discussed in training programs, the concern should be with the quality of, and the extent to which, training programs provide information on the necessary supervisory knowledge and skill areas that are required by social service supervisors to be effective in their jobs.

If training programs are not providing adequate information to supervisors, supervisors' knowledge and skills will be lacking, so they will be inadequately prepared for providing quality supervision to their employees. For example, as explained above, most training programs do not focus on supervisory models, which, based on Hart (1982), means that supervisors are lacking an understanding of the process of supervision (as cited in Bernard & Goodyear, 1992, p. 10) and are lacking the expert knowledge of and mastery in supervision that they require (Krueger, 1986). If supervisors are lacking this knowledge, their ability to provide quality supervision may be reduced. Therefore, it seems important that supervisory training programs provide supervisors with adequate knowledge of and skills in the areas for which they are responsible. Again, this raises a need for an analysis of training programs to determine if the focus and content of training programs meet the needs of and job requirements of social service supervisors.

As well, the results of this study show that social service supervisors do not typically attend the same training programs. This is likely one explanation for the variation of information provided in training programs. Even though many of the participants listed the following four agencies as providing training: (1) the Justice Institute (JI), (2) the Community Social Services Employers' Association (CSSEA), (3) the Commission on Accreditation of Rehabilitation Facilities (CARF), and (4) the Federation of Community Social Services of British Columbia (FCSSBC), these are four different organizations that provide different programs and likely have different goals. As well, participants noted other workshops, conferences, seminars, and training programs but did not provide the names of them because: (1) participants could not remember the names; (2) participants have attended so many workshops they could not list them all or decide which to list; (3) I did not ask for the names. Since the results show that supervisors have attended a number of different training programs, but information about these various training programs is lacking, further research is required to learn about the training programs that social service supervisors attend.

Participants in this study commented on a number of challenges they face in order to attend training programs. They said that training was hard to attend due to the cost; as one participant said, "supervisors usually have to pay for their own training". They also raised the issue of accessibility. This was especially true for supervisors in northern agencies because of the additional time and costs to get to training facilities. Participants commented that training programs often do not meet their needs or interests and that many training programs are directed to new supervisors, so seasoned supervisors have few options to learn about more advanced supervisory and practice issues. Another challenge participants noted was the time away from their jobs. With this in mind, participants also commented that the demands of their jobs are

increasing. If job expectations are increasing, supervisors may find it even harder to find the time to leave their job responsibilities to attend training. Thus due to the cost, time, interests, and accessibility of training programs, supervisors may begin neglecting their own training, which research has shown to be necessary in order for supervisors to provide effective supervision and quality services (Brown & Brourne, 1996; Kaiser & Kuechler, 2008; MacEachron et al., 2009; Prilleltensky, 2000; Shulman, 1993). This could cause supervisors' learning and growth needs to be neglected, and therefore services to clients impacted.

The developers of supervisory training programs have to determine how to address the above challenges so that supervisors can attend training more easily, thereby positively impacting services. Program developers, therefore, need to determine: how training programs can be accessible in location, time, and cost to a wide range of supervisors, and how to make these programs sufficiently desirable to supervisors, so they prioritize training over other supervisory responsibilities.

Due to participants attending various training programs and each program providing different degrees of information on the supervisory knowledge and skill areas, there is no consistency in the training that supervisors receive. Therefore, the knowledge and skills that supervisors gain through training programs varies. These results indicate that training programs choose the content that they will discuss, which again raises the concern that there is no standardization of the content being provided in supervisory training programs. A lack of standardized supervisory training programs likely affects the scope of supervisors' knowledge and skills, which may then impact the quality of supervision that supervisors are able to provide front-line staff.

Supervisory Supervision

Several researchers have found that on-going supervision of social service supervisors is important (Collins-Camargo et al., 2006; Kaiser & Kuechler, 2008; MacEachron et al., 2009), so they can receive supervision on the technical aspects of their agency (Prilleltensky, 2000), receive feedback (Packard, 2004), and get the stimulation, support, and development that they require (Sawdon & Sawdon, 1995). The participants in this study also spoke about the importance of supervisors receiving supervision as have supervisors in previous research studies (Dill & Bogo, 2009; Kaiser & Kuechler, 2008; MacEachron et al., 2009). As well, participants in this study noted that supervision promotes the on-going growth of supervisors by providing practical information about their jobs, an avenue to reflect on training and on the emotional effects of the job, and provides supervisors with an avenue for accountability and shared responsibility in decision making. Although the importance of supervision is clearly identified, Brown and Bourne (1996) and Hopkins and Austin (2004) express a concern that social service supervisors lack the necessary supervision in order to become effective supervisors. The results of this study, however, found that almost all of the participants receive supervision. Thus this study found that more supervisors receive supervision than the literature suggests (Austin & Hopkins, 2004; Brown & Bourne, 1996).

Participants access to supervision. Brown and Bourne (1996) suggest that social service supervisors should have regular supervision in order to meet their needs. Although they do not define the term ‘regular’ with a specific time-frame of how often supervision should occur, this study found that most supervisors have access to supervision whenever they feel they need it and that many participants also have established meeting times, such as weekly or monthly, set-up with their senior supervisors. This allows supervisors to, not only check in

whenever they want to, but also to rely on guaranteed supervision times with their senior supervisors.

Social service supervisors accessing supervision whenever they feel they need it, suggests that supervisors are initiating their own supervision and that they are the ones instigating contact with their senior supervisors. This again displays the self-directed nature of supervisors that is described by participants. Therefore, the results of this study are indicating that social service supervisors initiate and access supervision because of their need for support rather than because their senior supervisors believe the lower-level supervisor needs support.

