

A Process Model of Social Development Supervision in Social Work

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Abstract

Supervision practice in social work is understood as the mainstay of the profession. However, various studies have pointed to the inadequacies of supervision to facilitate quality service provision. Previous studies have reflected a general misalignment between the approach to supervision practice and the approach to social work practice as one inadequacy leading to the failure of supervision practice. Although there are numerous supervision models in the profession, some of which are aligned with certain practice approaches, none is directly identifiable with the social development approach, which should be at the core of social work orientation in South Africa. Thus, this article provides a process model of supervision in social work that aims to establish a dialectical relationship between supervision and the social development practice approach. The study was underpinned by Thomas' research and design process, which was used to design and develop a social work supervision model mirroring a social development approach. The paper concludes with recommendations related to the use of the developed model.

Keywords: social work; supervision in social work; social development; pedagogy of social work supervision; process model

Introduction

This article builds on a previous article (Ncube 2019) on conceptualising social development supervision in social work. In this article, I articulate a novel approach to supervision by social workers in South Africa as a way to advance the ideals of developmental social welfare as encapsulated in various sources including the White Paper for Social Welfare (RSA 1997). Social work is one of the leading professions in the implementation of the White Paper for Social Welfare (RSA 1997), and social work supervision plays a critical role in guiding social workers to provide quality social



welfare services (Ncube 2019). They, however, need to have an understanding of what constitutes social development, the approach that underpins the White Paper.

Although South Africa has made significant strides to deal with some of the challenges presented by the inability of social workers to either articulate or adopt the social development approach through the adoption of various instruments including the Integrated Service Delivery Model (DSD 2006), until recently, there had not been any significant attention given to the nature of social work supervision that could be informed by the social developmental approach. This gap has, over the course of time, compounded the problems faced by social workers in adjusting to the shift from residual approaches to social welfare to social development (Manthosi and Makhubele 2016; Noyoo 2000; Van Breda 2007).

In an attempt to deal with the implications emanating from the adopted developmental approach, the government made two crucial moves, namely the development of a Recruitment and Retention Strategy which was adopted in 2008, and the development of a Supervision Framework for Social Work Profession in South Africa adopted in 2012. Currently, there are processes underway to reconfigure the supervision practice for social service practitioners in South Africa. However, it remains to be seen if the outcomes will embrace the principles of a social development approach that underpins social welfare services in the country as reflected earlier. The overarching aim of the Recruitment and Retention Strategy is to “determine conditions that impact on social work as a critical skill and to provide guidelines for the recruitment and retention of Social Workers within the social work profession, the sector and the country.” (RSA 2008, 15).

One of the strategy’s objectives focuses on the concerns and conditions of service that have a negative impact on service provision (RSA 2008, 33). It identifies a lack of structured supervision and the poor quality of supervisors who lack the capacity to conduct supervision as a major concern. Accordingly, the strategy calls for an evaluation of the prevailing practices of supervision with the view of identifying gaps and development of a suitable supervision framework. Subsequently, the National Department of Social Development (DSD), in collaboration with the South African Council for Social Service Professions (SACSSP) (2012), developed a Supervision Framework for the social work profession in South Africa. The framework, however, does not seem to be informed by any theoretical perspective and fails to succinctly give direction to a model(s) of supervision that could deal with fundamental challenges in the application of the social development approach.

Furthermore, Engelbrecht (2013) explains that the Supervision Framework bears some characteristics of managerialism which in essence has been viewed as contrary and restrictive to the purposes of social work supervision. Despite the fact that other recommendations in the Retention and Recruitment Strategy have received considerable attention, such as the recruitment of social workers, it is concerning that

recommendations on supervision are yet to receive equal attention to yield the desired results. A similar concern, albeit on a global scale, is raised by Tsui (2005) who highlights that while supervision is a vital and enabling social work process, it has not received attention comparable to other facets of social work practice, such as social work administration and research. He further states that there is a noticeable lack of critical and in-depth discussion regarding social work supervision (Tsui 2005). Similar sentiments are echoed by Silence (2017), who indicates that in light of the changing socio-economic environment, there has been a very little exploration of the impact of social work supervision on service delivery to make meaningful changes in people's lives.

Carpenter et al. (2012) aver that the lack of specificity between supervision and outcomes for workers limits the usefulness of supervision practice. In addition, Brashears (1995) posited that the separation of supervision from practice presents a false dichotomy. As such, in any context of social work practice, while social work practice should inform an approach to social work supervision, a corresponding approach to supervision should influence a practice approach. Hence, this dialectical process ought to be maintained if a clear understanding and impact of supervision practice is to be established, which in this case was the social development approach. In the paragraphs below, I reflect how the model which I present later in this article is conceptualised to spell out the dialectical process between social work supervision and social work practice.

