THE COMPATIBILITY OF ADMINISTRATIVE AND EDUCATIVE SUPERVISION

by

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Abstract

Supervision is not a simple construct. Administrative focused supervision is necessary for the development of the organization and to keep an organization running smoothly; the supervisor ensures policies and mandates of the organization are being met. Educational focused supervision is about the development of the supervisee. Many supervisors are tasked with dual role supervision in human service organizations. However, my question is: How compatible are these two functions of supervision and under what provisions should they be practiced. Some writers have argued that these two roles are not mutually beneficial when carried out by the same supervisor. While others have maintained that administrative and educative supervision should be utilized together for the best outcomes. This thesis explores compatibility of practicing administrative and educative supervision together, and will intimately look at the logistics for the practical application of these two functions as a dual role supervisor, through an autoethnographical lens.

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Glossary

Arendale (2007) explains "language not only reflects past and current practice, it also guides the future. As the practice advances and changes, so must the language to describe it" (p. 10), or the language will become not useful in describing the profession. Though the terms I use to explain points in the thesis may be known to the profession of social work, those who are just starting in their studies or are not familiar with the field may need clarification as to some of the concepts used. As well, there are many definitions to some terms or words used in this thesis, so to be clear I have either defined these in the glossary or in the body of the thesis. Arendale (2007) explains, "While those within the profession may understand the nuances of the language, policy makers and the general public probably do not" (p. 12).

Autoethnography

Autoethnography "combines cultural analysis and interpretation with narrative details. It follows the anthropological and social scientific inquiry approach rather than descriptive or performative storytelling" (Chang, 2008, p. 46). Throughout the thesis the reader will hear the subjective voice reflecting on past practice and mixing the personal with previous studies into supervision (Mullaly, 2007). Chang (2008) gives this definition: "Autoethnography as autobiographies that self-consciously explore the interplay of the introspective, personally engaged self with cultural descriptions mediated through language, history, and ethnographic explanation" (p. 46). Ellis, Adams and Bochner (2011) explain that:

> Autoethnography is an approach to research and writing that seeks to describe and systematically analyze personal experience in order to understand cultural experience.

> This approach challenges canonical ways of doing research and representing others and treats research as a political, socially-just and socially-conscious act. A researcher uses tenets of autobiography and ethnography to do and write autoethnography. Thus, as a method, autoethnography is both process and product. (p. 273)

Client

There are a number of different clients that I have as a supervisor within a human service organization. At this time my internal clients are contractors; employees of the organization that do not directly report to me, that utilize our unit's services, and my staff that directly or indirectly report to me. As well, I have external clients who are the general public of British Columbia (BC). The external clients specifically would have interaction with my organization. If citizens of BC have interaction with, or are forced to use, the services the organization I work for provides, then their family members can also become external clients.

My focus with the internal clients is to be a good administrator, educator and supporter. As I fulfill these roles, I focus on our work environment to ensure that all parts are flowing well internally. I focus on working with other supervisors to ensure that all mandates, policies and procedures are followed. I focus on ensuring that our executive is well-supported. I also ensure that my staff members have all that they need to function well in their work environment. As well, in my role as educator, I focus on the individual needs of each of my employees. By directly meeting with them and clinically supporting them with direction and reflection, I help them address stressors in the work place. There is a level of support I give them to help them meet their educational goals and performance targets.

My focus with the external clients is to be a good administrator and educator. I focus on ensuring my staff are doing a good job interacting with the public and educating the public, as well as being responsive to the public's needs. I also write policy and work with other managers within the organization to ensure all departments are being responsive to the employer's and public's needs (Freire, 2000).

Conscientization

Conscientization is the process outlined by Freire (2000), "of developing a critical awareness of one's social reality through reflection and action. Action is fundamental because it is the process of changing the reality. Paulo Freire says that we all acquire social myths which have a dominant tendency, and so learning is a critical process which depends upon uncovering real problems and actual needs" (para. 1). According to Freire, consciousness is determined by the socio-economic, political context, and also by cultural conditioning through ones upbringing, education, and religion. In other words, it is an inter-change between economic and cultural structures. Freire uses an example of the Sandinistas ensuring everyone had a level of literacy by sending out university students and teachers to teach the people of Nicaragua. Then the people could participate in a democracy as equal partners being experts on their lives and able to run their government. This is an example of how conscientization works to free people from those who oppress them; through teaching and raising the level of consciousness then the people changing their reality (Freire, 2000).

Culture of Silence

Freire (2000) explains that "the oppressed people become ignorant and they become dependent on the culture of the oppressors, the so-called 'experts', specialists in society". There are *myths* [emphasis added] that are accepted as reality as one gives up one's own

beliefs. It is sometimes through the sheer amount of information from the oppressor, or the restriction of the oppressor's values and stories, that myths of oppression are followed or believed. These myths can be everything from one believing that they are not good enough to pursue a goal because the oppressor has embedded the oppressor's truth and values in all information given. The residential schools were very much a tool of an oppressor crushing the value of the oppressed out of them and then trying to replace truths of language, culture, family, and many other parts of life with oppressor's myths (Absolon & Willett, 2005; Armstrong, 1994; Freire, 2000).

Dialogue

Dialogue has many different meanings; the context I use for this thesis reveals the relationship between a supervisor and staff members:

> The relationship between group leader and group members is horizontal. The roles of leader and group member are interchangeable, and the leader learns from group members as well as group members from the leader. They relate to each other as subjects as opposed to the authoritarian method of learning where the relationship of group leader to member is clearly vertical. With the problem posing / solving method, leader and group member are in dialogue with each other: it is an encounter on an equal basis. The main goal of the encounter is to discover reality together, to unmesh the false myths with which we have all been brought up. This joint enquiry by means of dialogue into the experience of our lives is also an exchange of information between group leader and group members, teacher and students. (Fritze, 2006, p. 6)

Dialogue is treating others as equals in sharing and as experts within the community. The expectation is clear that the group leader will learn as much as those participating. As well, in

a community change perspective, the leader only brings forward the issues and then the group members create the dialogue and find answers to the proposed issues. The group leader participates in consciousness moving, from little understanding of a social problem and focus on the individual, to looking at causes and global impacts or reasons for social issues. The Nicaraguan example demonstrates these parts of dialogue (Freire, 2000). The Sandinista leaders were able to introduce and use dialogue in a revolutionary way. The people of Nicaragua (being the group) were able to define their social problem; discuss and move from treating people as objects to treating them as human beings. They were then able to move to Praxis - transforming their thoughts and ideas to freedom from a dictatorship by instilling democratic values and principles into the fabric of the nation (Freire, 2000).

Another example of dialogue is an Elders Advisory Council set up by different First Nations in the South Eastern area of British Columbia. This council gave guidance and direction to supervisors and staff in a child welfare agency that worked with the First Nations in the area. All were able to learn and have dialogue about issues facing both the nations and the agency. These included social issues faced by an individual, family, all of the way through to looking at more global impacts on the nations and reasons for social issues (Calvert, 20042704 [personal journal]). There was a form of conscientization using dialogue throughout the agency that moved through the nation, and resulted in the sharing of cultural power with understanding of issues in much deeper and meaningful ways. This could not be achieved if there was not the learning by the workers and supervisors from the elders on the council.

Praxis

In community change practice perspective, praxis is the action word to the actual change initiative; the movement from knowing the issues and how they impact the community, through to the doing something about it (Freire, 2000). Freire also connects this idea of praxis to freedom – the idea that as praxis is carried out people and communities become free from being objects. Praxis moves one beyond the oppression and the ties that bind one to a social problem. This is the person or people protesting; the letter writer, the person standing up with thousands of others saying, *I will not take it anymore* [emphasis added]. Praxis has millions of faces, and it is the action on the knowledge one has gained through dialogue (Freire, 2000).

Risk

Risk is inherent in the research, as one studies interactions between client and state within the context of child welfare in British Columbia, one encounters differing levels and understanding of risk (Henwood, Pidgeon, Sarre, Simmons, & Smith, N, 2008, p. 433). In the lives of many families, harming a child and having that child removed has multiple risks attached to multiple issues a family may face. Risk assessments are completed by child welfare professionals, considering what factors may place children at risk of being harmed. Administrative supervision helps the social worker and social worker supervisor decide whether to return a child to familial care or to continue with state care. Educative supervision helps the child welfare social workers be better professionals and make better choices administratively. However, internal clients that will be involved may “live their lives with no reference to risk at all” and not associate child welfare as a risk topic. Child welfare

professionals may associate their employment and their lives with differing risk situations as risk permeates their lives in and out of the 'office' (Henwood et al., 2008, p. 435).

Differing approaches are needed to approach and address risk in each situation. First, the internal client may need to define their life risks in regards to child welfare involvement as their "social context" is not mine (Henwood et al., 2008, p. 434). As well, I will need to ensure that I receive educative or clinical supervision by a manager to help me make better choices. I keep in understanding that the child welfare professional may have a differing view of risk outside of the arena of employment as "people networks can play an important role on the social construction of risk perceptions" and even where the interviews are held may skew the perceptions of risk (Henwood et, 2008, p. 434). As well, I will need to ensure that my understanding of risk does not directly impact the exploration of risk with service users and service providers in the child welfare forum; though I am sure that subconsciously it will help form dialogue (Freire, 2000).

Social Work

There are many definitions describing social work and the intentions of the professionals practicing it. I chose the description below as I found it rang true for me. I would also point out to the reader that this definition should be used to understand two contextual pieces of this thesis: (1) Social workers work with those who are not inside the profession, and most definitions are written in the of way explaining social work as working with others outside of the profession; (2) This definition can also be interpreted as to social work being done within the profession; strengthening and improving skills, efficacy and outcomes of individual social workers, as well as the social work community at large. Furthermore, I believe that some of the greatest work done is within the profession to

strengthen each other. The National Association of Social Workers (NASW) states that social work:

> Is the professional activity of helping individuals, groups, or communities enhance or restore their capacity for social functioning and creating societal conditions favorable to this goal. Social work practice consists of the professional application of social work values, principles and techniques to one or more of the following ends: helping people obtain tangible services; providing counseling and psychotherapy with individuals, families, and groups; helping communities or groups provide or improve social and health services; and participating in relevant legislative processes. The practice of social work requires knowledge of human development and behaviour; of social, economic, and cultural institutions; and of the interaction of all these factors. (Barker, 2003, p. 408)

Thus, as a supervisor providing supervision of social worker's, it is important to bring to bear the knowledge of the above factors to optimize the supervision experience for the supervisor and supervisee.

Supervisor

This leads us to the discussion of who is a supervisor. A supervisor for the purpose of this thesis can be defined as anyone who is a social worker practicing supervision (Kadushin, 1992, Tsui, 2005). All capacities and levels being covered: from front line social work supervision to managers supervising those front line supervisors; to directors or executive providing supervision to managers. As long as one is implementing the knowledge and skill set of social work supervision, one is practicing as a supervisor (Brashears, 1995; Bruce & Austin, 2000; Kadushin, 1992; Noble & Irwin, 2009; Tsui, 2005; Tromski-Klingshirn, 2006).

Team Leader MCFD job profile.

Below is a job profile of an Integrated Team Leader for MCFD, a position in which I practiced my supervision skills for six years. The title of the immediate supervisor is: Community Services Manager with a classification of Business Leadership with the Ministry of Children and Family Development of British Columbia. The following description was taken from British Columbia's Representative for Children and Youth (RCY) (2015):

Purpose of unit:

The family and child team leader is directly accountable for the quality of service to clients accessing their team and for setting and monitoring standards on interdisciplinary practice.

Purpose of job:

The family and child team leader reports to the community services manager. This position has authority, accountability and responsibility to plan, develop, manage, coordinate and evaluate the delivery of integrated initiatives and services within the context of an interdisciplinary service team. The team leader has broad responsibilities to work with diverse community partners with respect to the delivery of a range of services within each district, and is pivotal in establishing and implementing the multidisciplinary approach in service delivery. This position will provide direction, leadership and support to staff within these teams, including youth justice program for professional and integrated services delivery, and must ensure adequate clinical support is provided as well as a broad range of staff training and development. The team leader must take direct responsibility for ensuring case management practices are current and meet required service levels and standards. The

position is also responsible for managing all contracts in the district, as designated by the community services manager.