Although some participants in this study described accessing supervision whenever they needed positively, there are potential problems with supervisors initiating their own supervision: they can become too busy to initiate their supervision, they may not be motivated or self-directed to access supervision, or they may be unaware that they are having a problem and need supervision. These situations may result in supervision not occurring. As well, since the nature of supervision is that senior supervisors: oversee the work of those below them (Kadushin & Harkness, 2002), recognize when those below them are missing information (Austin & Hopkins, 2004a; Kaiser & Kuechler, 2008), and provide on-going evaluative monitoring of supervisors' work (Bernard & Goodyear, 1992), if supervisors initiate their own supervision, the nature of these above supervisory elements can change. As one participant explained, "you don't know what you don't know, until after you know it". This indicates that supervisors may not recognize they are missing information so may require their senior supervisors to see their gap in knowledge and initiate supervision to address the knowledge gap and develop the supervisor's knowledge and skill. In this study, only two participants said that they receive supervision when their senior supervisors think they need it and explained that it is the role of the senior supervisor

to recognize when the supervisors below them need guidance and information. Therefore, if supervisors are initiating most of their supervision, the nature of supervision may be compromised. Thus senior supervisors should also initiate and set-up guaranteed meeting times on a regular basis to discuss and evaluate lower-level supervisors' work.

Participants' senior supervisors. Research has found that social service supervisors require on-going supervision in order to provide effective and quality support to supervisees (Brown & Bourne, 1996; Kaiser & Kuechler, 2008; MacEachron et al., 2009; Prilleltensky, 2000; Shulman, 1993) because supervision allows supervisors to reflect on the implementation of training (Wiener, 1995), process the emotional effects of their work (Ash, 1995; Ward, 2008), and meet their "needs for stimulation, support, and development" (Sawdon & Sawdon, 1995, p. 16). This suggests that supervisors require personnel senior to them who are able to adequately provide them with quality supervision. Yet, to date no research has been done that examines the senior supervisors who are providing supervision to lower-level supervisors.

As previously mentioned, almost all of the participants receive supervision and usually receive supervision from someone within their agency. Only two participants did not receive internal supervision but rather found support from personnel outside of their agencies. Whether internal or external to participants' agencies, senior supervisors held an array of positions. Without a formal review of senior supervisors' roles, knowledge, and skills, which was beyond the scope of this study, it is impossible to determine how the various personnel providing the supervision affects the quality of participants' supervision. However, based on participants' comments, supervision of supervisors varies due to differences in senior supervisors': knowledge, skills, and experiences; understanding of the content being taught; availability; and beliefs as to whether providing supervision is a part of their job. Participants also commented

that supervision can differ when it is provided by an internal senior supervisor or one external to the agency. As participants explained, senior supervisors who are internal understand the context of a situation so less time is spent explaining the situation. However, they can relay information to the administration; they may have an agenda; or they may allow their 'own stuff' to interfere with the supervision session. Whereas supervisors who are external to the agency are more neutral, unbiased, and objective, but they do not readily know the context of the situation so may not have a clear picture.

Due to the differences that are listed above, some senior supervisors do not have the experience, knowledge, skill, time, understanding, or desire to supervise lower-level supervisors. Therefore, as the results of this study confirm, the amount of supervision and what is addressed in supervision varies. As a result of the varying degrees of support and information provided by senior supervisors, lower-level supervisors' knowledge and skill levels, their emotional health (Ash, 1995; Ward, 2008), and their development and support needs (Sawdon & Sawdon, 1995) may not be met. As a result of these deficiencies, the quality of supervision they are able to provide to their front-line practitioners may be impacted. This raises the issue that senior supervisors need to understand, be willing, be available, and be knowledgeable in the supervisory knowledge and skill areas necessary for social service supervisors, so they can provide effective supervision to their lower-level supervisors, recognize gaps in the knowledge and skills of lower- level supervisors, and increase the knowledge and skill levels of lower-level supervisors, so lower level supervisors can provide quality supervision to their front-line practitioners.

The differences in senior supervisors' experiences, knowledge, and skills suggest that there is no standardization of qualifications that reflect a need for senior supervisors to have

front-line supervisory experience, knowledge, and skills thereby affecting their ability to provide supervision to lower-level supervisors. Further research needs to be conducted to determine if senior supervisors have the qualifications and an adequate level of knowledge and skill in the supervisory knowledge and skill areas to supervise lower-level supervisors.

Many supervisors again displayed being self-directed by finding alternative informal support networks, such as peer groups and external personnel with whom to consult, likely due to their senior supervisor being unable to meet all of their needs. Although participants found these support systems helpful, some participants explained that these informal support systems do not provide supervision because peers are not in a position to supervise. As Hopkins and Austin (2004), Kadushin and Harkness (2002), and Kaiser and Kuechler (2008) explain the nature of supervision is that it is provided by senior personnel who can recognize when lower-level supervisors are missing information. As well, Bernard and Goodyear (1992) explain that an element of supervision is the on-going evaluative monitoring of lower-level employees. Since peers and external personnel are not in a senior position, they are unable to provide on-going monitoring and evaluations of supervisors' work to ensure the lower-level supervisor is not missing information and is practicing to the best of their abilities. Therefore, although peer support and external consultation may be helpful, they are insufficient alternatives to supervision.

Supervision mandated by employers. The literature recognizes that social service supervisors require supervision in order to provide effective and quality support to their supervisees (Brown & Bourne, 1996; Kaiser & Kuechler, 2008; MacEachron et al., 2009; Prilleltensky, 2000; Shulman, 1993); yet, this study found that neither internal nor external supervision is usually mandated by senior supervisors. Instead, as already noted several times

above, the impetus for supervision is initiated by supervisors themselves rather than by their superiors. These results therefore reinforce that social service supervisors are self-directed, believe supervision is important, and want to share decision making with others to help maintain accountability. This suggests that when social service supervisors feel that they are lacking the required knowledge or information to make a decision, they arrange to meet with their senior supervisors or find an external consultant who can support them in their decisions. For example, some participants would contact a lawyer if they had a legal matter they were not confident in making or would contact a human resource advisor for a personnel issue. These results indicate that if social service supervisors were not self-directed as described by the participants, they may not initiate and find professionals to help them make decisions, which would likely reduce accountability and may affect the quality of their work.