In the conceptualisation of this process model, the participants and I grappled with two critical questions that had a bearing on the outcome as recorded below.

Q1. How does the Social Development Approach Influence Social Work Supervision?

In this case, the principles of the social development approach need to permeate supervision to create a model of supervision practice that is informed and influenced by the social development approach. Thus, social work supervision needs to be conducted from a social development perspective. The outcome of such an effort would be a social development model of supervision.

Q2. How can Social Work Supervision Influence Social Development Practice?

This is an angle towards which the findings from the participants leaned. They were interested in a supervision approach that would capacitate them to practice from a social development approach. In this case, the model of supervision needs not to necessarily be from a social development approach even though it would lead to a social development practice approach. The outcome of such an endeavour would be a supervision model for social development.

The focus of this article is largely on the first question with a dialectical impact between the social development practice approach and an approach to supervision. Conversely, while answering the second question would have resulted in identifying a supervision model in social work, it would not necessarily have led to influence in the understanding and implementation of the social development practice approach. As such, the essence of this study was encapsulated in question one as illustrated in Figure 1. The figure presents a model of social development supervision in social work which is an outcome of the analysed data from the participants.

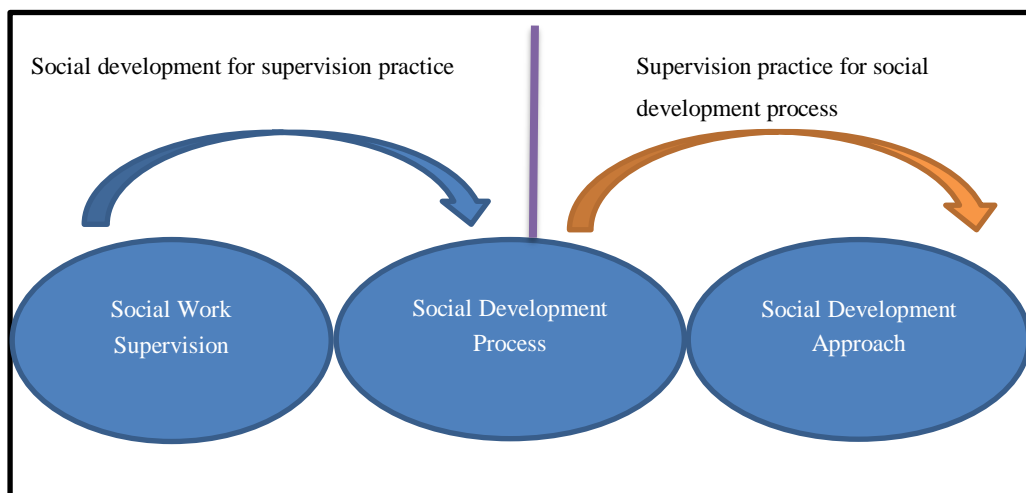


Figure 1: Parallel process to social work supervision (Source: Researcher’s own conceptualisation)

In this paper, I establish a dialectical relationship between social work supervision and social development as an approach in social work practice. This is a novel approach to supervision by social workers in South Africa as a way to advance a social development approach in practice. The research study was contextualised within a social development approach, which is a model of practice within the broader South African social welfare sector.

The aim of this paper, therefore, is to present a new process model for social development supervision in social work. In the following section, I provide the methodology through which I conducted the study. I then present the key empirical findings that informed the development of the model. This is followed by the model of developmental social work supervision, which is the key focus of this paper. Lastly, I discuss the diffusion of the model and then provide a conclusion. I do not discuss the adoption phase as it was beyond the scope of this paper.

Methodology

A design and development research process by Thomas (1984) was employed in this study. Richey (1994) describes this kind of study as applied research concerned with translating existing knowledge into application. In this section, I discuss the stages of the design and development process that culminated into the intended model of social work supervision.

Design and Development Process

The design and development research approach has six phases, namely problem identification and analysis, design, development, evaluation, diffusion, and adoption. Each phase is multifaceted with numerous requirements referred to as applicable “material conditions” (Thomas 1984, 142). These provide details in relation to the application of each phase and how one phase links to the other sequentially. Design and development requires that the same researcher(s) carries out the activities systematically.

Problem Identification and Analysis

Thomas (1984, 142) states: “In this context, a problem is a recognised human service need for which existing approaches or methods are not satisfactory.” In addition, he observes that the identification of a problem alone is not enough, instead it needs to be coupled with analysis. The stage informs the researcher of the status quo of the identified problem. In this way, the researcher may be saved from making needless efforts (Thomas 1984, 142). To meet these requirements in this study, I identified a gap which led to a state-of-the-art literature review. The results of this review provided a platform upon which further data were collected from the research participants.