Job duties and tasks:

1. Directs and monitors the integration and delivery of all ministry services within an assigned district by:

- providing leadership which will create a well-motivated interdisciplinary team capable of providing and developing high standards of performance;
- ensuring the delivery of ministry services is coordinated, comprehensive and in keeping with regional goals of a multidisciplinary approach;
- planning, implementing and managing the delivery of a multidisciplinary team approach to ministry programs and services in accordance with legislation and regulations, regional and central agency directives and ministry policy;
- establishing and/or implementing systems to monitor, review and evaluate standards of practice and effectiveness, efficiency and economy of programs and services within the context of the service delivery team;
- preparing, allocating and controlling budgets assigned to the team level to ensure the most effective use of resources, and negotiates and/or approves case specific contracts; Appendices
- providing and ensuring the complaint process is followed when clients are in disagreement with ministry decisions; and
- having formal accountability for a local budget spending authority.

2. Supervises, trains and recruits staff by:

- relaying interpretations and instructions to team members on the intent of policy, ministry mandate, philosophy, Acts, regulations and procedures;
- identifying training needs to ensure team members acquire the knowledge, skills and abilities necessary to work effectively within the multidisciplinary delivery teams;
- directing/coordinating the provision of a comprehensive and interdisciplinary case management process;
- establishing and communicating performance expectations to team members and evaluating these expectations annually or as indicated by performance;
- modeling expected behaviors and attitudes; and
- will sit in on counselling sessions with clients either by:
    - carrying a caseload on high risk cases;
    - sitting with and assisting subordinate Social Workers on difficult cases.

3. Oversees the operation of the Team by:

- assisting/directing the supervision of administrative support to the Team; and
- coordinating administrative details among all service employer groups, e.g. leave management, backfill support, hours of operation, work schedules, etc.

4. Participates in area and regional planning and management by:

- interfacing with other personnel to ensure integration and coordination of overall services to clients;
- identifying trends, needs and issues, developing plans or recommendations for initiative to address them, and in conjunction with any and all Advisory

Committees, monitors and evaluates the effectiveness, appropriateness and adequacy of programs and policies at the local level;

- preparing, presenting and defending budgetary needs, and makes recommendations to the Community Services Manager or the Associate Community Services Manager in the development of long-range goals for the region,
- attending and contributing to area and regional planning and management committees;
- providing input or recommending changes to existing or proposed programs, policies, procedures and systems.

5. Promotes public awareness and involvement in ministry service delivery by:

- assisting in the establishment of a community advisory/consultative process to provide meaningful input into the evaluation, development and conduct of ministry services by members of the community both individual and institutional;
- liaises with other provincial, federal and municipal agencies, and special interest groups in local area;
- conducting public speaking engagements to enhance the profile of the ministry within the community;
- establishing relationships with community partners, provincial, federal and nongovernmental agencies to enhance the delivery of services to children and families seeking service through their respective ministry of Children and Families Development office;

- assisting the community to build on its inherent strengths to better service the needs of its members.

6. Other related duties: In smaller offices, the Team Leader may be required to:

- assume responsibility for and perform casework
- do on-call after hours work

7. Performs other duties as designated by the Manager. (pp. 50-52)

As one reviews the job description, one finds a heavy emphasis on administrative supervision with little weight placed on clinical/educative supervision.

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Chapter One: Introduction

I am a white, Anglo-Saxon, able-bodied heterosexual man, who has more than 30,000 hours of experience in the field of social work. During this time a main vexation for me has been that of quality, as well as type of supervision, we give and get in the human services fields of practice; particularly child welfare (Transken, 20140505 [thesis review]). The Ministry of Children and Family Development (MCFD) is the largest Child Protection Services (CPS) organization within British Columbia (BC). There are many individuals and organizations that critique the supervision MCFD provides to the internal clients, being frontline social workers, their team leaders, community service managers, and directors (Belanger, & Stone, 2008; Maler, McSherry, Larkin, Kelly, Robinson, & Schubotz, 2010; Mills & Simmons, 1999). MCFD is an example of a large, bureaucratic, human service organization providing social services. Research indicates that the internal clients of human service organizations receive supervision that is dependent on several factors: the mandate of the agency, the level of bureaucracy in the organization, the supervisor's skills, abilities, and personal style of supervision (Kadushin, 1992; Tromski-Klingshirn & Davis, 2007; Tsui, 2005). These factors interplay with the compatibility and effectiveness of the administrative and educational functions of supervision.

Supervision in social work usually refers to the interaction between the frontline social worker and supervisor providing direct client support, or between frontline supervisor and manager. However, it may also be extended to the interactions between two persons or group of persons having a supervisory relationship, where supervision is being provided (Bogo & McKnight, 2005; Hung, 2010; Iannello, 1992; Kadushin, 1992; Tsui, 2005). Barker (2003) defines supervision as:

> An administrative and educational process used to help social workers further develop and refine their skills, enhance staff morale, and provide *quality assurance* for clients. Supervisors often assign cases to the most appropriate social worker [when supervisors are supervising front line staff], discuss the assessment and intervention plan, and review the social worker's ongoing contact with the client. Educationally, supervision is geared toward helping the social worker better understand social work philosophy and agency policy, become more self-aware, know the agency's and communities resources, establish activity priorities, and refine knowledge and skills. Less experienced workers tend to be supervised according to a tutorial method, whereas more experienced workers use more case consultation, peer-group interactions, staff development, or social work teams. Educational supervision (oriented toward professional concerns and related to specific cases) is distinguished from administrative supervision (oriented toward agency policy and public accountability. (p. 424)

In this thesis I also include the supervisory relationships between frontline supervisors and managers; managers being supervised by directors (all levels of directors) and lastly, directors being supervised by other executives. I find that this focus on all levels of supervision in MCFD allows for a better understanding of supervisory culture within the organization.

Some academics suggest that the two functions are compatible and can be used together by the same supervisor (Crea, 2010; Greenspan et al. 1994; Rauktis & Koeske, 1994; Tromski-Klingshirn & Davis, 2007). Others state that the two functions are not always mutually beneficial and may be better facilitated through a division of tasks to more than one

supervisor (Bogo & McKnight, Bruce & Austin, 2000; Erera & Lazar, 1994a, 1994b; Hasenfeld, 1992; Iannello, 1992; Heugten, 2011; James, 1996; Noble & Irwin, 2009). Using an autoethnographic lens, I will explore the question of compatibility between the two modes of supervision.

Chapter Two: My Theoretical Framework and Literature Review

Through the exploration of my theoretical frame work, I will reveal my perspective on supervision, as well as explore the literature regarding social work supervision. I will also explore research covering both sides of the argument, as to whether administrative and educative functions of supervision should, or should not be practiced together.

A Supervisor's Theoretical Perspective on Social Change

Bishop (2005) discussed a cycle of power that all social workers play a part in. In exploring the connections of structural issues and community, one can better see the contrast of approaches to community work between macro global work and micro individual practice. I am very drawn towards better understanding oppression and the effects it has and how it is perpetuated throughout the global community, as well as, in micro practice. It is very connected with the structural power a bureaucratic organization attempts to maintain. The organization uses the supervisor to define how and when work happens. Furthermore, the cycle of power is very connected with the decisions human service organizations make with regard to educative supervision; specifically, how and when, or if, this type of supervision happens.

Why social work fits for me.

These notions of administrative or educative supervision, let alone social work, were never part of my scholastic learning as a child or youth. I have to say that when I was growing up I was never introduced to the concept of social work, though social work was practiced all around me. I am the oldest of six children and was taught at a young age to do the household chores of: canning, child care, cleaning, cooking, dusting, ironing, laundry, making beds, sewing, along with anything else that needed to be done. I grew up

impoverished and our family was always helped out by grandparents, other family members, or friends from the communities of whom I was a part. I did not know that I was poor until I hit the 10th grade of high school. At that point in my life, I started to experience shaming from peers for the clothing I wore and the inability I had to spend money on frivolous things. I was angry that I had so little and did not feel it was fair I had so little and others had so much; nor? did I like to be ridiculed. I did not understand at that time how this type of ridicule and shaming would shape me towards a life in social work.

My parents participated in different community organizations, such as Parent Teacher Advisory Committees, and volunteered at the school. Yet the term *social worker* [emphasis added] was never introduced while I was growing up. I spent approximately two years living in the inner city of Boston, Massachusetts (Mattapan and Dorchester) and saw many differing social issues affect the lives of all who lived in the area. Myself, and others experienced crime in the form of gang violence, issues with housing, poverty and hosts of other difficulties. These events also had a deep impact on my psyche and pushed me further towards social work. However, my first introduction to the concept of social work was riding on a bus going to my second semester of my first year of university, to become a psychologist. An associate had just applied for the social work program and was riding on the bus with me. She told me that she had just applied to the social work program. I asked what social work was and was given an overview. I immediately fell in love with what I heard, as it was a combination of my life and a profession that addressed issues I had grown up with, and had seen when I lived in the inner-city of Boston.

I applied to the program and was successful in starting my life-long pursuit of social justice through the practice of social work. I took my first courses on social work from

University of Victoria at Okanagan University College, which is now University of British Columbia – Okanagan. I learned about structural social work and feminist practice. I then dipped into critical social work and feel that I have somehow mixed the two and am continuing to transform my theoretical practice. I know and believe that structural issues must be addressed. I also deeply believe that issues are bigger than just structural, and find myself strongly influenced by work focused on global issues. Zapf (2009) explains that we should not solely be focused on the social environment, but must also be focused on the actual physical environment as social workers.

This I believe about social work and supervision.

I believe that each organism is connected and that one's focus should be on the socio-political aspects of community, as well as the physical environments. However, most of the time I have found myself earning my living by doing more micro and meso[1] type practice. As a supervisor, in a quasi-government organization with all of the hierarchical bureaucracy, I find that I am fighting against the status quo to be able to practice in an anti-oppressive way.

I have learned administrative and educative supervision is very important to frontline workers' success (Tsui, 2005). However, there seems to be little time allowed for focusing on the educative side of supervision, and no money or time spent on the actual environment (Erera & Lazar, 1994a; Noble & Irwin, 2009; Tromski-Klingshirn & Davis, 2007; Tsui, 2005; Zapf, 2009). I have rarely heard any discussion from a supervisor about the importance of the actual physical environment which one works in (Itzhaky, 2001; Tsui, 2005, Zapf, 2009). Further, my professional organization, work unit and supervisory group are all

[1] Refers to working with a group or organization. It fits between micro working with individuals and small groups and macro practice working on larger systems and governments or even global practice. At times the meso practice focuses on how the micro and macro are connected.

different communities. Though they are different, they are linked through self or other communal factors. The theories of structural, critical, and environmental social work applies to the practice of supervisors within human service organizations (Zapf, 2009).

I have worked for more than 30,000 hours in the field of social work, as shown in (Figure 1.). Over those fifteen years I have mainly worked in the area of child welfare with three years in another related field. Before child welfare I worked in the social work field as a private contractor and owner of my own company. However, for the purposes of this thesis I will focus on my time in the public service.

Figure 1. Years of Service: Over-Time Not Included

1st year	2nd - 4th years	5th-6th years	6th to 12th years	12th to 15th years	Total Time in Hours
Guardianship/ Adoptions	Family Services/Aboriginal On Reserve/ Afterhours	Aboriginal Team/Afterhours	Supervision/ Investigations/ Family Services	Manager	
1820 Hrs	5460 Hrs	3640 Hrs	10920 Hrs	3640 Hrs	25480 Hrs

Links between profession and academies of learning.

Within community and with an organization being viewed as a community, there are certain pieces of experience that should be communicated. Supervisors are the integral link between practitioners, bodies of social work knowledge, organizations, and external clients (Kadushin, 1992; Tromski-Klingshirn & Davis, 2007; Tsui, 2005). The link signifies the transfer of professional knowledge from the profession to the employee through the

supervisor, and from academia through the employee to the supervisor. The connection also signifies the conveying of goals, policy and procedures from the organization to the employees, again through the supervisor. The connections that employees make with the external clients are beneficial to the organization, due to the knowledge and understanding of client issues that an employee can bring to the organization through the supervisor (Tromski-Klingshirn & Davis, 2007). Thus, with the supervisor being the gate which information passes back and forth to the organization, it is important to build a culture of communication and openness. In many organizations, one will find that social work supervisors run into difficulties trying to communicate with the organization or their employees (Kadushin, 1992; Tromski-Klingshirn & Davis, 2007) due to the environment not being open to change and learning.

I remember my first discussion with my first supervisors in child welfare. As a new employee, I had just finished school and thought I had the newest and most up-to-date learning and skills to tackle the difficult issues faced by child welfare practitioners. I was told by my supervisor that I was an "idealist and soon would understand that what I learned in university did not really apply to the real world practices of child welfare" (Calvert, 20011309 [personal journal]). I started from that moment to question if the supervisor really knew what they were talking about. I remember thinking: Is my supervisor more knowledgeable than my professors? I also started to question academia. Why the hell did I just spend six years in university to learn a bunch of stuff that I would never use? Upon reflection, I see that my supervisor was using shaming to start the indoctrination process of the organization. An organization that uses the supervisors to teach the sickness of

oppression from within: If I can teach you to not use the most up-to-date learning from actual research, then I can make you follow without question the doctrine of child welfare.