The Twenty Supervisory Knowledge and Skill Areas Addressed in Supervision

The literature has found that because social service supervisors in every position need specific knowledge and skills (Brown & Bourne, 1996), they require on-going supervision (Brown & Bourne, 1996; Kaiser & Kuechler, 2008; MacEachron et al., 2009; Prilleltensky, 2000; Shulman, 1993). Supervisors who lack supervision may transfer mistakes to their supervisees (Falender & Shafranske, 2004). Therefore, supervisors should receive individual feedback (Packard, 2004) and supervision on the technical aspects of their agency (Prilleltensky, 2000). Since a complete list of the areas for which social service supervisors are responsible has not been provided in the literature, researchers have not yet studied whether supervisors receive supervision in the 20 supervisory knowledge and skill areas that this study found to be the areas for which supervisors are responsible; however, it makes sense that supervisors receive supervision for these areas so they can effectively preform their jobs. Therefore, this study asked

participants the degree to which their supervision addressed each of these 20 supervisory knowledge and skill areas.

This study found that almost all of the participants receive supervision; however, it also found that participants' supervision drastically varies as to whether it addresses the 20 supervisory knowledge and skill areas, and, if it does address these areas, as to the degree that information is discussed about these areas. For example, some supervisors do not receive any supervision for the supervisory knowledge and skill areas; others receive supervision for these areas when it is needed; others have senior supervisors who model these skills for them. Senior supervisors' modelling the qualities and skills that lower-level supervisors need for their jobs is one of the supervisory skill areas that this study found to be necessary in order to be an effective supervisor (Adamson, 2011; Bernard & Goodyear, 1992; Borland, 1995; Clough, 1995; Deal, 2004; Delano & Shah, 2007; Delano & Shah, 2009; Dill & Bogo, 2009; Hopkins & Austin, 2004a; Kaiser, 2004; Krueger et al., 2004; Magnuson & Burger, 2008; Shulman, 1993; Shulman, n.d.; Stanners, 1995; Tsui, 2005). In summary, the results show that some supervisors receive no supervision for the 20 supervisory knowledge and skill areas. Others are able to discuss the supervisory knowledge and skill areas with their senior supervisors, but the depth and the degree that the areas are talked about varies depending upon the senior supervisor's availability, desire, understanding, and knowledge and skill level of the areas. Other lower-level supervisors receive what would be considered quality supervision because their senior supervisors model the supervisory knowledge and skill areas required for the lower-level supervisors' jobs. Therefore, these results show that social service supervisors experience a large variation in the quality of supervision they receive from their senior supervisors.

As previously mentioned, supervision can meet supervisors' "need for stimulation, support, and development" (Sawdon & Sawdon, 1995, p. 16). Therefore, if supervisors are not receiving supervision or are receiving limited supervision in the areas for which they are responsible, as is the case for many of the participants in this study, possibly their needs are not being met. In addition, since the literature has shown that supervisors require supervision to provide effective supervision to their front-line practitioners thereby providing quality services to clients (Brown & Bourne, 1996; Kaiser & Kuechler, 2008; MacEachron et al., 2009; Prillentensky, 2000; Shulman, 1993), if supervisors' needs are not being met, the support that they can provide their supervisees may be reduced thereby impacting agency effectiveness.

An explanation that participants provided for the varying degrees that the supervisory knowledge and skill areas are addressed in supervision is that the focus and content of supervision depends upon the experience, knowledge, understanding, and skills of senior supervisors. Some participants explained that their senior supervisors have limited experience in and knowledge of the supervisory knowledge and skill areas because their senior supervisor's educational and work backgrounds are not in the practice area of the lower-level supervisor's job. A result of senior supervisors lacking experience in and knowledge of the supervisory practice areas, is that lower-level supervisors do not receive thorough supervision in the required supervisory knowledge and skill areas of their jobs. This again raises the issue that senior supervisors need to have the knowledge and skills associated with effective supervision in order to provide meaningful supervision to the supervisors below them.

Due to senior supervisors having different experiences, knowledge, and skills that relate to the 20 supervisory knowledge and skill areas, lower-level supervisors receive different degrees of information about these areas. Therefore, lower-level supervisors likely have

different levels of understanding, knowledge, and skills of the supervisory areas. These variations again suggest a lack of standardization in the qualifications that relate to the supervisory knowledge and skill areas for senior supervisors and, therefore, of supervision. Due to a lack of standards for senior supervisors and for supervision, differences likely occur in the quality of supervision that lower-level supervisors receive, and, therefore, in the quality of supervision they are able to provide practitioners. Variations in the quality of supervision supervisors and practitioners receive likely affects the quality of agency services.

Comparisons between the Supervisory Knowledge and Skill Areas Used on the Job, Learned in Training, and Learned in Supervision

Although the literature does not provide a compiled list of the knowledge and skill areas social service supervisors are responsible for in their jobs, it is clear that social service supervisors are responsible for a unique set of skills that are different from those of front-line practitioners (Kaiser & Kuechler, 2008; Menefee, 2004). The literature is also clear that social service supervisors require on-going training (Brown & Bourne, 1996; Falender & Shafranske, 2004; Kaiser & Kuechler, 2008) and supervision in order to provide effective supervision and quality services (Brown & Bourne, 1996; Kaiser & Kuechler, 2008; MacEachron et al., 2009; Prilleltensky, 2000; Shulman, 1993). To date, however, there is no research that compares the areas that social service supervisors are responsible for in their jobs, with the areas they receive training in, with the areas they receive supervision in. Therefore, this study compares these three areas to determine if supervisors receive training and supervision in the 20 supervisory knowledge and skill areas that were found through the analysis of the literature described in Chapter Two and then confirmed by participants as the areas that social service supervisors are responsible for in their jobs.

As previously explained, the results of this study found that all 20 of the supervisory knowledge and skill areas are a part of supervisors' jobs, are addressed to some degree in their supervisory training, but are inconsistently addressed in their supervision. In other words, participants confirmed that the 20 supervisory knowledge and skill areas are a part of their jobs; that supervisory training programs address these 20 supervisory knowledge and skill areas, but the depth and degree they provide information on them varies; that some supervisors do not receive supervision for some of the supervisory knowledge and skill areas, whereas others receive supervision for the areas based on their senior supervisor's ability to provide supervision, and others receive quality supervision because their senior supervisors model the supervisory knowledge and skills with them.