Population and Sample

In the analysis phase, the population consisted of social workers (practitioners and supervisors). Bless and Smith-Higson (2000, 97) define a population as a set of elements or people from which data are extracted. I purposively selected government and non-governmental organisations (NGOs) as research sites from where a non-probability purposive sampling method was used to draw a sample of 18 social workers and seven supervisors. These two settings were seen as ideal given that they employ the most numbers of social workers as social work agencies.

I further used a semi-structured interview schedule for individual interviews. Remler and Van Ryzin (2015) argue that semi-structured interview schedules allow for flexibility within discussions. Among other sub-themes, the schedule required of the participants to reflect on what could constitute social work supervision within a social development approach. Secondly, as part of data collection at this stage and for member-checking as well as triangulation purposes, I also conducted one focus group of 12 social work supervisors and supervisees. A moderator’s guide was used as data collection

instrument. The guide assisted in getting the participants to discuss the summaries of data from individual interviews. Remler and Van Ryzin (2015) assert that a moderator's guide looks more like a semi-structured interview schedule designed to lead a group discussion. Babbie (2010, 418) notes that the advantage of using a focus group technique is that it produces inductively based interpretations.

Design

The design phase is a planful application of relevant scientific, technical and practical information to the creation and assembly of innovations appropriate in the human service intervention (Thomas 1984, 151). The key activities of the design phase include determining the innovation objective, identification of innovation requirements, identification of design problems, selection of information sources, gathering and processing information, generation and selection of solution alternatives, and assembly.

To meet the requirements of this stage, I employed a Delphi technique to solicit and collate views of what could constitute key thrusts of a supervision model located in a social development approach. Thus, a panel of four key informants or experts who have contributed immensely to the field of social work, social work supervision and/or social development approach was selected using non-probability expert sampling. Rothman and Thomas (1984) posit that experts can be interviewed and their knowledge codified for use in the design stage. Custer, Scarcella, and Stewart (1999) indicate that in the Delphi technique, three iterations are often sufficient to collect the needed information and to reach consensus. The process resulted in the creation of concepts needed for the intended innovation. Thomas (1984, 152) states that these concepts as elements of the solution must be composed sensibly and meaningfully in light of the research objective. An open-ended questionnaire was used as a data collection tool in round one, followed by a structured questionnaire that was informed by responses from the first round for the subsequent rounds. This process is confirmed by Custer, Scarcella, and Stewart (1999) who indicate that in round one, the Delphi process usually begins with an open-ended questionnaire which serves as a cornerstone in eliciting specific information about a content area from the Delphi participants.

Development

Subsequent to the design phase, the innovation went through a development phase. Thomas (1984, 169) points out that "development is the process by which an innovation is implemented and used on a trial basis, tested for its adequacy and refined and redesigned as necessary". The phase had three attendant activities that were observed in this study, namely formulation of the development plan, operational preparation, and trial use and development testing.

The development phase has three possible outcomes that are dependent on the results from the trial use (Thomas 1984, 169). The first outcome includes redesign, initial design or replicated use. Thomas (1984) states that if the problem encountered during

the trial use can be handled through the innovation, then the use of the innovation can be replicated. The second outcome is that if the encountered problem is new but can be dealt with within the research and design processes, then the initial design needs to be revisited and adjusted. Lastly, if the application of the innovation is unsatisfactory, then the innovation may need to be redesigned.

Evaluation

Thomas (1984, 174) presents an elaborate evaluation process which for the purposes of this study could not be adopted beyond the concurrent evaluation that I conducted during the trial use and development testing stage of the development phase. I used the trial use and developmental testing stage for two purposes. Firstly, I used the stage to pilot-test the model, secondly, it served to evaluate the model while in trial use. This two-pronged approach to trial use and development testing was due to the limited time and availability of the participants during that stage. For this purpose, I recruited five more supervisees whose supervisors were already part of the sample. These individuals were selected on the basis of being supervised by participating supervisors for the duration of the development stage for purposes of pilot testing and evaluation. Recording and monitoring of data during the trial use were done using a specially designed evaluation form with five indicators aligned with the objectives of the innovation.

Ethical Considerations

Despite the fact that the study did not contain a high risk in terms of human ethical reflections, various aspects of ethical considerations were observed in conformity with the ethics of research of this nature. Firstly, the proposal for the study was approved by the Department of Social Work at the University of Johannesburg. Thereafter, the proposal was rigorously scrutinised by the Faculty of Humanities' Ethics Committee at the University of Johannesburg. The committee is concerned with ethical considerations when human participants are involved. Thirdly, the study proposal went through a vetting process by a research committee from the concerned government institution to determine its appropriateness in line with the institution's research policies. Furthermore, the NGOs that formed subject to this study also took the request through their internal processes and sanctioned the study respectively. I sought written informed consent from the participants to participate and to record the interviews. The participants were informed of the voluntary nature of their participation and withdrawal without repercussions. This was in line with the recommendations of Loewenberg, Dolgoff, and Harrington (2000, 190) who point to the importance of voluntary participation, as consent is only meaningful when given freely.