Over the next 12 years with MCFD, I also found that every supervisor had differing approaches to supervision. Approaches varied from laissez-faire (not really supervising) to only practicing administrative supervision; moving to a more didactic form of supervision to the minimal inclusion of educative/clinical supervision. As well, there were supervisors who ranged from very authoritarian and prescriptive to ones who were very focused on being supportive. After four years of social work practice, I had seven different supervisors with seven very different styles. I found that the styles were not dependent on me as a new social worker. They were dependent on the experiences and schooling of the individual supervisor, their core values and beliefs, how busy the office was, and how much time the organization allowed for supervision (Bogo & McKnight, 2005; Dill & Bogo, 2009; Eagly & Johannesen-Schmidt, 2003; Tromski-Klingshirn & Davis, 2007).

I remember in my fifth year as a social worker going to training that new supervisors received. There were only two of us that were not practicing supervisors in the class. MCFD trainers ran the instruction. I found that none of what I was taught was being practiced, or at least I had not experienced the type of supervision that was being taught. I asked the many practicing supervisors in the training why this might be, and the answer was overwhelmingly: We do not have time for such supervision; this is the type of supervision in an ideal world, but we do not live in an ideal world. When you are a supervisor you will see. I was outraged that these were their responses and disillusioned by the ministry that would waste peoples' time. I thought at the time, just like the other academies of learning, sending them to training. I thought I will never be like these supervisors. I will always speak out and ensure my staff

members receive this type of supervision being taught by the instructors; where both administrative and educative supervision are given enough time.

A culture of silence within large human service organizations.

Freire (2000) identifies *cultures of silence* [emphasis added] in community – these same cultures are seen in the public service. Within the child welfare context, there are myths that are accepted as reality as workers give up their own beliefs about practice. I have seen this happen to myself and others as supervisors within a large human service organization. With the sheer amount of information from the organization slowly piling up and pushing out the scholastic evidence like a garbage truck filling up, garbage bag after bag, until anything good there might have been in the receptacle is mixed with the organizational garbage. Thus, taking away the knowledge, skills and voice that new social workers bring from their academies of learning and telling them that the theories and beliefs instilled in them through school is not the way to practice (Winofsky & Calvert, 2012; Mullaly, 2007).

With restrictions placed on structural and environmental practice, ideals, stories and values may be crushed and oppressed through hierarchy, policies and the sheer amount of work (Bishop, 2005; Collier, 2006; Zapf, 2009). These structural barriers are firmly in place to protect the culture of the bureaucracy; to protect it from unscheduled or unplanned change (Bishop, 2005). I believe that one must break down the structures, and to some small degree I did this through implementing a form of dialogue and community development, as well as social action with my staff. I believe this is a mixture of two very different frameworks. One is from Bishop (2005), which is working within the structures and challenging the organization through the formats that are in place. The second is an approach of using the power of a group to force change and make it uncomfortable for the establishment to remain

in the same oppressive state (Atlee, 2001; Alinsky, 1971). I have also included Freire's conscientization approach, educating about how the environment impacts us and how we practice in it.

Dialogue with employees.

The employees did not know what to do when I came to them with these types of approaches. I explained that it was for my benefit, and theirs, that we could learn together about the organization, policies and procedures. As they have become more knowledgeable and able to act, they have requested changes to their work environments and are able to navigate through the organizational and democratic processes, such as saying "no" to unsafe work places they used to go and work in. They are finding that as long as they approach the organization through the structural processes that are implemented for all to participate in, they are able to realize the change. This includes education about: biohazards, mold, and toxins; external and internal client interactions; environmental hazards; equipment and safety. My observation is that the staff in turn are taking more active roles in the organization and starting to make democratic demands within the organization. For example, one has become a new shop steward, while another (who stated they would never get involved with anything) has joined the occupational health committee; yet another has taken on an informal leadership role and is leading our group meetings and ensuring we are looking at safety practices each meeting.

As well, the employees are underpaid, so I have educated them with regards to what others make for this type of labour. At first, I approached the organization myself, questioning why staff members are underpaid. My director said, "Yes they are, now make the case for them to be paid more". So I showed the director the statistics and found that I was

doing things for my staff, and thus not letting them have a voice. I found that my one voice was not effective and I was *doing for* [emphasis added] the client, instead of educating and letting the community activate, through conscientization. So I went back to the community, my staff, and educated them, found out what the strengths of each were, and found a leader within their ranks. Now they are in the process of challenging the organization and employer through the democratic processes installed, but rarely used by the union and employer to achieve equitable pay.

The employees I manage comment on how their work place is changing for the better. I know that they are changing it for the better. I have to also work with individual staff with regards to their personal issues and find myself doing educative supervision – everything from debt counseling to personal relationship issues. I find myself better able to help them navigate through their personal issues by using the same kind of approach; not doing for but using education and discussion. I find that because I have been a part of their community change, they are more trusting of me as an outsider to their community. The organization that I work for does not practice structural or environmental social work, and does not look at addressing the oppressive practices with staff in the way that I have implemented. However, they do provide latitude to managers with regards to supervision, as long as the work gets done; though I am not sure that the employer had this type of latitude in mind.

Working for the Public Service of British Columbia, I find that the employer attempts to address some structural barriers when it is convenient to do so, with little consultation of the frontline supervisors, and the style is top down (Mullaly, 2007). When the larger society brings things to the attention of the employer, the employer will address things like ableism, ethical issues, racism, sexism, and other types of isms. However, there is no consideration to

look at the structure of the organization, as to how it is oppressive to the workers and how it contributes to the structural barriers (Mullaly, 2007). As I approached the organization with the request to look at the structures, there was a blank stare and then reality of *oh, he is serious* [emphasis added]. I discussed the need to incorporate more principles of equity into wages and work load. I think they will be getting back to me on this one. Until then they are not sure how to handle such a request except to ignore it.

The question of power.

In reading Atlee's (1992) writings on power, I found myself able to verbalize what I really felt about democracy and the influence of power. Part of my theoretical framework is that I do not fully believe that democracy will win the day, due to so much corporate globalism that is practiced outside of the democratic safety net. I believe that it is a question of power. The above 'democratic processes' only happen because they are based on the rules around the use of power that have been stipulated and agreed to. Power has many different forms and is perceived differently by different people and groups. To me power is the ability to influence the behaviour of people with or without resistance. Power may be recognized or not, it may be observable or subversive, internal or external. When I break down the definition I would use for power, one can see that power comes in many different forms. For example, if an individual or group want to use power and the individual or group that they want to use it against, or with, has the same views or ideas as that individual or group wielding the power, the influence will happen with little resistance (Alinsky, 1971). The more difference between the individuals or groups, the more resistance will take place. As well, this influence can happen with little opposition if a group who has not shared the same views of the influencer(s) accepts a culture of silence that has been perpetuated by myths of

the influencer, or user of this subversive power (Freire, 2000). The influencer will also use quiet subversive power to exert influence.

The group of employees I have worked with did not recognize the power they had until they were educated and supported to use their power as a group. I would argue that the very nature of power does not lend itself to being democratic (Atlee, 1992). If one has to use power versus voice to gain rights, the organization is not being democratic about it. The key is in the word *influence* [emphasis added]. One can be kinder and more inclusive; however, it is still the influence, the attempt at changing or moving of another or group of others, to a different point. I would argue there is never really a democratic use of power where everyone is equal and equally shares in the use of power. There may be common themes or reasons why individuals or groups come together to use power to influence, but this is not democratic (Alinsky, 1971). It is more of happy tension between those using power to influence, or using power to not be influenced too much. I believe that there are always a myriad of choices as how to approach power change through community practice and the choices are best made in response to particular environments (Alinsky, 1971).

I currently use power to influence the behaviour of my staff. I am a manager and administrator and I have power that I use to ensure that the agency's mandate is fulfilled by my staff. Some of this power, people may argue, is subversive and invisible. At the same time there is the observable use of power, such as individual meetings with staff members for clinical and administrative supervision, and education with the team to further the conscientization type approaches. I try to be a leader and use education to help individuals see their power, and through using supervision agreements, employees can hold me accountable in my use of power.

I also believe that we each individually have power within. To explain, I turn to hooks' (1995) example of how she learned to use her anger and inside power to change the anger into another form of power and action, transforming one form of power into another, love. However, some people or groups use their power to control or try to control the power of others. I find that as I approach community practice, I struggle with how the use of power is ethical or not ethical in some cases. I find that in discussing my theoretical framework, I have to include ethical practice.

Sixteen years ago I approached what is now MCFD and discussed with them about starting an ethics committee. I had been influenced by two professors of philosophy, Dr. Jim Robinson and Dr. John Pugsley, and felt it was important to have an ethics committee at MCFD. At first the manger laughed at me and then when I explained how and why the committee would be beneficial, the manager bought in and took it upwards. There was a committee struck and started in what was the interior region.

I have been asked why I focused on the starting of an ethics committee instead of depending on the British Columbia College of Social Workers to monitor ethics within the child protection agency. My answer is that the Ministry of Children and Family Development is not solely an organization that employs social workers; it reaches to other professions within the social sciences to train as child welfare workers. I believed that all child protection social workers needed a place to take ethical dilemmas. Due to the ethical dilemmas that social workers and all child protection workers face, there should be a committee that social workers, supervisors, managers, directors and beyond, could go to for help in the difficult ethical decisions that needed to be made in such an organization.

Five years after the start of the committee, I was no longer involved as I had changed regions; however, it was presented as a model of practice for child welfare at the World Forum of Social Work. I remember sitting in the presentation thinking I started this, I was the spark. I believe one person can make a difference. I believe that when working with communities and individuals who are oppressed, as practitioners we must ensure that we do this in an ethical manner.

My ideology.

My political ideology flows out of my belief about power and sometimes conflicts with my thoughts around ethics. The political ideology I use fits within the realms of my belief about power and I find myself leaning towards a line between Social Radicalism and Utopianism. I believe that one will be seen as radical when one tries to change the power imbalances that are in place. However, I feel that when some form of new balance is reached there can be a place of utopian sharing of power for the good of all. I think that my youthful years shaped me to believe that there is a place where people help one another at the micro level and can make the world a good place. If everyone just helps each other for the betterment of all, the macro level will take care of itself. As well, I have been influenced through my latter years to feel that there are those oppressors who do not want this to happen as they want to be richer or more powerful than all. This leads to the breakdown of communities, societies and the globe. I believe that as social workers focus on community practice and include the global community along with the physical environment, we can achieve good things; though I feel that there will need to be radically new approaches for this all to happen.

I also tend to lean toward a critical theory approach. I feel strongly that women, minorities, and the impoverished are marginalized in many aspects of society. As I have stated before, I feel that there is a great difference in pay with regards to occupations that are normally seen as *men's work* [emphasis added], such as engineering, trades, lawyers and doctors, when compared to what has been traditionally seen as *women's work* [emphasis added], such as social work, teaching, and almost everything else to do with interactions with children. Though there have been some half-hearted efforts to address this in the recent past in Canada, there is still a large gap and there are many inequities. I see this as a global issue where not only women, but those who are of different classes and social strata from the power elite in different countries around the world are also marginalized, and used by the rich to get richer. The message globally is you should be happy to be employed because look at all those that are not. I find that that this is an insidious message: There is not enough, so just be happy with what you have. I do not believe it and never will. I believe there is enough if we all share and work together.

Nature of Social Problems

I see social problems being constructed by the power elite or the oppressor to keep the power holders in power and the elite continue as elite. I also believe that oppression is used to ensure that there are enough social problems to keep the masses in control. Many rules, laws, and social constructs are formed to keep a small portion of people in power oppressing the many. I follow Bishop's (2005) thoughts that this is done through ownership of media and the transferring of messages to the masses of what to think and how to think about all aspects of the world. If one owns the media and is able to message loud and long enough to the audience and controls all other messages that the audience is hearing, then the

audience starts to believe the lies the powerful tell as truths. On the converse, I see social media, used by the masses, as a powerful ally in helping address root causes and the myths of social problems.