These results indicate an inconsistency between the knowledge and skill areas that supervisors are responsible for in their jobs, the degree they receive training in these areas, and especially an inconsistency in the degree they receive supervision in these areas. These inconsistencies raise the following concerns: (1) some supervisory training programs do not provide enough information about, knowledge of, or opportunities to practice the skills relating to the supervisory knowledge and skill areas supervisors are responsible for in their jobs; (2) some supervision for supervisors does not address the supervisory knowledge and skill areas because senior supervisors do not have the experience, knowledge, and skills necessary to discuss these areas; (3) a lack of standards exists for supervision, supervisory training, and qualifications of senior supervisors. The impact of these concerns is likely that social service supervisors are lacking some of the abilities, knowledge, and skills necessary to provide effective support to their supervisees which may then affect the quality of services to clients.

Chapter 6: Limitations

The Overall Objectives of the Study

As previously explained in Chapter Three, the original goal of this study was to explore the supervisory training and supervision experiences of the general population of BC social service supervisors. However, as explained, it is virtually impossible to create a sample frame of BC social service supervisors, so the sample frame consisted only of agencies that belong to professional associations. Therefore, this study describes the supervisory training and supervision of social service supervisors who work in agencies that are members of these professional associations. As well, due to the sample size, this study does not describe all supervisors whose agencies belong to professional associations; rather this study only describes the supervisors who participated in this study, thus creating two questions: (1) do all supervisors who are members of professional associations have access to the same training and supervision? (2) What training and supervision do supervisors experience whose agencies do not belong to professional associations?

Part of the intent of this study was to examine the training experiences of social service supervisors. One factor that I did not account for was the number of training programs that participants would have attended, and another was the difficulties that participants had in remembering the names and objectives of the training programs. As a result, I was unable to gather a comprehensive list of programs. Therefore, this study is unable to provide a thorough description of the training programs that participants attended. In order to develop a more comprehensive understanding and description of supervisors' training, an analysis of the training programs that social service supervisors attend is required.

A limitation of this study is that the data collected was based on participants' perceptions of the degree to which the supervisory knowledge and skill areas were addressed in their training and supervision. Therefore, participants' responses may be inconsistent depending upon their overall knowledge of the topic areas. For example, as one supervisor said "you don't know what you don't know". In other words, if training programs or supervision provided limited information to its participants, supervisors may be unaware of the limitations of their training, supervision, and thus their own knowledge and skills, so their responses may be inaccurate when compared to other participants' responses. Again, a complete analysis of training programs and supervision would be needed to develop a clear understanding of what is included in training programs and supervision.

Participation in the Study

The most challenging aspect of this study was to make contact with social service supervisors. Once I made direct contact, I found that most supervisors were interested in participating in the project. However, if they only received an email or a phone message, they often did not reply. Therefore, future research that involves supervisors should take the following steps: (1) directly contact supervisors, explain the overall goals and objectives of the study, and ask when is a good time to email them information about the study, (2) email the invitation letter and any additional information about the study to the supervisors at the time they requested, (3) within a week of emailing the invitation letter, call the supervisors again and ask if they had a chance to review the information, and if they would like to participate in the study, (4) if they have not reviewed the information ask if they would like to reschedule a time to discuss the research and participation, (5) if they have reviewed the information, request their participation, arrange a date to conduct the interview, and ascertain if any other information is

required, (6) send a reminder email prior to the interview date with any necessary information about the interview or questions.

Another potential limitation of this study is that during the recruitment process I learned that many of the participants were Executive Directors or senior supervisors. Therefore, due to a potential lack of new supervisors or program supervisors, there may not be an accurate sampling of different levels of seniority.

The Survey

As mentioned in Chapter Three, I created the survey and may therefore have had an impact on its validity since it has not been previously tested and is not standardized. As well, after employing the survey I see that additional questions could have been included, and some of the answer options provided did not elicit an accurate response to the intended objective of the question being asked.

I did not ask participants for their specific role, title, or position. Collecting this data may have allowed me to determine if there were differences in the training or supervision of supervisors given their different roles and seniority. For example, one could ask: Are there differences in the training and supervision of those who are running agencies versus those who are running programs? I did not include such questions because the literature said that training and supervision are important for all levels of supervisors, which was later confirmed by participants. As well, during the recruitment process, I found that supervisors hold a variety of job titles; therefore, a complete job analysis would be required to determine which job titles are comparable.

Further, I did not ask participants to describe their agencies, which means that a distinction between participants' agencies and the training and supervision that different agencies provide was not made. For example, I did not determine if they work in a large or a small agency or if their agencies are accredited? Again, the literature states that regardless of agency characteristics, supervisors should receive training and supervision. However, this question may have provided insight into the differences between the training and supervision of participants based on the characteristics of their agencies.

After gathering participants' responses, I realized that some survey questions did not have a comprehensive answer list. For example, when asking participants if they receive supervision, I did not include as an answer option, 'when my supervisor thinks I need it'. As well, when asking participants if their training was mandated, I did not include as an answer option, 'my employer has created an agency ethos that has created a desire and an understanding of the importance of training'. If these had been provided as answer options, more participants may have chosen these responses, which may have changed the results.

As well the range for the 5-item answer scale for the chart that reviewed what supervisory knowledge and skill areas are part of supervisors' jobs posed a problem because it focused on two different objectives. The first four answer options: (1) not at all, (2) I deal with this a couple of times a year, (3) I deal with this every couple of months, (4) I deal with this weekly, all relate to the frequency of the tasks being done; whereas, the fifth scale option: (5) this is a key component of my job, is asking about the supervisor's opinion on the level of importance of the task. As a result, participants were confused because the scale was looking at two different objectives. I noticed the inconsistency after a couple of surveys had been conducted. In order to address this issue with the rest of the participants, I explained to

supervisors ahead that the fifth scale option (this is a key component of my job) means that regardless of how often the task is done, it is the supervisors' responsibility to ensure it is done well. As a result these different objectives, a few survey responses may not show the importance for some knowledge and skill areas; however, the knowledge and skills would still be referenced as a part of the supervisor's role. Therefore, although a few results may be inaccurate about the importance of each knowledge and skill area, they do show whether the knowledge and skill areas are a part of participants' jobs.