Trustworthiness

The trustworthiness of this study was evaluated using Guba's (1981) model, which includes the following criteria: (a) truth value, (b) applicability, (c) consistency, and

(d) neutrality. Krefting (1991, 215) lauds Guba's model for its conceptual clarity in assessing the trustworthiness of qualitative studies.

Truth value seeks to establish the researcher's confidence in the truth of the findings based on the research design, the participants of the study and the context in which the research was taken. Truth value, which other scholars refer to as "credibility", begins with the alignment between the research instrument and the phenomenon under study. For data collection in the analysis phase of design and development, I prepared and pilot-tested the interview schedule on one supervisor and one supervisee to ensure its dependability. The tool was designed to collect perspectives and realities of the participants from different contexts on the phenomenon as adequately as possible. Numerous methodological strategies are important if the truth value is to be established (Krefting 1991, 216). For this purpose, individual interviews and one focus group were used as sources of data. Babbie (2010) refers to the use of multiple methods of data collection as triangulation. I consistently reflected on my personal biases to ensure non-interference with the study.

Applicability generally refers to the extent to which the findings of the study are transferrable to other groups and contexts. However, Guba (1981, 79) states that in qualitative studies, the term requires a study to be conducted in naturalistic environments. Since each environment is unique, it is less amenable to generalisations (Krefting 1991, 216). In the analysis phase and subsequent phases of the design and development process, the settings of this study were the government and NGOs. These were naturalistic settings (without any need for controlled variables) that respectively presented with their own uniqueness.

Applicability further refers to the transferability of the findings to other contexts that may have characteristics identifiable with the original context in which the study was conducted (Guba 1981, 81). Lincoln and Guba (1985, 106) state that transferability only requires the researcher to present sufficient descriptive data to enable clarity to the next person willing to transfer data to a different context. In this case, I clearly described the problem for which the study was designed. Secondly, I detailed the design and development as the research design and outcomes of each research design phase achieved in this study.

The measure of consistency differs greatly for qualitative studies from quantitative studies. Guba (1981, 81) states that in qualitative studies, the term focuses on the dependability of data or findings. He states that dependability in this case refers to trackable differences that can be ascribed to identifiable sources. Thus, beyond the triangulation of data, I provided a dense description of the research method to establish dependability.

Guba (1981, 81) indicates that neutrality refers to the extent to which the research outcomes are solely from informants and the presenting conditions. The emphasis is on

eliminating any biases from the researcher that may influence the study findings. The criterion to ensure neutrality, which I also employed in this study, was the triangulation of data and through reflexivity during the course of the study.

Findings that Informed the Model Design

In this section I present some critical findings from the analysed data relevant to the process model. The findings emanated from an analysis of data collected from individual interviews and a focus group. The findings were then summed up and presented to key informants through a Delphi technique that culminated into the Process Model of Social Development Supervision in Social Work (SDSSW) that is articulated in the following section.

Participants' Understanding of the Social Development Approach

An understanding of the social development approach by social work practitioners served as a basis for further discussion on supervision practice in their agencies. In general, the social development approach, as expressed in the national welfare policy, should anchor all services rendered by social work practitioners. However, the study found that the majority of social work practitioners had limited knowledge of the social development approach. This deficit, it can be speculated, had a negative impact on the application of the approach in their practices respectively. Any application of the principles of the social development approach that may have been reflected in their practices was found to be coincidental and outside the practitioners' knowledge. Lastly, it was found that practitioners did not make a conscious decision to apply any particular practice approach in their fieldwork.

Assessing the Practise of Social Work Supervision in Social Work Agencies

The findings showed that none of the social work practitioners had undergone structured supervision. This was despite some supervisors claiming to have intermittently provided structured supervision. Secondly, it was found that an ad hoc style of supervision dominated the practice of supervision across all participants from different settings. Furthermore, participants confused the ad hoc style of supervision with consultation as an activity of supervision. Lastly, although the ad hoc style of supervision was found to be dominant, it was found to have had no deliberate impact on the adoption of any practice approach. This included the social development approach. This finding was supported by another finding, notably, that there were no supervision policies in agencies that guided the supervision of social workers.

Strategic Thrusts of a Social Development Supervision Model

In the formulation of a social development-informed supervision model, the researcher solicited the views of social work supervisors, social work supervisees and key informants. The key finding from all participants was that the proposed model should

define a process through which supervision would be provided. The process should apply the principles of a social development approach in social work supervision. Furthermore, it should enable supervisees to apply social development in their practice. In addition, values, roles and skills of the application were found to be important ingredients of the model. It was also found that the model should have a built-in system to enable the agency to play an overseeing role in regard to the practice of supervision. Quite notably was the call for a dialectic relationship between supervision and the social development practice approach.