I believe that each action I take is a step towards or away from social justice. I use the term justice, rather than equality. I do not believe that life will ever be equal, nor do I believe that power will ever be equal, though there can be a flattening of justice and use of power by others, to increase the power of those who have little. I see raising children as one of the most powerful things that can be done. However, I see that few have the privilege to do so, unfettered by oppression. If societies valued and honoured reproductive rights through equitable global distribution of resources and power, and not oppress women because of reproduction, then many social problems would be resolved. Instead there is the exact opposite oppressive view held and practiced by communities on a global scale. I would instead look at addressing the latent and treacherous attack on women that has been acculturated in successive generations for millennia. Continued campaigns of education, dialogue, and conscientization on a large scale need to take place to restructure global society.

Conceptualization of Organization as Community

The concept of community is a very personal thing. I list a number of different communities I feel that I am a part of; family, professionals, and global communities. I believe that we are all so very linked – every organism on this planet. We indeed are parts of smaller communities, such as family, local community and other such connections. I believe we are also parts of much larger communities, and community members are the ones with the best answers to the issues they face. As well, being a part of an organization, I see myself as

part of a community and try to function in that community from an empowerment perspective. I understand society to be the product of individuals and individuals to be a product of society: I do not see it as an: either/or argument. Thus, I would extend this to supervisors and supervisees, as each are a product of each other. Zapf (2005) points to our global community as being one large organism and I believe that we are all dependent on each other. I see community as a global whole, made up of many other communities intricately woven together by individuals with the same issues, passions, and traits. Thus those that are being supervised and the supervisor are part of a community. They are individuals intertwined around a cause or organization. However, what makes up the actual parts of the person, the biological essence and innate abilities of the individual, are not found in the society or community, but how that individual is viewed in the community.

What Blum (1994) called virtuous actions of the individual, arguably, are the product of the community. I would argue that as we progress towards more knowledge and understanding of the organization or social context we find ourselves in, we will discover a more perfect answer then we have now of what the needs of the organization or society really entails. You cannot have a community, and thus an organization, without the individual components, with each individual component being something unique to itself and bringing character, understanding and knowledge to the organization. As well, a community gives the individual meaning, context, and a way of understanding. I believe if we could look at individuals at their most microscopic levels, even one's thoughts and desires, we would be able to understand community at a deeper level. As well, if we could see the community at its most macro cosmic level we would understand individuals far better. I believe that as we look at this through an organizational lens, we see the importance of both administrative and

educative supervision. Administrative supervision helps the supervisee look at the larger picture and view their role in context of the larger community. Educative supervision helps the supervisee and the supervisor look at the micro aspects of the supervisee and both are able to interact and change at the most micro levels with the input each receives from the other.

I find myself thinking that whatever I do with regards to individual or community practice, I must be aware of the interconnectedness of all. As I take this belief and put it into practice, I find that I treat others with the love that was referred to in the hooks (1995) article. I want to be a better citizen and interact in my small and large communities in better ways. I want to find the strengths within the communities and challenge the communities of the oppressors to find this love for all the organisms in our global community. This may sound sappy and a little disconnected from reality; however it is an end goal, a very idealistic one, but an end goal.

Community Change Perspective

I believe that community practice on the micro level must be connected with the macro level to address the oppression and the powers that hold oppression in place. Otherwise, it will result in the perpetual cycle of oppression, ever moving through the ages, never to be addressed. At the same time I believe that it is better to have the 'expert' come from within the community. I believe that most communities need a form of dialogue or conscientization. For example, it would be beneficial to have social workers and families sit and dialogue about children or women, or as supervisors, to dialogue about supervision. I believe that taking MSW courses is a form of dialogue and conscientization, moving the community of new MSW graduates to have different perspectives about praxis.

I think of dialogue and conscientization as ways to approach power holders through the building up of the community, and then the leaders naturally flow from the community (Alinsky, 1971; Freire, 2000). These leaders are able to approach micro and sometimes global issues. With regards to community change conscientization, for me is very closely linked to seeing community as those who are oppressed and with need to be educated in literacy. There are different levels of literacy, from learning to read to being a dynamic global activist, and thus different levels of interaction with citizens (Alinsky, 1971; Bishop, 2005; Freire, 2000). Moreover, the goal is to get people involved in the democratic system and be a little radical, as needed. Regarding radical practice I would point to using group power as supervisors to demand changes to structures of organizations; to demand ethical practice by agencies that they work within. Supervisors and supervisees need to use their voices and all other means at their disposal within an organization to obtain the needed educative supervision. The democratic processes are in place within most organizations; however, most social workers do not use them to make demands.

For me there are times when education of the masses should not be the first focus. I use the approach of the Sandinistas as an example of what had to happen before conscientization. They were forced to resist through a strong form of social action, even revolution including armed conflict, to survive and get to the point where they could use conscientization. However, once at a point where they were able to practice a different form of social change, they educated the masses to the point where the masses could be involved in the government, and make the social changes that were necessary. So part of my perspective does include social action using conflict to force change and move power from one to another (Alinsky, 1971). At times there is even place for consensus building. I think

that there are probably times that all approaches are needed. As I have stated before, the Sandinistas are a perfect example of using many approaches; first a militant social action approach that moved to actual civil war. Once the movement gained power from the oppressors, a method of conscientization was used to instill a democratic process in the people, who were sharing power. I am not short-sighted enough to believe it is utopian. Now a community development approach is used by the Nicaraguan people on a regional and municipal government level to deal with the issues that are faced by the peoples in those communities.

During my practice in child welfare, I was part of this kind of change when I was seconded by Ktunaxa Kinbasket Child and Family Services Society to help the society move through their transformation from a partially delegated[2] agency to a fully delegated agency. My role was to work with and teach the social work practitioners how to perform delegated functions, such as investigations into allegations of child abuse, preparing for court processes, testifying, removing children and other forms of instruction relating to fully delegated work in child welfare. The Ktunaxa/Kinbasket Child and Family Services Society started dialogue and conscientization processes before I entered the picture through planning meeting with the members of the nation:

> In 1992, after all five Bands of the Ktunaxa Nation Council decided to conduct pre-planning work on the transfer of family support and child protection services mandate from the then Ministry of Social Services.

[2] Delegation refers to an authority to act in child welfare matters in the province of British Columbia. This power comes from the Child, Family and Community Services Act of 1996 (2016) Part 7, under agreement with the Minister of the British Columbia Legislature who is responsible for the statute or the director of the Ministry, functioning under the statute, delegating power to agencies, individuals or organisations.

> The pre-planning work was completed in July of 1993 and the Planning phase begun in August of that year with funding through Indian Affairs First Nations Child and Family Services program. In December of 1996 the Ktunaxa/Kinbasket Child and Family Services Society [KKCFSS] was established with the support of the five communities. The Family Violence Prevention Program merged with KKCFSS in 1997. In 1999 Negotiations were completed with the Province of British Columbia Ministry for Children and Families and Indian and Northern Affairs for a "Delegation Enabling Agreement" which will allow the KKCFSS to phase in the Family Support and Child Protection Services over a four year period. In 2002, a protocol was entered into between the Ktunaxa/Kinbasket Child and Family Services and the Kootenay Region Metis Association to provide services to all Aboriginal children and families on and off reserve. ("Social Sector: KKFS," 2016)

Moving forward from the protocol I was seconded and at first met with a lot of resistance from the community due to being from MCFD. I found that as I participated in learning and dialogue, such as going to language classes to learn Ktunaxa and participating in cultural events and life on the reserve, I not only learned how to communicate more effectively with people of the Ktunaxa Nation, I was also able to better understand the oppression that was experienced by the Ktunaxa. I believe that the learning on both sides was transformational for my praxis and for the praxis of the nation members who were practicing child welfare. Those who I trained and worked with who were from the Ktunaxa Nation were also able to better navigate within the child welfare system and the courts, and come up with much better solutions for the aboriginal children in the Ktunaxa territory. When I left the social work practice with KKCFSS, I took with me a richness and better understanding that

helped me develop better relationships with different nations I have worked with since my time with KKCFSS. This was a long process and ended up with me receiving more than I feel I ever gave.

Intervention Approaches and Specific Practice Skills.

I work with communities that are very vulnerable and those that can become vulnerable. I believe that I use consultation, consensus-building and decision making to approach changes to policy and procedures within the community. Using research to ask questions as to what is not working, and what helps me be a better member of the community of supervisors and managers in the British Columbia public service is a connection of research and action that forms my praxis.

The overall research question I pursue is: How can the administrative and educational functions of supervision coexist as compatible in the Ministry of Children and Family Development (MCFD). I will pursue answers to four questions that come out of the main question regarding the compatibility of administrative and educational functions of supervision in MCFD: (1) What are the expectations of the administrative or educational functions of supervision that impact the dual roles; (2) what insights can be gained from my experiences with these dual roles; (3) How am I, and others, experiencing administrative and educative supervision from different supervisors; and (4) what are some overall conclusions about the experiences of balancing the dual roles of administrative and/or educative supervision?

Supervision

What is Supervision?

The overall goal of supervision is to support the supervisee in providing effective and meaningful service to clients (Kadushin, Berger, Gilbert, & Aubin, 2009; Tsui, 2005). To facilitate this, a supervisor must ensure they are providing both administrative and educational supervision to employees (Kadushin et al., 2009). In this document I will refer to anyone who is in a supervisory capacity of a social worker as a supervisor, which includes Team Leaders, Managers, Directors, and Assistant Deputy Ministers. All supervisors are taught to be administrative supervisors as part of the structural moray of MCFD.

The main thrust of administrative supervision is to provide social workers with a context that permits them to do their job effectively (Tsui, 2005). Tsui (2005) explains that "educational supervision aims to improve the staff's capacity to do the job effectively, by helping workers develop professionally and maximizing their practice knowledge and skills" (p. 15). Supervisors and community services managers for MCFD are challenged to develop a balance between the two functions for the supervisee's growth and development. According to Tsui (2005) there are several principles of supervision that should be included in the creation of any supervisory model:

1. Supervision is an interpersonal transaction between two or more persons.
2. The work of the supervisee is related to the agency objectives through the supervisor.
3. In this interpersonal transaction there is a use of authority, an exchange of information and ideas, and an expression of emotion.
4. Supervision reflects the professional values of social work.

5. The supervisor monitors job performance; conveys professional values, knowledge, and skills; and provides emotional support to the supervisee.
6. The criteria for evaluating supervisory effectiveness include staff satisfaction with supervision, job accomplishment, and client outcomes.
7. Supervision involves four parties: the agency, the supervisor, the supervisee, and the client. (p. 34)

I would add a fifth party that supervision involves, that of a principled approach to involving the community in which one works. I identify the community as small as your office setting with all social workers participating; to an identified cultural group, such as a first nation; to a larger community or regional group. All of these intersects into supervision make better practice and help with better decision making at all levels for clients, agency, and community at large. Including the community also balances power in decisions made about families and services.

Ianello (1992) expresses a feminist perspective that within bureaucracy supervision is used for social control, ensuring the rules of the organizations are kept. There are discussions in feminist literature of how to move away from a hierarchical model towards a consensual model of supervision (Hasenfeld, 1992; Feguson, Gibb, Mansbridge, Newman, Rothschild-Whitt, Smith, Simmons, as cited in Ianello, 1992; Ianello, 1992). Brashears (1995) suggests achieving this through a “non-hierarchical and non-competitive workplace” (p. 7) where workers are team oriented, collaborative and group supervised. Brashears’ suggestions may bring a better flow of social work ethics and values between supervision, supervisor, supervisee, and client. For the “the values of advocacy, empowerment, and self-

determination cannot be endorsed for clients and at the same time denied by the professionals who serve them" (Karger, 1989 as cited in Brashears, 1995, p. 7).

As well, Bishop (2005) explains that moving away from hierarchical structures is difficult and identifying an "institution's structure" (p. 155) can sometimes be challenging, even when approached with a critical lens. Many times the organizational structures in place are positioned in such a way that when discovered, reveal multi-layered and intertwined patriarchal forces of control that are problematic to disassemble (Bishop, 2005). It is only when one fully understands all the premises of an organization that one can unravel its interconnectedness with social hegemony; why supervision is set up the way it is and what it is used for within the organization (Bishop)?

Social work supervision has direct impact on and is modeled in the work that is done between a social worker and a client. When the principles of social work supervision are followed, it allows the supervisee to develop into a strong practitioner or supervisor and provide a better quality of service to all clients.