The Interview Process

Supervisors struggled to separate their practitioner training from their supervisory training experiences. As well, some participants had been supervisors for so long that they found it challenging to recall training from the beginning of their careers. As a result, some supervisors struggled to remember how their supervisory training programs had addressed the supervisory knowledge and skill areas.

When participants were asked the degree to which their supervision addresses the supervisory knowledge and skill areas, some participants based their answers on whether they thought they needed help for the particular knowledge and skill area, as opposed to whether their senior supervisor would be available to provide support for it if they needed. For example, because some participants did not need help building one-on-one relationships with supervisees, they said they did not receive any supervision for this task. Therefore, some supervisors responded to some questions based on their needs rather than on the availability of their senior supervisor. Once I recognized this complication, I clarified with participants that the question

was asking if their senior supervisor would be available and would have the knowledge and skills required to assist them.

Another survey question asked if any of the supervisors' training had been 'mandated' by their employers. A number of participants reacted to the word 'mandated'. As a result, some of these participants explained that although not mandated, their supervisors encouraged and supported any training they found. Therefore, I created a third answer option (your employer encourages or supports training) after starting the interviews. Rather than using the word mandated, future research could instead use the word 'required', which provides the same result without perhaps the emotional reaction that the word 'mandate' created.

Chapter 7: Conclusion

One of the substantial findings from this study is the development of a complete list of the 20 supervisory knowledge and skill areas that social service supervisors are responsible for in their supervisory jobs. This list provides employers and the developers of training programs an outline of areas that social service supervisors are responsible for and therefore which need to be addressed in supervisory training. Employers can also use this list for the areas in which supervisors need experience, training, supervision, and evaluations.

This study found that supervisors tend to lack training in these 20 supervisory knowledge and skill areas when they are promoted into supervisory roles. This suggests that supervisors are not prepared to immediately provide adequate supervision to practitioners. However, the study also found that once social service supervisors are working as supervisors, they attend multiple training programs. As a result, this study found that social service supervisors have attended more supervisory training than the literature suggests (Bernard & Goodyear, 1992; Hopkins & Austin, 2004a; Shulman, 1993).

The results of the survey also revealed that supervisory training programs address the 20 supervisory knowledge and skill areas to some degree, but that they tend to differ in the depth and degree that they provide information about these areas which means that supervisors receive different levels of understanding, knowledge, and practice of the supervisory knowledge and skill areas. As well, most supervisory training programs did not offer supervisory models from which supervisors could practice. Due to the differences in the degree that the supervisory knowledge and skill areas are discussed in different training programs, and due to there being no agreement on the best supervisory model from which to practice, this study shows no agreement

within the the field of supervision as to what information, content, and supervisory model training programs should cover to adequately prepare supervisors. Therefore, social service supervisors are exiting supervisory training programs with varying degrees of knowledge and skills and without a model from which to practice. Thus these results show little agreement within the field of supervision. This suggests there are no standards for the content of supervisory training programs and therefore of supervision.

One explanation for the lack of consistency in the content covered in supervisory training programs is that few supervisors attend the same training programs. In other words, no mandatory training programs exist which all supervisors attend, thereby guaranteeing that they all receive comparable levels of knowledge and skills. Thus supervision in the social service field is not standardized.

This study also found that the supervision that social service supervisors receive varies as a result of differences in: the time senior supervisors have to supervise; the opinions senior supervisors have on providing supervision; the levels of knowledge, skill, and understanding that the senior supervisors have on the supervisory knowledge and skill areas. As a result, this study raises concerns about senior supervisors' qualifications. Due to the above differences, the degree to which social service supervisors receive supervision varies dramatically: some supervisors receive no supervision for the supervisory knowledge and skill areas; others can discuss the areas but are limited due to their senior supervisors' level of knowledge and skill, whereas other supervisors receive quality supervision because their senior supervisors have the knowledge and skills to model the areas with them. The research findings suggest that senior supervisors need to have experience, knowledge, and skills in the 20 supervisory knowledge and skill areas and in

the practice area so that front-line supervisors can receive quality supervision, ongoing monitoring, and evaluations.

Still, because social service supervisors are quite self-directed, they often initiate their own supervision by contacting their senior supervisors, accessing external consultants, or finding peers who can help them make decisions, provide support, and solve problems. Although the participants said external and peer support was helpful, this study found that in order to maintain the nature of effective supervision, senior supervisors should initiate and establish times to meet with lower-level supervisors to monitor and evaluate supervisors' work.

The most positive finding of this study is that because social service supervisors are self-directed and believe on-going supervisory training and supervision are important, they consistently find and attend training programs and consult with people who can support them in their decision making and supervisory practice. Therefore, the amount of training and supervision that supervisors have attended is significant and disputes the concerns in the literature that social service supervisors lack training (Ash, 1995; Brown & Bourne, 1996; Hopkins & Austin, 2004a; Packard, 2004; Shulman, 1993) and supervision (Brown & Bourne, 1996; Hopkins & Austin, 2004a). Although the level of supervisors' drive and commitment to attend training and to receive supervision are important to note, this study raises a number of concerns about supervisory training programs and supervision. This study found: a lack of agreement between training programs as to what content should be covered, the quality and depth of the content is inconsistent, and the qualifications of senior supervisors is at times insufficient to meet lower level supervisors' needs. Given these concerns and since the literature shows that social service supervisors require supervisory training (Brown & Bourne, 1996; Falender & Shafranske, 2004; Kaiser & Kuechler, 2008) and supervision to be effective and

provide quality supervision to their supervisees (Brown & Bourne, 1996; Falender & Shafranske, 2004; Kaiser & Kuechler, 2008MacEachron et al., 2009; Prillentensky, 2000; Shulman, 1993), standards for the content of training programs and the qualifications of senior supervisors would be beneficial to ensure social service supervisors receive high quality supervisory training and supervision which can improve their abilities to be effective and provide quality supervision to practitioners, thereby improving services to clients.