Key Outputs of the Design Phase

There were two outputs that resulted from the design phase. These included a chart of specifications for an SDSSW. The chart, guided by Thomas (1984), entailed the components of innovation, the purpose of the components, secondary objective of the components and special requirements for the application of an identified component. The identified components included change objectives, targets of intervention, targeted persons, and helping persons. They further included roles of helping persons, helping situations, and service settings. Other components were assessment methods, intervention methods, implementation procedures, termination procedures, behaviour theory, and intervention theory. Secondly, a table on the types of intervention activities was provided. These outputs informed the assemblage of the innovation for the development phase.

Trial Use and Developmental Testing

Through the developmental practice, I carried out a trial use, a period during which the participants recorded their views and experiences of the model as a new innovation. Recording and monitoring of data during the trial use were done using a specially designed evaluation form. The form required qualitative data to reflect on the following questions: (1) “What aspects of the model were clearly detailed and easy to follow?”; (2) “What aspects of the model were not clearly detailed and needed more clarity?”; (3) “What aspects of the model were found to be irrelevant and why?”; (4) “Did the model change your supervision experience and how?”; and (5) “Did the model facilitate your supervisee’s application of the social development approach?”. This information enabled the researcher to systematically analyse the collated data and outcomes and to ensure that the data were recorded.

On analysis of data from this phase, I recorded that there were no major challenges revealed by the trial use other than how it may be strengthened to meet the developmental objectives. As such, I identified and incorporated applicable suggestions into the innovation. Applicability was assessed against objectives of the innovation. Thus, there was no need to redesign the innovation. Thomas (1984) further indicates that when innovations have gone through the process of testing and revision, they may be referred to as being developmentally valid.

The developed model emulates Patel’s (2015) Social Development Planned Change Process. The key features of the model are phases of supervision that include the Engagement Phase, Exploration and Assessment Phase, Planning Phase, Working Phase, Evaluation and Termination Phase, and the Consultation Phase. Beneath each phase are purposes for which the phase is designed. Parallel to each phase are phase descriptors through which supervisors and supervisees should get a guide of what they ought to do. The next column of the model provides foundational skills that the supervisee ought to have to operationalise the corresponding phase of their supervisory relationship. Lastly, the final column reflects outcomes that ought to be attained at the end of each phase of the relationship. (See Table 1.)

Table 1: A Process Model of Social Development Supervision in Social Work (Adapted from Patel’s (2015) Social Development Planned Change Process)

Engagement phase	Phase description	Foundational supervision skills	Outcomes
Purpose: Establish a supervisory relationship	This is the introductory phase of a supervisory relationship which lays the foundation for the relationship between supervisor and supervisee. The supervisor familiarises him/herself with the supervisee’s professional background (knowledge and experience), motivations and career goals. The approach seeks to start where the supervisee is rather than where he/she should be. Open communication is encouraged between the parties to promote a mutually beneficial relationship. The supervisor may assume various roles including enabler and facilitator. Through these roles, the supervisor enables the supervisee to open up to the relationship.	Tuning in Empathy Relationship building Assessment skills Questioning Probing Reflection Interviewing skills	Establishment of a positive supervisory working relationship

Exploration and assessment phase	Phase description	Foundational supervision skills	Outcomes
<p>Purpose: To assess the supervisee's capacity to apply the social development practice model in the agency setting</p>	<p>The supervisee is assessed by means of a dialogue on key features of the social development practice model and how the model can be applied in practice in the agency setting. The questions should be posed in an empowering manner to the supervisee to maintain an open, cordial discussion. The questions may seek to ascertain the supervisee's strengths and areas of development in line with the key features of a social development practice model (organising themes for practice, multimodal intervention approach, knowledge, skills and values of the model). Establishment of strengths and areas of development needs to be a collaborative effort between the supervisor and supervisee. The supervisor may assume a facilitator and educator role to diffuse feelings of interrogation that may fill the supervisee.</p>	<p>Effective communication Interviewing skills Generalist practices skills (micro, mezzo and macro) Advocacy skills Assessing skills Teamwork skills Decision-making skills Evaluation skills</p>	<p>Assessment of the supervisee's capabilities (strengths and challenges)</p>
Planning phase	Phase description	Foundational supervision skills	Outcomes
<p>Purpose: To develop a supervisory contract based on the supervisee's mandate</p>	<p>This phase focuses on contracting to formalise the supervisory relationship. While the contract may be verbal, it is advisable to have a written contract for ease of reference and record-keeping. The contract must reflect the frequency of supervision sessions, venue of supervision, description of roles, mutual obligations and expectations. This is a collaborative process in contracting. Furthermore, the contract must of necessity include an educational aspect to deal with the identified gaps between the supervisee's profile (as assessed in the previous phase) and the requirements of the job that he/she is being contracted for. It must be relevant to the setting of the agency and the service user</p>	<p>Sessional tuning-in skills Contracting skills Elaborating skills Empathic skills Sharing skills Sessional tuning-in skills Sessional ending skills Assertion skills Communication skills Critical thinking skills Advocacy skills Assessment skills Teamwork skills Decision-making skills Evaluating skills Anti-discriminatory practice skills</p>	<p>Contracting between the supervisor and the supervisee</p>