Administrative Supervisory Functions

Tsui (2005) states "the dominant function of supervision is the administrative function, including staff, caseload, and organizational management" (p. 64). Dill and Bogo (2009) explain that "agencies grant supervisors authority to direct others' work and supervisors use both formal power, such as rewards, coercion, and position, as well as, informal power derived from their expert knowledge and relationships with their supervisees" (p. 88). Bogo and McKnight (2005) assert that "administrative supervision refers to case assignment, and monitoring of assessment, intervention planning, and ongoing work to assist social workers to implement agency policy and procedures and work within

the structure of the agency" (p. 51). Kadushin (1992) expands this definition describing administrative functions as focusing on the accountability and essential qualities that are displayed by a supervisor responding to the authority and power given to the supervisor by an organization in relationship to such key administrative tasks as:

> (1) staff recruitment and selection; (2) inducting and placing the worker; (3) unit work planning; (4) work assignment; (5) work delegating; (6) monitoring, reviewing, and evaluating work; (7) coordinating work; (8) acting as a channel of communication; (9) acting as an advocate; (10) administrative buffering; and (11) acting as a change agent and community liaison. (p. 46)

Through operationalizing these tasks the "supervisor evaluates the worker's performance and participates in decisions about the supervisee's career advancement and salary increases; In this capacity, the supervisor is accountable to the public to ensure that competent practice and effective service is delivered" (Gibelman & Schervish, 1997 as cited in Bogo & McKnight, 2005, p. 52). The administrative function in supervision also encompasses involvement in policy making, allocating organizational resources, and negotiating with services in the community (Austin, 1981; Kadushin, 1985; Mosley, Megginson & Pietri, 1989; Patti, 1977; 1978; 1983; Shulman, 1982; as cited in Erera & Lazar, 1994a, p. 40). Though supervisory administrative functions are reflective of an organization's needs being met, some argue that the supervisor also has some very specific administrative responsibilities to supervisees, such as: "to have space to explore and express personal distress, re-stimulation, transference or counter-transference that may be brought up by the work" (Hawkins & Shohet, 1989; as cited in Smith, 2005, para. 22); to help them better use their individual skills and specialized knowledge; and to help supervisees take

initiative with regards to organizational changes. Smith (2005) explains that in taking on this type of administrative capacity one starts looking at supervisees in a strength-based way and not a deficit type approach that organizations appear to take through the administrative function.

In reviewing the literature regarding administrative functions of supervision, it is clear that many writers focus on the duties and responsibilities that the supervisor has to the organization, as well as the public that tend to fund human service organizations (Bogo & McKinght, 2005; Erera & Lazar, 1994a, 1994b; Kadushin, 1992; Tsui, 2005). Also, it is noted that administrative functions tend to make up the majority of supervision time in bureaucratic type settings (Greenspan et al., 1994). Bogo and McKnight (2005) explain that there are different levels on the ladder of administrative accountability to the organization for social work supervisors, ranging from micro management to fairly autonomous practice. However, administrative activities of supervisors are always pointed towards meeting the agency or organizational mandates (Kadushin, 1992; Kadushin et al., 2009). The more for-profit or bureaucratic the nature of an organization, the more administrative functions appear to proverbially push out the educational functions, until there appears to be little room for the supervisors to practice them (Bogo & Mcknight, 2005; Kadushin, 1992; Kadushin et al., 2009). Overall, administrative supervision is an essential part of any organization; without it organizations would cease to exist.

Educative Supervisory Functions

Though administrative supervision is important to the running of organizations, the educative supervisory function "is widely acknowledged to be the essence of social work supervision, [and] consists in the transmission of professional knowledge and skills"

(Kadushin, 1985; Munson, 1983; as cited in Erera & Lazar, 1994, p. 40). Some authors view educative supervision as the supervision that is necessary for each individual supervisee to receive the professional development they require to realize their full potential in any field of practice (Smith, 2005; Erera & Lazar, 1994a). Smith (2005) expands on this view by adding that educational supervision includes drawing "upon data from direct firsthand observation of actual teaching, or other professional events, and involves face-to-face and other associated interactions between the observer(s) and the person(s) observed in the course of analyzing the observed professional behaviours and activities and seeking to define and/or develop next steps toward improved performance" (para. 60). "Educational supervision encompasses activities that develop the professional capacity of supervisees through teaching them knowledge and skills, and facilitating self-awareness" (Barker, 1995; Munson, 2002, as cited in Dill & Bogo, 2009, p. 88). Kadushin (1992) explains that "educational supervision is sometimes termed clinical supervision" (p. 135). The term clinical supervision includes a focus on the dynamics of the client situation, the interactions between client and worker, and the developing practice of the worker (Bernard & Goodyear, 2004; Gibelman & Schervish, 1997; Kadushin & Harkness, 2002, as cited in Dill & Bogo, 2009). Many authors explain that "these tasks are carried out on the basis of the principles of adult learning and professional socialization" (Munson, 1983, as cited in Erera & Lazar, 1994, p. 40).

Kadushin (1992) explains that educational supervision needs to focus on the supervisor's role in developing the skills of the supervisee by using the supervisor-supervisee relationship to model problem-solving behaviors. Bruce and Austin (2000) outline what Kadushin gives as the main considerations of the supervisor-supervisee association including three stages of relationship development:

> (1) establishing the structure and schedule of individual conferences, (2) serving as an impetus to self-initiated learning by modeling the use of feedback to facilitate learning, and (3) concluding the supervisory meeting by modeling the same disengaging process used with clients. (p. 90)

According to Kadushin (1992), six principles guide the process of educational supervision. We learn best: (1) "if we are highly motivated to learn" (p. 183); (2) " when we can devote most of our energies in the learning situation, to learning" (p. 186); (3) "when learning is attended by positive satisfactions – when it is successful and rewarding" (p. 190); (4) if we are actively involved in the learning process" (p. 193); (5) "if the content is meaningfully presented" (p. 194); and (6) "if the supervisor takes into consideration the supervisee's uniqueness as a learner" (p. 196). hook (2002) explains that as one places "importance on processes of dialogue and communication, in a climate of mutual respect, then the issue is not so much about us as professionals bringing about change in service users, but one in which we all mutually participate in a joint reconstruction of different viewpoints" (p. 167).

One can postulate that as the processes are given focus in an administrative and educative environment there can be a mutual exchange of beliefs and practices, which provides an environment that changes both the supervisor and the supervisee. The difficulty of performing these two functions together in an organization such as MCFD is that one may not have time to allow process to unroll, and in such a hierarchical environment, there may not be room to deconstruct the administrative barriers in a way for the educative dialogue to take place (Bishop, 2005). Overall, the supervisor needs to be in constant dialogue with the supervisee to engage the supervisee in continual development and learning to ameliorate the clinical experience. The importance of educative supervision is underscored by "evidence

that practitioners are exploring alternative modes of supervision to meet their professional needs, moving the focus away from staff and organizational concerns" (Noble & Irwin, 2009, p. 353). The social work supervisee knows that in the current neoliberal climate they must meet their own developmental, educational, professional and reflective needs outside of the workplace. Social workers are forming "communities of practice" (Noble & Irwin, 2009, p. 353) with some social workers coming together outside of the workplace to discuss their work, and at times educative supervision is purchased to facilitate the individuals' clinical needs.

Are Administrative and Educative Functions of Supervision Compatible?

Greenspan et al. (1994) revealed data that suggests supervision of social workers can be administrative, educative, or a combination of the functions. "Despite strong advocates for one position or the other there has never been a definitive resolution as to efficacy of supervisory content being administrative, clinical or a mix" (Austin,1956; Berkowitz, 1952; Gitterman & Miller, 1977; Kadushin, 1967; Leader, 1957; Pettes, 1967; Westheimer, 1977; as cited in Greenspan et al. 1994, p. 37). In reviewing the literature, one can find many debates as to whether administrative and educational supervision are compatible.

Some authors suggest that when practiced by a skillful supervisor administrative and educative supervision can be beneficial to the social worker and organization (Crea, 2010; Greenspan et al. 1994; Rauktis & Koeske, 1994; Tromski-Klingshirn, 2007). Tromski-Klingshirn and Davis (2007) found that "benefits were reported by 72.5% (n = 50) of the respondents whose supervisors served in both the clinical and administrative supervisor role" (p. 301), including to their career, ongoing learning, and profession. Greenspan et al. (1994) would also support this finding as the majority of clinicians in their study found that any type

supervision was for their own good. Even though the supervisor may experience role ambiguity and confusion, it was important for the supervisees to have someone that they could go to for answers to questions about agency policies, and help in their professional development (Tromski-Klingshirn & Davis, 2007).

Due to the differences in the administrative and educative functions of supervision (see Figure 2.), Tromski-Klingshirn and Davis (2007) explain that it is important for the supervisor to know and understand what function they are using and for what purpose they are using it for. If the clarity is not present, this can lead to confusion for the supervisee and frustration for the supervisor in conveying the proper message (Tromski-Klingshirn, 2007). Smith (2005) suggests that dual role supervisors have power coming from the agency that grants authority to the supervisor to act administratively, and power from the role as "experts in their field" (para. 39). However, Smith explains that the supervisee also has power and gives three examples of the types of power held. First, a supervisor is dependent on the information they receive to make decisions; the supervisee "by managing the flow and character of information is in a position to affect how a manager sees an issue or situation" (Smith, 2005, para. 39). Second, a supervisee may be a member of a professional community or union and able to hold the supervisor responsible for the supervisor's practice (Smith, 2005). Third, a supervisor usually has parameters and rules to follow when it comes to the use of administrative or educational functions, and the supervisee can question the supervisor's "authority" (Smith, 2005, para. 41), if it is seen that the supervisor steps out of the boundaries set by the agency or profession.

Figure 2. Administrative and Educative Supervision Cross-Comparison	
Administrative Supervision	Educative Supervision
• staff, caseload and organizational management (Tsui, 2005, p. 64) • staff recruitment and selection; • inducting and placing the worker; • unit work planning; • work assignment; • work delegating; • monitoring, reviewing, and evaluating work; • coordinating work; acting as a channel of communication; • acting as an advocate; • administrative buffering; and • acting as a change agent and community liaison (compiled from Kadushin, 1992, p. 46).	• transmission of professional knowledge and skills (Erera & Lazar, 1994a, p. 40) • time intensive • professional development of supervisee • education flowing from supervisor to supervisee to supervisor • establishing the structure and schedule of individual conferences, • serving as an impetus to self-initiated learning by modeling the use of feedback to facilitate learning, and • modeling • coaching (compiled from Kadushin, 1992 as cited in Bruce & Austin, 2000, p. 90).

Other factors that may impact the compatibility of the administrative and educative functions of supervision are the changing sociopolitical and socioeconomic climates. Noble and Irwin (2009) explain that in the past, supervision has complemented social work as a

profession. "Social work practice is underpinned by professionally defined notions of 'competent' and 'accountable' practice, and is both ethically informed and effective in addressing its particular function, purpose and goals" (Noble & Irwin, 2009, p. 346). Thus, in a utopian view, supervision was able to cover both the administrative and educative functions through a humanistic approach. Supervision was similar to the relationship between social worker and client in that it was based on a "trusting, confidential, caring, supportive and empathic experience, which sets the atmosphere for the professional work to be undertaken" (Noble & Irwin, 2009, p. 346). However, with the immersion of many social workers and the organizations in which they work into bureaucratic, hierarchical formations, supervisors in human services have been asked to take on roles that look less like a caring relationship and more like business transaction (Hasenfeld, 1992). Adams and Balfour (1998) examine the relationship of supervisors as good administrators, using the backdrop of the decaying morality in Nazi Germany; they explain the "same emphasis on method and procedure that affected the political and administrative spheres also narrowed the conception of ethics within the professionalism" (p. 168). Adams and Balfour warn that if one is an administrator and educator, as a social worker, one must be careful not to allow the administration to take over the underlying ethics and tenants of one's academic community.

Noble and Irwin (2009) found that the changing social, economic and political climate does not lend itself to the educational function of supervision, but rather to the more economically formed administrative functions. As the realm in which social work is carried out changes towards a more fiscally restrained environment, the style of supervision has followed suit. "As the social work landscape has to contend with a more conservative and fiscally restrictive environment, so too has practice supervision become more focused on

efficiency, accountability and worker performance often at the expense of professional and practice development" (Noble & Irwin, 2009, p. 345). Research also indicates that supervisors are experiencing disillusionment and despair as they struggle to effectively supervise their employees in an environment that does not provide an opportunity to critically reflect on practice situations (Noble & Irwin, 2009). Our current social, economic, and political environment does not provide a space where supervisors can easily move back and forth between the two functions, or provide a balanced approach; it seems to be creating an environment with a heavy reliance on the administrative function of supervision.