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Appendix A – The Survey

The purpose of this survey is to gain an understanding of the training and supervision experiences community agency supervisors.

1. **Post-secondary education (list all):** ____

   Other: ____
2. **Years in your field:** _____________ **years**
3. **In what field/area are you supervising?**

   ____
4. **Total years in a supervisory position:** _____________ **years**
5. **Years in your current supervisory position:** _____________ **years**
6. **Number of front-line staff you currently supervise:** ___________________

BECOMING A SUPERVISOR

7. **How did you originally become a supervisor?**
   - ☐ **Promoted from front-line within my agency**
   - ☐ **Applied for an internal position**
   - ☐ **Applied for an external position**
   - ☐ **Scouted by another agency**
   - ☐ **Other:** ____
8. **Prior to becoming a supervisor did you have any supervisory training? Check all that apply and name if you are able.**
   - ☐ **None**
   - ☐ **A workshop at a conference:** ____
   - ☐ **Multiple workshops at conferences:** ____________________________________
   - ☐ **Multi-day seminars on supervision:** ____________________________________
   - ☐ **Administration training on employment standards/ health and safety:** ____
   - ☐ **University courses:** ____
   - ☐ **University program:** ____
   - ☐ **Training through employer:** ____
   - ☐ **Other:** ____
9. **Did any of the training focus on a specific model of supervision?** **Yes** **No**

   9.1 If yes, which model or author(s)?

   ____

AS A SUPERVISOR

10. **Have you received any training since becoming a supervisor? Check all that apply and name if you are able.**

- ☐ **None**
- ☐ **A workshop at a conference: ___________________________________**
- ☐ **Multiple workshops at conferences: ____________________________**
- ☐ **Multi-day seminars: ____**
- ☐ **Administration training on employment standards/ health and safety:**
  ____
- ☐ **University courses: ____**
- ☐ **University program:____**
- ☐ **Training through employer: ___________________________________**
- ☐ **Other: ____**

11. **Did the training focus on a specific model of supervision?** **Yes** **No**

11. 1 If yes, which model or author(s)?

____

12. **Was any of the training mandated by your employer?** **Yes** **No**

12. 1 If yes, which training experiences were mandated by an employer? Check all that apply and name if you are able.

- ☐ **A workshop at a conference: __________________________________**
- ☐ **Multiple workshops at conferences: ____________________________**
- ☐ **Multi-day seminars: ____**
- ☐ **Administration training on employment standards/ health and safety:**
  ____
- ☐ **University courses: ____**
- ☐ **University program:____**
- ☐ **Training through employer: _______________________________________**
- ☐ **Other: ________________________ _________________________________**

SUPERVISION RESPONSIBILITIES ADDRESSED IN TRAINING

If you have NO supervisory training, proceed to question 14.
OR
If you have ANY supervisory training, continue with this section.

TO WHAT DEGREE has any of your supervisory training addressed the following responsibilities?

1 = training did not mention it
2 = training mentioned it but did not provide details
3 = training discussed the topic and explained techniques and theories to address it
4 = training discussed the topic, explained techniques and theories and then practiced skills
5 = it was the focus of the training: techniques and theories were explained and skills were practiced

The responsibility of:	Training:				
Practicing the skills, behaviors, and qualities to establish one-on-one relationships with supervisees	1	2	3	4	5
Practicing the skills, behaviors, and qualities to provide feedback to supervisees	1	2	3	4	5
Developing supervisees' practice competencies	1	2	3	4	5
Leading supervisees through the stages from novice to seasoned worker	1	2	3	4	5
Facilitating workers' learning by using adult learning styles, techniques, and theories	1	2	3	4	5
Achieving expert knowledge, practice, techniques, and theories specific to your area of practice	1	2	3	4	5
Modeling qualities and skills with supervisees that supervisees will use with clients	1	2	3	4	5
Taking part in personal reflection, training, and supervision	1	2	3	4	5
Understanding and managing the dynamics and issues caused by power, authority, role delegation, personal characteristics, and societal structures	1	2	3	4	5
Assessing and implementing staff development and training	1	2	3	4	5
Providing formal performance reviews and evaluations	1	2	3	4	5
Practicing group skills to manage a team of supervisees	1	2	3	4	5
Understanding and managing the diverse perspectives of workers and clients	1	2	3	4	5
Understanding how your agency relates to the broader community, society, and political forces	1	2	3	4	5
Practicing administrative/ managerial responsibilities	1	2	3	4	5
Learning how to implement agency policies and procedures	1	2	3	4	5
Making ethical and legal decisions/ considerations	1	2	3	4	5

Thinking critically	**1**	**2**	**3**	**4**	**5**
Practicing advocacy skills on behalf of supervisees and/or clients	**1**	**2**	**3**	**4**	**5**
Practicing mediation skills	**1**	**2**	**3**	**4**	**5**
Other:	**1**	**2**	**3**	**4**	**5**

SUPERVISION FOR YOUR CURRENT POSITION

13 Do you receive supervision?

- ☐ **Not at all, but I would like supervision**
- ☐ **Not at all, but I choose not to have supervision**
- ☐ **Not at all, but I never thought about having supervision**
- ☐ **Not at all, but there is no personnel above me to supervise me**
- ☐ **Once a week**
- ☐ **Once every 2 weeks**
- ☐ **Once a month**
- ☐ **Whenever I feel I need it**
- ☐ **Other: ____**

14 If you receive supervision, is your supervision: Within your agency Outside your agency

15 If internal, from whom? (provide person's title and relation to your position):

____

16 If external, from whom? (provide person's title and relation to your position):

____

17 **If external, is this mandated by your employer? Yes No**

TO WHAT DEGREE are the following responsibilities part of your job:

1 = Not at all

2 = I deal with this a couple of times a year

3 = I deal with this every couple of months

4 = I deal with this weekly

5= This is a key component of my job

TO WHAT DEGREE do you receive supervision in the following areas:

1 = Not at all
2 = It is mentioned but is never focused on
3 = It is focused on when needed
4 = It is a main focus of supervision
5 = My supervisor models this skill with me

Part of your job					The responsibility of:	Part of your supervision				
1	2	3	4	5	Practicing the skills, behaviors, and qualities to establish one-on-one relationships with supervisees	1	2	3	4	5
1	2	3	4	5	Practicing the skills, behaviors, and qualities to provide feedback to supervisees	1	2	3	4	5
1	2	3	4	5	Developing supervisees' practice competencies	1	2	3	4	5
1	2	3	4	5	Leading supervisees through the stages from novice to seasoned worker	1	2	3	4	5
1	2	3	4	5	Facilitating workers' learning by using adult learning styles, techniques, and theories	1	2	3	4	5
1	2	3	4	5	Achieving expert knowledge, practice, techniques, and theories specific to your area of practice	1	2	3	4	5
1	2	3	4	5	Modeling qualities and skills with supervisees that supervisees will use with clients	1	2	3	4	5
1	2	3	4	5	Taking part in personal reflection, training and supervision	1	2	3	4	5
1	2	3	4	5	Understanding and managing the dynamics and issues caused by power, authority, role delegation, personal characteristics & societal structures	1	2	3	4	5
1	2	3	4	5	Assessing and implementing staff development and training	1	2	3	4	5
1	2	3	4	5	Providing formal performance reviews and evaluations	1	2	3	4	5
1	2	3	4	5	Practicing group skills to manage a team of supervisees	1	2	3	4	5
1	2	3	4	5	Understanding and managing the diverse perspectives of workers and clients	1	2	3	4	5
1	2	3	4	5	Understanding how your agency relates to the broader community, society, and political forces	1	2	3	4	5
1	2	3	4	5	Practicing administrative/ managerial responsibilities	1	2	3	4	5
1	2	3	4	5	Learning how to implement agency policies and procedures	1	2	3	4	5
1	2	3	4	5	Making ethical and legal decisions/ considerations	1	2	3	4	5
1	2	3	4	5	Thinking critically	1	2	3	4	5
1	2	3	4	5	Practicing advocacy skills on behalf of supervisees and/or clients	1	2	3	4	5
1	2	3	4	5	Practicing mediation skills	1	2	3	4	5
1	2	3	4	5	Other:	1	2	3	4	5

18 Are there any other comments you would like to make regarding the training and supervision that you receive that you think are important to note?

____

____

____

____

Thank you for your time.

Appendix B – The Invitation Letter/ Verbal Consent Form

Invitation to Participate
Verbal Consent Form

You are invited to participate in a study entitled **Community Agency Supervisors Experiences with Training and Supervision that Address the Responsibilities of Supervision in the Social Service Field** that is being conducted by me, Megan Brown, a graduate student in the School of Child and Youth Care's Masters Program. If you have any questions or concerns you can contact me by email at: mahbrown@uvic.ca

As a graduate student, I am required to conduct research as part of the requirements for a degree in the Child and Youth Care program. It is being conducted under the supervision of Sibylle Artz. You may contact my supervisor at 250 721 6472.

Purpose and Objectives
The purpose of this research project is to explore and help to answer how front-line community agency supervisors in the Social Service field are trained and supervised in the responsibilities of their jobs. The objectives of the research are to determine: 1) How many supervisors are being trained and supervised? 2) How are supervisors being trained and supervised? 3) What supervisory responsibilities are being addressed in training and supervision?

Importance of this Research
Research of this type is important because it is an accepted belief that quality supervision positively benefits practitioners, clients, programming, and thus communities. Literature also suggests that supervisors need training and supervision due to the challenges they often face when transitioning into their jobs, and once in their jobs due to the magnatude of responsibilities. However, as of yet, very little research exists that specifically explores how supervisors become prepared for their supervisory roles. Therefore, this project will explore and help to answer if and how supervisors are trained and supervised to manage the responsibilities of their demanding roles.

Participant Selection
You are being asked to participate in this study because you are a supervisor working in a BC community Social Service agency who is responsible for overseeing the work of front-line practitioners. IF YOU ARE NOT A FRONT-LINE SUPERVISOR, PLEASE FORWARD THIS INVITATION TO THOSE IN YOUR AGENCY WHO QUALIFY. Thank-you.

What is Involved
If you consent to voluntarily participate in this research, your participation will include a phone survey anticipated to take 30-45 minutes (depending upon your experiences).

In order to become a voluntary participant, please respond by replying to the email after completing the requested information (**your name; agency name; the position you hold at your agency; 2 dates, times, and phone numbers for when you can participate in the survey between TUESDAY, SEPTEMBER 17TH AND FRIDAY, OCTOBER 25TH , 2013; and a statement saying that you have read the invitation letter, understand the research, and are voluntarily consenting to participate)** found at the bottom of the email. In this email, please add any questions or concerns you may have. Personal information will ONLY be used to ensure participants qualify for the project and to set-up

interview times. The above information will not be attached to data collected and will be destroyed as soon as all surveys have been conducted to ensure your anonymity.

For your convenience, interview times can be determined based on your schedule. You will provide me with a phone number of a location that you would like me to call to conduct the interview with you. This will allow you to choose where and when (home, work, elsewhere) that you want to participate in the study. Surveys will be conducted between Tuesday September 17th and Friday, October 25th, 2013 (day, evening, or weekends). Please include phone numbers of the location that you would like to be at when participating in the survey (ie: home, work, elsewhere) where I can contact you in order to do the survey. I am requesting 2 different times in case there is a conflict with another schedule. Please ensure that when you choose the dates and times, you will have at least 45 minutes in a quiet location so that you are comfortable when participating in the survey.

I will send an email to confirm the date, time, and phone number of the survey. If necessary, you will have the opportunity to change when the survey will be done.

Then you will receive a confirmation email 24-48 hours prior to the predetermined interview time that will have the survey attached. Due to the length and complexity of some answers on the survey, I recommend that you read through the survey before our interview time and that you have the survey with you for the interview. This will help you answer the questions accurately and make for an efficient interview.