	<p>group(s) being serviced.</p> <p>Of importance in the contract is explicit adoption of the social development practice model for the supervisee's interventions. In this regard, developmental social work becomes a theoretical framework that guides practice in service delivery and should constantly be reflected upon in supervision sessions. Other theories and perspectives that resonate with the social development approach such as the Person-Centred Approach, Asset-Based Community Development Approach, Strengths Perspective, Sustainable Livelihoods Approach and Resilience theory, may be detected by the context. The last activity of this phase is assigning a workload by the supervisor to the supervisee. The parties should agree on how to manage the workload.</p> <p>Where the supervisor has more than one supervisee, he/she may develop a group supervision contract over and above individual contracts. This type of intervention would enable the bridging of the divide between various levels of social work practice within supervision. The supervisor may assume broker and facilitator roles to link the supervisee with various other sections of the agency and important stakeholders.</p>		
Working phase	Phase description	Foundational supervision skills	Outcomes
<p>Purpose: To set the aim or goal, objectives and identify interventions for each assignment. To align interventions with applicable social development themes (e.g. rights-based approach,</p>	<p>This phase corresponds to the implementation phase of the Social Development Planned Change Process. The phase is likely to be longer than the other phases of the social development supervision model. Ongoing evaluation is important at this stage as it informs continued supervision. The supervisor and supervisee need to collaboratively develop guidelines and where possible checklists to assess the</p>	<p>Assessment and intervention skills Elaborating skills Empathic skills Sharing skills Assertion skills Transference Counter-transference Planning skills Communication and networking skills Critical thinking skills Skills in mobilising</p>	<p>To set the aim or goal, objectives and identify interventions for each assignment. To align interventions with applicable social development themes (e.g. rights-based approach, economic and</p>

<p>economic and social development).</p>	<p>application of the model in practice. This phase communicates how interventions of the assigned workload (the workload may be at micro, mezzo and macro levels) relate to the pillars of social development. Thus, the supervisor and supervisee must:</p> <ul style="list-style-type: none"> • Collaboratively ascertain the aim or goal for each assignment or intervention in the supervisee’s workload • Collaboratively develop each assignment or intervention’s objectives in line with the aim or goal of the assignment • Collaboratively identify interventions for each assignment or intervention from the multimodal social development basket in line with the objectives of each assignment or intervention activity • Collaboratively align the interventions of each assignment with its corresponding aim or goal • Be mindful of organising themes as guidelines for every intervention. These themes might severally or jointly be applicable to any chosen intervention. Each identified objective should articulate into an already identified organising theme of the social development approach • Collaboratively monitor and evaluate interventions <p>The identified aim, objectives and interventions of the assignment or intervention are all tentative before the supervisee meets, discusses and agrees on them with the service user in line with the principles of the approach. The duration of this phase is dependent on the nature and progress of the assignment or intervention before it moves for termination or referral.</p>	<p>people</p> <p>Advocacy skills Teamwork skills Decision-making skills Evaluation skills Anti-discriminatory practice skills Conflict management Group work skills Generalist practice skills Community work skills Research skills Skills in mobilising people</p>	<p>social development).</p>
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	<p>Furthermore, both individual (one-on-one) and group forms of supervision may be employed at this stage. In addition, the supervisor may expose the supervisees to other platforms, e.g. stakeholder forums or invite a specialist on a particular identified aspect as part of activities in supervision. The supervisor may also discuss and agree with the supervisee to identify a mentor or coach for the supervisee to broaden platforms of learning. If agreed, it would be best for the supervisee to identify a mentor or coach or the supervisor may suggest possible individuals. The choice of the type of supervision should be at the discretion of the supervisor and supervisee through mutual agreement.</p> <p>In light of the reciprocal nature between supervision and practice, the supervisor and supervisees may develop guidelines for practice in the field of the supervisees' practice. This could be an ongoing process for the duration of a supervisory relationship.</p> <p>The supervisor may assume various roles including social protector to protect the rights of the supervisee. He/she may also assume the role of an educator to facilitate the educational function of supervision with regard to, among other things, the practice model. An innovator's role may also be assumed by both the supervisor and supervisee, as designing of pertinent programmes may be of necessity during this phase.</p>		
<p>Multimodal social development interventions</p> <p>This is a basket of interventions from which the supervisor and supervisee may choose through supervision. The supervisor and supervisee should deliberately discuss the basket of interventions in line with the aim guided by the organising themes of the social development approach. The interventions range from micro, mezzo to macro scale. The chosen interventions may be reviewed in each supervision session with the possibility of making adjustments as may be determined by the specifics of a given assignment or intervention as it unfolds.</p>			