Eagly and Johannesen-Schmidt (2003) present three main supervisory styles that could either support or hinder a supervisor in the carrying out of their administrative and educative duties, and influence the mutual compatibility of these functions. Transformational leadership involves inspiring and nurturing supervisees by acting as a role model, clearly articulating future goals, mentoring and empowering (Eagly and Johannesen-Schmidt, 2003). Transactional leaders appeal to a supervisee's self-interest through exchange relationships, which involves managing, rewarding and correcting (Eagly and Johannesen-Schmidt, 2003). Lastly, laissez-faire leadership is seen as a hands-off approach, or a failure to take responsibility for the leadership and supervision of staff (Eagly and Johannesen-Schmidt, 2003). A supervisor can embody one, two, or all three of these supervisory styles; however, they may have a natural preference for one style over another. A supervisor's style preference would allow for more compatibility with one function over another. Having a supervisor with a strong preference for one style acting in a function that is outside their natural style, could increase role conflict and ambiguity for that worker and increase levels of incompatibility between the functions. Brashears (1995) contends that the managerialism that

has been imposed upon the social work model of supervision is counter to the values of the profession and increases conflict and ambiguity experienced by supervisors. Social work supervision has been severed "from the professional framework of social work practice" (Brashears, 1995, p. 5).

Disney and Stephens (1994) argue "an individual should avoid being both the administrative and the clinical supervisor. Further, they state if a supervisor is both administrative and clinical supervisor, then the supervisor should discuss potential conflicts with the supervisee" (as cited in Tromski-Klingshirn, 2006, p. 57). Other authors have explained supervisors should not assume this dual role due to the following challenges: ableism; administrators do not always make good clinical supervisors; ambiguous and conflicting roles; classism; ethical issues; power imbalances; racism; sexism; the time needed for effective administrative and educational supervision; and lastly, administrative supervisory functions have different end goals than educational functions (Bogo & McKnight, Bruce & Austin, 2000; Erera & Lazar, 1994a, 1994b; Hasenfeld, 1992; Iannello, 1992; Heugten, 2011; James, 1996; Noble & Irwin, 2009).

Ableism.

Smith, Foley, and Chaney (2008) explain that ableism "is a form of discrimination or prejudice against individuals with physical, mental, or developmental disabilities that is characterized by the belief that these individuals need to be fixed or cannot function as full members of society" (p. 304). Some issues this 'ism' brings forward to the supervisor working with MCFD are tied to the competence of the supervisor in overcoming possible assumptions that individuals with disabilities are commonly viewed as being abnormal, rather than as members of a distinct minority community (Olkin & Pledger, 2003; Reid &

Knight, 2006). Disability status has been viewed as a defect rather than a dimension of difference; as well, disability has not been widely recognized as a multicultural concern by supervisors (Olkin & Pledger, 2003). The issues surrounding supervision and ableism are diverse – from different forms of hearing, learning, and seeing to structural impacts on the physical environments one works in.

Administrators do not always make good clinical supervisor.

Greenspan et al. (1994) touched on another issue with this type of dual role – that of desire not equaling ability. One may be a strong administrator, but not have the necessary skills to be a clinician able to guide the supervisee through the needed educational functions. Nor do all clinicians make good administrators. Due to this conundrum, researchers have suggested the need for organizations to turn towards teaching administrators better clinical skills in order to be able to address educational supervisory functions with supervisees (Greenspan et al., 1994; Itshaky, 2001). As well as training clinicians to be better administrators, Itshaky (2001) explains that those human service organizations "should direct efforts towards developing training programs for their supervisors. Attention should be given to increasing the awareness of supervisors regarding their use of professionalism, confrontation, and feedback" (p. 83). However, most literature focuses on the supervisor developing educational functions to become a better clinician, whereas there is little focus on becoming a better administrator (Bogo & McKnight, 2005; Dill & Bogo, 2009; Greenspan et al., 1994; Itshaky, 2001).

Ambiguous and conflicting roles.

If administrative supervisory functions are carried out by a social work supervisor, the supervisor runs into ambiguous and conflicting roles when trying to also practice

educational supervisory functions. As an administrator, one tries to ensure that the agency's policies and mandates are being met. Within most organizations that social work supervisors practice in, administrative functions of supervision are bureaucratic in nature (Kadushin, 1992; Tsui, 2005). There is a current trend for these human service organizations to move towards neoliberal practices and ideologies; cutting the programs for staff development and corroding the services to clients receiving social services (Baines, 2004; Noble & Irwin, 2009; Tang & Peters, 2006). It appears that a conflict arises between administrative and educational roles. While carrying out the administrative functions to meet the bottom lines of the human service agencies, supervisors may resort to cutting staff and training, or ensuring case practice falls in line with the new practice of more service with less staff (Noble & Irwin, 2009). Conversely, educational functions call for more staffing, ensuring that the ethics of the profession of social work are maintained to address the issues of social justice. However, the supervisors "are also most often the professional group targeted when poor professional practices across the sector are identified in such areas as childcare and protection, mental ill health, domestic and family violence, and the treatment of refugees, asylum seekers, the elderly and people with disabilities" (Dominelli, 2002; Noble, 2004; as cited in Noble and Irwin, 2009).

Thus, we can view a steady conflict of political administrative needs colliding with educational functions. The role of the social worker supervisor is becoming more untenable as the social-political landscape changes and shifts. "This change in approach and attitude is resulting in human service work being individualized, once again, placing social work in a social control, policing and surveillance role" (Dominelli, 2002; Hugman, 2001, 2005; Ife, 2001; Jamrozik, 2001 as cited in Noble & Irwin, 2009). This is not what Kadushin (1992)

envisioned as a suitable environment to build a supervisor-supervisee relationship. As well, the principles of adult learning are not honoured in an environment where one has difficulty finding time for supervision due to higher caseloads and less staff. One's uniqueness is lost through a web of administrative policy and ideological demands.

Classism.

Baines (2004) explains the global trend of financially driven policy explaining how "demands for lower expenditures, and increased accountability have been used to justify measures including amalgamations, decentralizations, downsizing, privatization and contracting out" (p. 271). These policies directly impact the way that individuals are treated due to their income and education. George and Wilding (1989) would argue that depending on which paradigm one is looking through, one will view the impacts of the global trends differently. If one is a functionalist, the administrative focus of MCFD as a child welfare agency is seen as being developed out of the industrial revolution, and an "ongoing economic and social change in society" (George & Wilding, 1989, p. 14) that will improve organizational functionality. Conversely, looking through an anti-collectivist lens, the focus on administrative function by MCFD is an erroneous response to the globalization of the worlds markets and is part of the threat to "the economic and social well-being of a free market economy" (George & Wilding, 1989, p. 15). Or, if approaching through a conflict lens, George and Wilding could argue movement to an administrative focus is a result of compromise between the "ruling class" (p. 15) and the "oppressed" (p. 15). Through the conflict lens George and Wilding (1989) explain that government has a much more significant role in the development and changing of social welfare and how it impacts the different classes of Canadian society. It is important to note that it is not the government that

directly dictates the form of supervision that is used within MCFD. However, the political demands that are placed on the organization by the government inform that administrative tasks take the fore front, and thus resulting in less time for professional development (Noble & Irwin, 2009).

Different end goals.

The goals may be different for administrative and educational functions but they can have the same ends. Dill and Bogo (2009) explain that supervisors expressed a connection concerning the support they received from their managers and what the supervisors, "in turn, were able to give to the workers. [Supervisors] highlighted their need for managers to validate their role as clinicians, provide emotional support to them, help them balance clinical and administrative issues, and attend to their own reactions" (p. 97): this gives organizational permission for the supervisor with administrative responsibilities to take the time to provide clinical support to supervisees. One can argue that if there is not the time dedicated to the strengthening of the supervisor as a professional through educative supervision, they truly do not provide the best administrative supervision, as they become preoccupied with the idea of not being able to provide educative supervision to their own staff (Bogo & McKnight, 2005). Thus, good administrative supervision may come from good educative supervision; however good educative supervision rarely will come from administrative supervision.

Ethical issues.

Noble and Irwin (2009) suggest that it is better to not have the administrator as the supervisor. Tromski-Klingshirn and Davis (2007) refer to the code of ethics produced by the Association for Counselor Education and Supervision (ACES) that states clinical supervisors

should not be administrators, as this can run into two main ethical dilemmas (Tromski-Klingshirn & Davis, 2007). The first dilemma comes from the dual role, as this has the possibility to unintentionally cause unethical management of clientele (Tromski-Klingshirn & Davis, 2007). As previously noted, the supervisee may not reveal issues of client conflict or difficulties being experienced by the clinician in trying to service a certain client group, possibly being apprehensive of potential repercussions from the supervisor impacting one's job or professional standing (Brashears, 1995; Tromski-Klingshirn & Davis, 2007); "however, avoiding the discussion of such a problem could be harmful to the client" (Falvey, 1987; as cited in Tromski-Klingshirn & Davis, 2007). Ladany, Hill, Corbett and Nutt (1996) examined this issue and found that supervisees not disclosing issues around clinical practice were intra-related to the supervisees' perceptions of the characteristics of supervision, and the scope to which supervision fit their needs, and aided their education and development. This has direct impact on the client and is a significant ethical consideration for agencies to respond to.

The second main ethical consideration comes from the conflict between professional/educational and administrative demands. When one is a supervisor practicing dual roles one must address this conflict. Noble and Irwin (2009) outline the changing social-political landscape and discuss the impacts these neoliberal shifts have on the profession of social work:

> This retreat from a welfare state is undermining social work's mission to fight for collectivist values of social justice, to engage in critical exploration and analyses of social problems and to draw attention to the new policy agenda that is denying human and democratic rights to some sections of the community. It also prevents social

> workers from providing a strong voice demanding a fair redistribution of wealth and societal resources. (p. 350)

The ethical issue is formed through administrative functions being carried out by the supervisors who are working for organizations that have mandates to practice new policy, new agendas and politically established reductions to services, while trying to be "clinical supervisors, being the 'gatekeepers of the profession' (Bernard & Goodyear, 1998), while having the professional responsibility (ethical and legal) for the delivery of treatment by their supervisees that follows the standards of care for the profession" (Tromski-Klingshirn, 2006, p. 57). For many supervisors this may be an unsustainable position. However, the majority of supervisors in bureaucracies will have to make peace with it or move from that forum of practice (Kadushin, 1992; Tsui, 2005).

Power imbalances.

Administrative supervisory functions also provide for a power imbalance between the supervisor and supervisee. In conducting the administrative functions of staffing, monitoring, reviewing and evaluating work, a supervisor may end up conducting "administrative tasks, such as discipline and accountability, [that] may have the consequence of increasing workers resistance to open themselves up to the educational process" (Erera & Lazar, 1994a, p. 49). Tromski-Klingshorn (2006) states that "supervisees may fear disclosing potentially problematic issues they are facing with clients to the dual role clinical supervisor-administrative supervisor, fearing administrative consequences (e.g., not receiving a pay raise; being terminated from their job)" (pp. 57-58); "Thus, the performance of both worker and supervisor decreases" (Erera & Lezar, 1994a, p. 49). Supervisees and supervisors do not

always feel safe to directly address supervision-related problems, fearing negative consequences. Caspi and Read (2002) explain that:

> Such fears are well founded, as it is not uncommon for supervisors to dismiss their own role in relationship difficulties, placing the blame fully on the supervisee, frequently with negative evaluations such as, supervisee is unable to effectively use supervision, supervisee is not open to feedback, or even more serious, supervisee is oppositional, resistive to learning, and should consider that social work may not be an appropriate profession. (p. 101)

On the other hand, the supervisor may feel vulnerable to any negative input from the supervisee, as this leaves the supervisor open for criticism or even job action from their supervisor (Winofsky & Calvert, 2012). In a hierarchical and bureaucratic system, a supervisor who opens up to supervision that change is needed to address administrative issues in different formats runs into issues with procedural rules in the human service organization, and faces the same power imbalance issues with the supervisor's administrator (Mullaly, 2007; Bishop, 2005).

Racism.

Due to the nature of bureaucratic organizations, the ethical supervision of staff can be at question if administrative and educative supervision is being completed by the same supervisor. James (1996) explains that "institutional racism exists where established rules and policies reflect and produce differential treatment of various groups within organizations or institutions" (pp. 26 – 27). James goes on to say that racism is reflected in the employees in the work place. As one looks at the percentage of staff and supervisors who are racial minorities, one may find that the supervisors and managers are at a lower ratio than non–

supervisory staff. This may be due to the structures of the hierarchical organization that would need to change to remove a racist underpinning found in hiring practices, procedures and policies of the organization. Thus, a reflection and change in policy and practices may be in order if ratios of persons employed by an organization, at all levels, are not equivalent to those who are being serviced (James, 1996). Inman (2006) explains that if one is not from the client population one is servicing then "to demonstrate multicultural competence, a trainee needs not only to identify cultural factors that may affect client problems … but also integrate the impact of these factors in conceptualizing relevant strategies … when working with the client" (p.74). Inman also describes the importance of educative supervision in preventing unintentional racism:

> Supervisors' awareness, openness, and sincere attention to cultural and racial factors, guidance and explicit discussion of culture-specific issues, being vulnerable and sharing their own struggles, and providing opportunities for multicultural activities have been identified as facilitative components of a culturally responsive supervisory relationship. (p. 74)

Inman expresses that, "in addition to awareness, knowledge, skills, and other individual variables, effective working alliance can potentially affect multicultural competence" (p.82).