I will call you at the predetermined time to conduct the survey in order to ensure no costs are charged to you.

Inconvenience/ Risks
Participation in this study may cause some inconvenience to you due to the time it will take to do the survey. There is also a potential concern that you may feel fatigued or stressed due to the length of the study. In order to prevent this from occurring I will confirm with you that the pace of the interview works for you. You will also have the option to take a break, continue the interview another day, or terminate the interview without question. There is also a potential concern that participants may feel embarrassed or concerned with their responses to the questions. The goal of this study is to get an understanding of what are the typical training and supervision experiences of supervisors. It is not to judge whether supervisors' experiences are good enough. However, if you are feeling concerned about you responses, again your participation is voluntary and it is your choice whether to continue the survey. I am also able to provide resources to participants on training and/or supervision options available.

Benefits
The potential benefits of your participation in this research include getting to reflect upon and share your training and supervision experiences in order to help develop a better understanding and knowledge base of supervisors' training and supervision experiences. This could help to ensure supervisors receive the training and supervision required to manage the responsibilities of supervision and improve the quality of services to clients.

Voluntary Participation
Your participation in this research must be completely voluntary. If you decide to participate, you may withdraw at any time or skip a question or section without any consequences or any explanation. If you do withdraw during the survey, you will be able to choose whether your data is used or destroyed. However, it will be logistically impossible to remove data once interviews have been terminated as there is no identifying information to ensure anonymity on the surveys.

Anonymity/ Confidentiality
In order to protect your anonymity and confidentiality, your identifying and contact information will be separate from surveys and will be stored in a locked filing cabinet until all surveys are complete, at which point contact information will be destroyed. Compiled data for analysis will have no identifying information attached to it and will be stored in my password protected computer and backed up on a thumb drive that will be in the locked filing cabinet.

Dissemination of Results
The results of this study will be shared with others through my masters thesis. Other future uses for the data may consist of myself or another researcher (as long as the new researcher plans to use the data responsibly and for purposes that align with this research) writing scholarly articles, presentations, or use the data in training and/or supervision courses.

Disposal of Data
Contact information and identifying information will be destroyed (shredded) immediately after surveys have been completed. Data from the study will be deleted off my computer and thumb drive after I have decided that all possible dissemination options have occurred.

Contacts
Individuals that may be contacted regarding this study include:
Principal researcher: Megan Brown email: mahbrown@uvic.ca
Supervising committee: Sibylle Artz email: sartz@uvic.ca, Phone: 250-721-6472.

In addition, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Human Research Ethics Office at the University of Victoria: 250-472-4545 or ethics@uvic.ca.

If interested, now please return to the email and complete the requested information and then return the email to me, the main researcher, Megan Brown, by Friday, Octorber 25th, 2013 at: mahbrown@uvic.ca. I will review the information in this form with you at the beginning of the phone interview in order to ensure you understand the research and to obtain your verbal consent to participate.

Thank-you for your time.

Appendix C – The Administrative Plan

1. Email letter of invitation/ verbal consent form to the random sample of agencies
    a. Ensure the date is in the letter that a response in needed to ensure participation

2. Get replies back from interested participants
    a. Responses should include agency name, position held at agency, name, contact number, and 2 dates/time available to do the study. Statement that participant has read and agrees to voluntarily participate.

3. Review interested responses
    a. Confirm participants qualify for study
        i. Front-line supervisor
        ii. Working in a community agency
        iii. Able to participate within dates I have set aside
    b. Answer participant questions

4. Answer participants questions

5. Fill in 'call record' sheets
        i. Go through participants dates/times to do study
        ii. Schedule interview into a calendar
        iii. Ensure there are no conflicts
        iv. Note changes when there are conflicts
        v. Note 24-48 hours prior to interview on 'call sheet' and calendar as reminder to email confirmation email

6. Email participant confirming date, time, phone number for survey

7. 24 - 48 hr confirmation emails sent out
    a. Include copy of survey

8. Prepare for interviews
    a. Print surveys
    b. Have 'call record' sheet
    c. Have introduction to survey to read
    d. Have cheat sheet for probes and terminology
    e. Have code book codes
    f. Have training/ supervision options available

g. Have no answer call back message prepared
h. Have survey prepared to email to participant
i. Organize desk
    i. Pens
    ii. paper
    iii. boxes for
        1. completed surveys
        2. no response need to call back again
        3. terminated survey incompletely
        4. call back to finish survey

9. Contact participants to conduct survey
    a. Time is still good?
    b. Go over Introduction
    c. Do you have survey?
        i. Email survey if they do not have it.
    d. Do you have any questions?
    e. Confirm voluntary consent

10. Conduct survey
    a. Follow survey exactly
    b. Have cheat sheet for probes and definitions

11. THANK participant

12. Fill in ‘call record’ sheet

13. Place survey in appropriate box

14. Email Thank you letter within a week of finishing interviews

Appendix D – Call Record Sheets

NAME: ______________________________________

EMAIL ADDRESS: ____________________________

AGENCY: ____________________________________

CONFIRMED DATE OF SURVEY:

DATE: ________________ TIME: _________________ PHONE #: ______________

24/48 HOUR REMINDER EMAIL:

DATE: ________________ SENT: YES

SURVEY CALL:

ANSWERED

NO ANSWER NO MESSAGE LEFT MESSAGE (attached script)

WILL CALL BACK ON (2 days later): DATE: ______________ TIME: ____________
PHONE:__________

SECOND CALL BACK: DATE (2 days later): ______________ TIME: _____________

PHONE: _________

SURVEY:

REVIEWED - GOALS/ OBJECTIVES VOLUNTARY CONSENT

WITHDRAWAL CONFIDENTIALITY

DISSEMINATION SURVEY PROCEDURES

QUESTIONS CONFIRM CONSENT

COMPLETION-

SURVEY COMPLETE

SURVEY INCOMPLETE

CALL BACK TO RESUME: DATE:________________TIME: ______________

PHONE: ___________

WILL NOT FINISH

OK TO USE DATA YES NO

DATA TO BE DESTROYED

DESTROYED YES = DATE: ___________