<p>Poverty reduction and sustainable livelihood strategies</p> <p>Social relief and social assistance</p> <p>Small and micro-enterprises</p> <p>Entrepreneurship</p> <p>Business development</p> <p>Credit and microfinance</p> <p>Savings schemes</p> <p>Asset building</p> <p>Income generation</p> <p>Food security</p> <p>Employment programmes</p> <p>Community-based public works</p> <p>Social capital</p>	<p>Family-centred and community-based development strategies</p> <p>Counselling</p> <p>Peer and lay counselling</p> <p>Self-help groups</p> <p>Social support</p> <p>Community care</p> <p>Home-based care</p> <p>Volunteerism</p> <p>Community and youth service</p> <p>Helplines</p> <p>Community dispute resolution</p> <p>Capacity building</p> <p>Collaboration with and strengthening family and community networks</p>	<p>Community information, education and communication strategies</p> <p>Community education and prevention</p> <p>Advice and information</p> <p>Community education</p> <p>Advice offices</p> <p>Multipurpose community centres</p> <p>Community media</p> <p>Mass media</p> <p>Community theatre and storytelling</p> <p>Capacity building</p> <p>Civic education</p> <p>Community education for empowerment</p>	<p>Social policy and planning strategies</p> <p>Action research</p> <p>Rapid appraisals</p> <p>Consultation and participation in planning and decision-making</p> <p>Designing and implementing developmental welfare programmes</p> <p>Early warning systems</p> <p>Service development in underserved areas</p> <p>Community surveillance</p> <p>Monitoring and evaluation</p>	<p>Advocacy strategies</p> <p>Awareness-raising</p> <p>Capacity building and education for empowerment</p> <p>Organising, mobilising and networking</p> <p>Campaigning for social justice</p> <p>Legal advocacy</p> <p>Social justice research</p> <p>Protection and promotion of rights education</p> <p>Action research</p>
Evaluation and termination phase	Phase description	Foundational supervision skills		Outcomes
<p>Purpose:</p> <p>To prepare for endings (evaluation, continued emotional support and termination)</p>	<p>A model of developmental social work supervision posits that the evaluation and termination phase serves three purposes in supervision practice. Firstly, it may be used to wind down a relationship between a supervisor and supervisee in the event that the two are parting ways for whatever reason, including reassignment or resignation by either party. Secondly, the phase may be used to wind down an assignment whose interventions by a supervisee have come to an end. In this case, supervision assists the supervisor and supervisee to reflect on the assignment and possible ending including referral. The reflection relates to the aim or goal, objectives, intervention strategies used and capacitation of the service user for sustainability purposes. In essence, the supervisee terminates with the service user and the supervision at this point assists the supervisee to terminate appropriately. Thirdly, termination may be used in relation to a transition stage</p>	<p>Sessional ending skills</p> <p>Evaluation skills</p> <p>Communication</p> <p>Empathy skills</p>		<p>Successful termination of a supervisory relationship, supervisee or service user relationship or structured supervision</p>