Sexism.

When one looks at the hierarchal structure and the patriarchal overlay of supervision in a bureaucracy, there are issues that come to the forefront with regards to sexism and the power imbalance this can bring to the supervisor – supervisee relationship (Ianello, 1992; Grant & Mills, 2006; Runté & Mills, 2006). One could argue that due to the "socio-political imperatives (e.g. Cold War ideology), embedded ideas of gender divisions" (Runté & Mills,

2006, p. 715) are still present and prevalent in our society. Issues that include advantage seeking, hierarchical competition, militaristic, misogynistic, patriarchal, and rewards systems for compliance (McDonald, 20162306 [thesis review]) are some essential discussions and ideas that may never be brought forward in supervision.

A discussion of how sexism is still pervasive in our work places is provided by Runté and Mills (2006), as follows:

> The discourse of work-family conflict that presents work and family as incommensurable spheres remains dominant in management theory. That this conflict discourse remains rooted in the social context of 50 years past should serve to emphasize a need to challenge this hegemonic paralysis. Interpretation of the past has serious consequences for the present. In the ongoing circular process of interpreting past event through present assumption, the interpreter is in effect understanding the present through the past. Present assumptions and world views, our knowledge of ourselves, are modified as a result of the questions that the past has pressed on our present understandings. (p. 715)

As a supervisor providing administrative and educative supervision, I was not always aware when sexism impacted how I carried out my supervisory duties or if I was acting in a sexist manner. I was definitely not aware of the conversations that were not happening with me due to me being a male supervisor, supervising almost exclusively female staff. I could be a great administrator and ensure everything was being accomplished: clients visited, court documents filed, reports written, and vacations logged. However, I was not aware of the pervasiveness of sexism and how it impacted me by distorting my paradigm of understanding.

For example, when I hired a staff member to into a vacant position, I hired a male. He was the first male that had been hired; before this hiring, I had hired exclusively females. Immediately, the staff questioned if he got the job because he was the only male that had applied. I and two other supervisors felt he had fairly won the competition for the position. At that time, I did not reflect on how sexism could have influenced my decision to hire him. I was the chair of the panel and the two other supervisors who were on the panel were female. I did not give it a second thought. However, over the months the staff kept on questioning him and his work, with what I thought to be too much scrutiny. He was the only male working in the field at the time. The two other female supervisors felt he was achieving appropriate levels of service. They also mentioned that their staff members, who were all female, also questioned his hiring. They explained to their staff that it was due to him being the most qualified applicant, as they were on the panel. At the time, none of us who were panel members discussed the possible influence of sexism or how one would know if had been counter-balanced. It is a silent, ever there *ism* [emphasis added] that lurks in the shadows of our minds and culture. People are subconsciously impacted by it and hardly ever discuss it (Grant and Mills, 2006; Runté & Mills, 2006). As a supervisor providing dual role supervision, I was not equipped to deal with the issue. When I discussed the issue with my supervisor, who was male, he brushed it off. I am not sure if I properly addressed the impact of sexism in supervision. However, one must at least be aware that it is there, between the conscious and subconscious, impacting how we interact with one another as supervisor and supervisee.

Time needed for effective supervision.

Administrative supervisors have hectic schedules and have less time to carry out educational functions of supervision (Falvey, 1987; as cited in Tromski-Klingshirn & Davis, 2007). The issue of not enough time comes to the forefront of supervisors taking on both administrative and clinical supervision functions. One needs only to look at the changing social services in the western hemisphere that are influenced by neoliberal ideologies to understand the strains that are put on the middle manager; the administrative supervisor (George & Wilding, 2002 as cited in Tromski-Klingshirn & Davis, 2007). Neoliberal cuts to MCFD's budget equates to less staff doing the already difficult child protection work (Tang & Peters 2006). Gustafson, Eriksson, Strandberg & Norberg (2010) address the social service field as one of the most difficult fields to work in, with a higher rate of burn out than many others. It appears that as human services and staffing are cut, concurrently, more administrative duties are moved from upper management to the supervisors (Erera & Lazar, 1994a; Noble & Irwin, 2009); slowly squeezing the time and energies that supervisors with dual roles have for clinical supervision.

Conversely, supervisors who are performing educational functions are focused on conveying, or developing, knowledge and skills to the supervisee (Brashears, 1995; Kadushin, 1992; Tsui, 2005). The essence of what the clinical social work supervisors are to focus on is the transfer of professional knowledge and skills, not the minutiae of running an agency. Tromski-Klingshirn and Davis (2007) express that "clinical supervision needs to focus on clinical issues, such as clinical case review and processing counselor–client dynamics, because it is through these clinical activities that close supervision of a supervisee's clinical skills are maintained" (p. 296). Thus, one comes to an understanding

that as more duties are heaped upon the administrative supervisor, the less time there is for educational functions to help the supervisee maneuver through the different aspects of practice (Bruce & Austin, 2000; Ezra & Lazar, 1994a; Kadushin, 1992; Smith, 2005; Tromski-Klingshirn, 2006).

Chapter Three: Research Procedures

Quandary

Some writers recommend not having the same supervisor perform administrative and educational functions and provide good arguments for this. However, they appear to leave room for the practise of the dual role supervisor, as most give proposals to mediate the two roles. It appears that they do this as the majority of human services organizations and agencies practise some form of dual role supervision. It is noted that where administrative and educational functions are practised by the same supervisor, the supervisor needs support from the agency to practise both. As well, the supervisor needs to engage in developing agreements and dialogue with the supervisee to discuss issues of ethics, power and time allotment surrounding supervision. Practising dual role supervision, intertwining the two functions together, can have some benefits when approached with the correct techniques; if not approached right, dual role supervision can be detrimental to the internal and external clients (see pages 48-63). Thus, it is important to further explore the compatibility of roles between administrative and educative supervision.

Approach

Location.

One's paradigm of thought shapes the epistemological sphere one uses to explore and discover the temporal and spiritual. Thought, language and context of a person, culture or society are all used to move forward understanding of self or others' experiences, and place them in some kind of context (Absolon & Willett, 2005). Looking inward one can "locate; we search through our memory banks and retrieve information about who we are, where we come from and our roots" (Absolon & Willett, 2005, p. 115). This allows us to be aware of

ourselves as individuals and researchers. Due to my belief that policy is used for social control, I use a "critical social theory" (Houston, 2001; Sutherland, 1990, p. 129) lens to reveal issues affecting supervision. I began my research with an extensive literature review and then pursued what Creswell (2003) describes as a "qualitative method" (p. 20) approach to my research. My paradigm of belief and all the assumptions that go with it lead me to pursue social justice through my writing and exploration of the data.

I follow the belief that one's assumptions of human behaviour, various social, economic and political processes, shape one's approach to research (Absolon & Willett, 2005). Assumptions of what one may find when researching may impact the types of questions one might ask, the data one collects and what findings one may report, or find interesting (Absolon & Willett, 2005; George and Wilding, 1989). As a researcher, I have personal underlying assumptions and lean towards certain approaches that align with my web of belief as a filter to understand the universe. My paradigm of understanding influences the type of research I produce.

Subjectivity in research.

I have chosen to use a qualitative approach/method of study because of the need to go outside the bounds of quantitative inquiry. Thompson (2002) argues that "core assumptions associated with the medical model – the objectivity of researchers and the naiveté of the researched" (p. 96) are not suitable for use outside of the quantitative sphere. Thus, I have chosen to utilize autoethnography and bring self and subjectivity into the qualitative research. Absolon and Willett (2005) argue that researchers need to bring "subjectivity, credibility, accountability, and humanity" (p. 113) to research through declaring ones assumptions and revealing one's self. I believe that supervision of staff within child welfare settings directly

impacts the type of work that is done with the most vulnerable of families, and the children who appear to remain voiceless in research. Thus, supervision in the arena of these settings is important to study. Due to supervision being confidential and records being kept in-house, there are some ethical considerations when reviewing supervision inside most organizations, and pursuing participants who have been involved with supervision. So much so, that MCFD, the human service agency I worked for, agreed to allow me to interview supervisors who were Team Leaders and Community Service Managers, only if they were able to "vet the questions and control outcomes" (Winofsky & Calvert, 2012, p. 10). MCFD contacts explained that due to the nature of the work that is done and how findings could be used for negative media campaigns against the ministry: "We do not want any negative outcomes" (Winofsky & Calvert, 2012, p. 5), stated one director. I suppose I was not surprised when I left MCFD in September 2012, and MCFD's ability to 'control' me and my research. I was no longer welcome to complete research with MCFD staff and summarily had previously granted permissions revoked. As long as I was an employee with MCFD to access interviewees.

Impacts on design and mode of research.

There are questions brought forward in articles discussing the economic costs to research and the centric view of able, adult, white funders. Does the funder or gatekeeper into the community (community being MCFD) for research want to fund studies that would lend to changing the social construct of knowledge (Absolon & Willett, 2005; Carter, 2009; Shaver, 2005; Thompson, 2002)? The desire to hold on to the social construct of knowledge reflects French-English ideology of the 1700's, which is still used for the "colonization and genocide" of the Aboriginal peoples (Absolon & Willett, 2005, p. 117). This lends to the

question: Is research into organizations like MCFD less available to move forward and away from the Euro-ethnocentric studies, or is research funding dependent on the white-centric, self-perpetuating assumptions of what is good or non-harmful research (Absolon & Willett, 2005)?

This leads to the exploration of the types of questions one would ask and the data one would collect and report. Creswell (2003) explores the idea that the one funding the research may impact the research question and the outcomes of the research. I found this with MCFD:

> I cannot believe that this organization will not allow research to better its' services. They agreed to my research and the questions were vetted, but because I am no longer an employee and they do not have control over the findings they just ended my research with them. I just do not understand why an organization would not want to improve their supervision. (Winofsky & Calvert, 2012, p. 13)

Denzin and Lincoln (2008) point out that it is a difficult time to push for change, as many "conservative regimes" (p. 3) are funding and trying to push models of quantitative research that lend to perpetuation of conservative white ideologies. As well, Creswell (2003) examines who may be the "audience" (p. 23) of the researcher, and states that this can impact the very design and thus would impact the questions and data one may collect. On the same line of thinking about audience, with different contemplations, Absolon and Willett (2005) argue that it is the understanding of one's location, and in fact location is elemental to "methodology" (p. 106) used for research. This will lead to the answers of what data one is to collect and what findings will be discussed, as the community must be involved. One of the limitations of my study is that I cannot involve the community of supervisors from MCFD directly. I argue that the research findings one may realize as interesting are attached to one's

location, as defined by Absolon and Willett (2005). As well, the researcher's compilation of past events, the epistemological understanding of the universe and one's place in it, are all screened through one's comprehension of language, culture, and social interactions and will impact what one researches and reports.

Research positionality.

I am a person of many peoples, cultures, and memories flowing through my soul and yet I have not found one specifically that I am more attached to than the other. I find if I share my roots, I often am judged by many as not upholding one end or another of the cultural contract. In my formative years I was raised in poverty in a Euro-centric home. I was instilled with a belief that education is important; through the lack of any of my extended family members completing education past grade twelve. My father had a series of strokes when I was 16 years old and started a struggle with dementia for the next twenty five years of his life. My mother was a caregiver for him up until he passed away on December 10, 2011. Some of my uncles and aunties tell me stories of residential school and I see the effects upon them and their children. I remember my uncles hiding in our home from the police and from gang members who wanted them dead; some have died in prison, some still live still in poverty.

I am a husband to an amazing woman and father to three children through which I find great fulfillment and much joy. I have a strong desire and belief in the need for social justice, as well as critical analysis of social policy pertaining to child welfare and the lives of children. I suppose I have under-pinning beliefs regarding some aspects of social programs that George and Wilding (1989) reveal through their discussion of how neo-liberal and neo-

conservative ideologies use social programs for the "control of proletariat by the bourgeoisie" (p. 14) and upper class.