	<p>where the supervisee is released from any form of structured supervision to consultation. This phase may effectively take place within the last few sessions of supervision and depending on the issues to be covered in a given session, the type of supervision may either be an individual or group. Invitation of a specialist on a particular subject of termination may also be done as part of supervision. Cognisance must be taken of the fact that development of a supervisee happens over time and should be marked by evidence of experience, autonomy (ability to work independently), motivation, awareness of self, and competence across modes of the multimodal approach.</p> <p>The following are issues that may be covered in the sessions:</p> <ul style="list-style-type: none"> • The supervisor and supervisee remind each other of the remaining sessions before they terminate their relationship or before the supervisee terminates with a particular service user. • Exploration of the supervisee's past experience with endings in the case of termination of a supervisory relationship. • Exploration of the attainment of the purported assignment goal or alternatives in the event of termination with a service user. • Workload is discussed in the event of ending a supervisory relationship due to resignation, redeployment or graduation to consultation. • Supervisee is asked to complete the required paperwork timeously according to the requirements of the agency. • Where the supervisee terminates with the service user, he/she is assisted in handling service users who struggle in terminating relationships. Furthermore, the supervisor assists the supervisee to assess and inform the service user of points of capacitation for the service user's self-sustenance. • Where the supervisee transitions from structured supervision to 		
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	<p>consultation, at termination the supervisor and supervisee need to determine the supervisee's mastery of (1) fieldwork, (2) knowledge and application of a social development approach and generalist practice approach, (3) skills use, and (4) knowledge of guiding agency policies and applicable legislation.</p> <ul style="list-style-type: none"> • Where the supervisory relationship is being terminated, both the supervisor and supervisee reflect on lessons learnt from each other and honestly reflect on areas of improvement. • In any form of termination, a determination should collaboratively be made by the supervisor and supervisee on the outcomes of supervision. This should be made against the supervisor's understanding of social development practice and whether interventions made any differences. <p>The supervisor may assume the role of a counsellor to deal with the supervisee's feelings of termination. The educator's role would also be of the essence in advising how the supervisor may terminate certain contact with service users where applicable.</p>		
Consultation phase	Phase description	Foundational supervision skills	Outcomes
<p>Purpose: To acknowledge the professional growth of the supervisee and inculcate autonomous practice</p>	<p>Consultation is a function of supervision characterised by a considerable degree of independence or autonomy of the practitioner. The social work practitioner may be released to this stage after a joint assessment and agreement by the supervisor and supervisee that the supervisee understands the field of practice and equally has developed mastery and confidence of the social development's planned change process. These two aspects should enable the worker to function autonomously within a given field with an option of consulting the supervisor where need be. Nonetheless, organisationally, the supervisor remains tasked with delegated managerial authority over the</p>	<p>Work independently Maintain relationships Workload management Leadership skills (vision and goal setting proactive facilitate decision-making motivator) Communication skills Management skills (strategic planning, decision-making,</p>	<p>Autonomous practice</p>

	<p>worker who has graduated to consultation.</p> <p>Initially, the supervisor may still make follow-ups to assess if the supervisee is coping with autonomous functioning. Where need be, the supervisor may recommend that the supervisee attend short-term courses in line with skills that the supervisee may be in need of. These should be skills aimed at enhancing the supervisee's autonomous functioning.</p> <p>At this stage, the supervisee may identify various work-related forums to attend and also solicit knowledge from other individuals with work-related expertise.</p> <p>Lastly, the supervisor remains tasked with periodic monitoring and evaluation of the supervisee's work both for supervisee's developmental and accountability purposes.</p> <p>The supervisor still plays the role of educator as learning never ceases, even at this stage. Through mobiliser and facilitator roles, the supervisor may still need to link the supervisees to other forums through which they can enhance their knowledge.</p>	<p>problem-solving, teamwork analysing organising negotiating co-ordinating)</p>	
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Diffusion

Thomas (1984) posits that the diffusion phase in the research and design process is concerned with preparations for dissemination of the innovation. This article is one of the ways through which I intend to disseminate this model for use in the field and elsewhere where need be, in line with its intended purpose. The Supervision Framework for the social work profession in South Africa (DSD and SACSSP 2012) as well as the draft Supervision Framework for social service practitioners in South Africa (DSD, forthcoming) require of employers of social workers to develop organisation-specific supervision policies and manuals. Key among the components of the manual is the practice approach and models of practice pertinent to the organisation. Whatever approach and models an organisation chooses, they should dovetail with developmental social welfare as the overarching paradigm in the South African welfare sector. As such, the SDSSW could be the model of choice to steer social work practice towards the ideals of the sector.

On adoption of this supervision model, the social work practitioners (supervisor and supervisee) in an organisation should seek to understand their mandate as may be derived from legislation (formal mandate) and the organisation's policies (informal

mandate). Their understanding will enable them to have a clearer appreciation of the context as they get into their supervisory relationship that would be guided by this model. Both the supervisor and supervisee should assume their relationship with a thorough orientation on the SDSSW model.

Through supervision, the model will assist the supervisor and supervisee to streamline the supervisee's workload by setting the aim or goal, objectives and identifying interventions for each assignment. Secondly, it will enable them to align interventions with mandate-specific social development themes such as the rights-based approach, economic and social development, bridging the micro/macro divide among other themes. In essence, this model offers and enhances the usefulness of supervision practice by providing specificity between supervision and outcomes for social development oriented service delivery. As such, it bridges the false dichotomy between supervision and practice. The proper use of the model should result in supervisory interaction being a platform in which the supervisee emerges well informed on the practical use of a social development approach and attainment of its outputs.

Conclusion

In this paper, I have presented an SDSSW. The model carves a form of social work supervision that is informed by the social development approach and which, in turn, facilitates a deliberate adoption of the approach in practice. The application of the model emulates Patel's Social Development Planned Change Process (Patel 2015). While the model will assist generalist social work practitioners through a planned change process, it will equally be of assistance to specialists in their understanding and application of the social development approach in their contexts. The model is a culmination of a detailed study through a research and design approach. In the article, I also present findings of analysed data collected from social workers and social work supervisors in the employ of government and NGOs. A Delphi technique was used with key informants to process the findings in designing the model.

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