Due to my underlying assumptions of social injustice and social policy being used for social control, I would lean towards a "critical social theory approach" (Sutherland, 1990, p. 129) to research, however, my Euro-centric influences also lend to a retrospective historical analysis. I believe this approach would allow me to make peace with the different voices of historical significance that keep calling to me to honour them through locating myself (Absolon & Willett, 2005).

I must confess: I am a male and worked as an able-bodied supervisor with the Public Service of British Columbia, carrying out dual role supervision – being both administrator and educator as a child protection integrated team leader for six years.

Methodology

I set out to complete a study with regards to supervision in social work settings. I was moved by my location towards an autoethnographic approach, mixed with a retrospective historical record comparison. I follow that "autoethnography is a genre of writing and research that connects the personal to the cultural, placing the self within the social context" (Chang, 2008, p. 181). Autoethnography is a relatively new approach to research in the world of academia (Chang, 2008 & Witkin, 2014). Though I place the explanation of autoethnography under the heading of methodology it does not quite fit. Witkin (2014) gives his view, "autoethnography is not a variant of conventional research; rather it resides in the interstices between research and literature" (p. 3).

I completed my study using autoethnographic approaches through having myself interviewed, with names and identifying information of participants remaining confidential

and protected. This type of qualitative interview method that was completed for my study removed personal and identifying information, and is stored in a locked cabinet for one year after the thesis defense is complete, and then the interview will be shredded. My vulnerability comes from my being a previous team leader and supervisor colleague for the part of the population I am studying. I am a researcher and autoethnographer and historiographer. Some supervisors may see me as an insider and not want information about them shared, as Shaver (2005) has discussed. However, others may show suspicion and see me as an outsider and may not trust my espoused reasons for this study. To this end, I have no nefarious reasons for completing this look into supervision; however, I hold to the reason for this study, and that is to try to improve praxis for all supervisors and service to all external clients.

I will pursue a qualitative method approach to my research. I used an autoethnographic approach:

> Back and forth autoethnographers gaze . . . focusing outward on social and cultural aspects of their personal experience; then, inward, exposing a vulnerable self that is moved by and may move through, refract, and resist cultural interpretations. As they zoom backward and forward, inward and outward, distinctions between personal and cultural become blurred, sometimes beyond distinct recognition. (Ellis, 2004, pp. 37-38)

I utilized the interview of myself to ensure that I used my voice to move between being a supervisor, which is subjective in nature, mixed with that of a researcher. I leaned on Chang's (2008) promotion of autoethnography, mixing "cultural analysis and interpretation with narrative details. It follows the anthropological and social scientific inquiry approach

rather than descriptive or performative storytelling. That is…stories of autoethnographers to be reflected upon, analyzed, and interpreted within their broader social context" (p. 46).

I will peel back the layers of MCFD culture to reveal the inside of an organization that is very protective of internal practices. I present four basic criteria that make me an insider expert on supervision in MCFD: (1) I have experienced supervision from supervisors within MCFD; (2) at the time of the supervision I was employed by MCFD; (3) I also received supervision from what I would name clinical supervisors outside of MCFD while employed by MCFD; and (4) I was a supervisor within MCFD (Shaver, 2005). Through my autoethnographic voice, I will compare the results of my interview with other researcher's findings, and will complete a focused cross-historical review.

Autoethnography

How do I ensure that I stay true to autoethnography? That is the question I have asked myself many times throughout the preparation of my thesis. Chang (2008) argues "autoethnography should be ethnographic in its methodological orientation, cultural in its interpretive orientation, and autobiographical in its content" (p. 48). As an ethnographer collects data by observing and writing about it, so to the autoethnographer records what is observed. Duckart (as cited in Chang, 2008) explains that "self is a subject to look into and a lens to look through to gain an understanding of societal culture" (p. 49). Though I give my story and my understanding of that story, my story is "framed in the context of the bigger story, a story of the society [supervision in a human service organization] to make autoethnography, ethnographic" (p. 49). Chang explains, "like ethnography, autoethnography pursues the ultimate goal of cultural understanding underlying autobiographical experiences" (p. 49). Overall, autoethnographers:

> Undergo the usual ethnographic research process of data collection, data analysis/interpretation, and report writing. They collect field data by means of participation, observation, interview and document review; verify data by triangulating sources and contents from multiple origins; analyze and interpret data to decipher the cultural meanings of events, behaviours and thoughts; and write ethnography. Like ethnographers, autoethnographers are expected to treat their autobiographical data with critical, analytical, and interpretive eyes to detect cultural undertones of what is recalled, observed and told. At the end of a thorough self-examination in its cultural context, autoethnographers hope to gain a cultural understanding of self and others directly and indirectly connected to self. (p. 49)

Witkin (2014) gives six shared characteristics as to what the reader may expect when interacting with the text in an autoethnography. First, Witkin (2014) explains that it is a "story, a narrative" (p. 3) that allows the researcher/autoethnographer to, "explore the historically and culturally embedded social processes that help explain particular understanding and actions of the author/subject in relation to some significant experience, event, or understanding" (p. 3). For example, as a supervisor I have experienced being a supervisor. I have historical understanding of my supervisory experience. I sometimes acted in ways that I feel were in conflict and even contrary to beliefs. Through autoethnography, I was able to explore and understand the embedded social processes that impact me as a supervisor in a child welfare setting. Autoethnography is so much more then interviews or crunching numbers – it allows the reader to engage with the study in vivid ways, that other types of research do not allow for (Chang, 2008; Witkin, 2014).

This engagement is done through what Witkin (2014) identifies as the second trait of an autoethnography:

> It is written as a dialogue. Autoethnography uses a variety of literary conventions to explore its subject matter and communicate in ways that will give readers a sense of the author's experience. Dialogue, poetry, prose, imagery and so on are all possible tools that an autoethnographer may employ. Descriptions tend to be multilayered and the writing evocative. Pragmatism is the guide: how to communicate the lived experience of the author/subject in ways that will help the readers gain sense of that experience. (p. 3)

Examples of dialogue I share in these writings are my exchanges with one of my supervisors from MCFD. My writing and explanation of my experience as a supervisor evoked visceral feeling within this supervisor, who then asked me to take out parts of my writing, so as to not invoke these types of feelings. I of course suggested that it would be better to leave those experiences in the thesis to help other readers understand the experience of being a supervisor. So, I left them in the thesis and explained that I would not take them out. I believe that Chang (2008) would agree:

> That those with power are frequently least aware of or at least willing to acknowledge its existence as well as their role in maintaining inequitable social and cultural capital that leads to student marginalization (Delpit, 1995; Stanton-Slazar, 1997, 2001). In fact, Paulo Freire (1985) would say that, because of privilege, dominant cultural members actually resist change toward equity. Therefore it is highly appropriate that an autoethnographic approach is utilized. (p. 181)

The third format autoethnography takes, “I am both the main character in the story and its narrator. It is my experience that is center stage. At the same time, that experience is not isolated; it occurs within a social and cultural context” (Witkin, 2014, p. 3).

Fourth, Witkin (2014) explains the connection that forms between the autoethnographer, the audience and the words written. Witkin focuses on the importance of how, “authors interact with readers through the text, evoking varied reactions in which interpretation is encouraged and multiple meanings are welcome” (p. 4).

The fifth aspect is tied to the forth and is why readers become more connected with the texts written in an autoethnographical style: “Authors, talk not only about their experience but from it” (Witkin. 2014, p. 4). This allows for a richness and depth that would otherwise be difficult to achieve if the author was not brining both views of self and conversation about self in any given experience. I believe to be honest with the research and the reader one must reveal self and give explanation of one’s experience (Denzin & Lincoln, 2008).

Lastly, my autoethnography may reveal my truth and understanding at this time; however, “it is not about discovering truth in an absolute sense but about enriching understanding” (Witkin, 2014, p. 4). In this sixth point Witkin goes on to explain that as we travel down the path of understanding, that which has been written, we can go layer after layer and discover more profound meanings. Here the writer and the reader are able to experience the text through each’s own lived experience. I believe that autoethnography is a voice that has not been used much in the exploration of supervision in a bureaucratic organization like MCFD.

Limitations

Some argue that autoethnography has limitations in not being able to be validated or generalizable. In using an autoethnographic voice I must be aware of these possible issues. I will attempt to overcome these limitations with the use of past studies to triangulate findings for validity and generalizability of the study. As well, to explore other supervisor's comments and discussions as viewed through my paradigmatic historical approach. Kimpson (2005) illuminates why it is important to use this form of research: "Autobiographical narratives also create an opportunity for us to construct ourselves and our research in ways that may be of methodological and political interest to others struggling with alternate forms of representation of the lives of marginalized people" (p.73).

Duncan (2004) explains that in establishing the quality of an autoethnographic study one should address "six key issues regarding the legitimacy and representation" (p. 8) of one's research. They are "issues related to study boundaries, instrumental utility, construct validity, external validity, reliability, and scholarship" (Duncan, 2004, p. 8). One should address these areas due to the partiality for different forms of research that have a more pointed focus on quantitative methods and less value for "inner knowing" (Duncan, 2004, p. 8). Also, I will use this approach because I am using "predetermined criteria relevant", (Guest, Bunce & Johnson, 2006, p. 61) to one experiencing supervision within MCFD. Another reason for using this approach is that I already know at the "outset of the study" (Koerber & McMichael, 2009, p. 465) I want to study the BC child welfare supervisors' experiences, and understanding of administrative and educative functions of supervision. This is a very specific group. Due to the closed door approach of MCFD, I was not able to approach any of their current staff to find those participants who would lend to an

appropriate section "of participants who possess certain traits" (Koerber & McMichael, 2009, p. 464); specifically, people who are supervisors with MCFD. However, I drew on my six years of experiences with supervisor colleagues. I also was able to draw on my 12 years of experience being supervised inside MCFD, and some supervisors who no longer work for MCFD, that have shared their experiences regarding dual role supervision.

I took into account my research positionality (see pp. 69-70) when choosing methods of researching the compatibility of administrative and educative functions of supervision. Within MCFD, supervisors are mandated to carry out the dual role. However, this does not stop some supervisors from connecting with a person outside of the organization to obtain educative supervision (Winofsky & Calvert, 2012). I used the autoethnographic voice as Chang (2008) explains:

> First, you can investigate yourself as a main character and others as supporting actors in your life story. Second, you can include others as co-participants or co-informants in your study. Third, you can study others as the primary focus, yet also as an entry to your world. (p. 65)

Though I am studying others and using others as co-participants, this is done through historical review of my personal records, and some contemporary discussions with those who were supervisors within MCFD. I was more able to bring forward my voice as not only researcher, but myself as supervisor: One who has experienced dual role supervision and one that also engages in providing dual role supervision. As well, the autoethnographical purview brings rich dialogue between other studies that I reference. The third example that Chang outlines, is the primary format I use of autoethnography – focusing on myself by another, through the interview of myself, and using this as an entry into my world. This allows for not

only my insights to be revealed, but also my failures and learning points to be more honestly explored.

Data Analysis

The qualitative data was collected by two different digital recording devices and transcribed by myself. The interview was semi structured with an open ended format to the questions. With my voice being the main focus of this study, I ensured that other voices are heard through previously completed research on supervision inside human service organizations, and through use of personal communications with presently practicing and past supervisors, as well as my personal journals. This allows for more validity and generalizability (Collingridge & Gantt, 2008, p. 391-392). I also give my voice to the research to provide more richness and context.

With regards to qualitative research, Collingridge and Gantt (2008) define validity as being similar to quantitative research, in that both aspire to have defensible ends, ones that can be measured. More clearly defined: “measuring what one purports to measure in qualitative research means selecting an appropriate method for a given question and applying that method in a coherent, justifiable, and rigorous manner” (p. 391). I believe that I have chosen the right methods for the research I wish to complete. As well, I use Wolcott’s (1994) guides for interviewing to help produce a valid result. Valid in so far that I ensure I record accurately and am candid in my findings, that I report fully. I believe, as does Heidegger (1962), that “humans are embedded in their world to such an extent that subjective experiences are inextricably linked with social, cultural, and political contexts” (Lopez & Willis, 2004, p. 729).

Summary

Within this context, I must be aware of the reason I picked this research for a thesis. The type of phenomena I will collect; the impact I have on the data collection and the themes I observe in the data. Mullaly (1997) suggests that, "social work is not politically neutral; it is a political act or practice: If it does nothing politically it has removed itself as a force for change, which in effect supports the status quo" (p. 196). My research is political and has a political end: to suggest approaches that should be followed to ensure that social work supervisees, whether the frontline staff, Team Leader, manager, or director, receives the needed supervision to move supervisees towards increasingly effective client support, and to strengthen the profession of social work (McDonald, 20162306 [thesis review]). Since supervision in child welfare is connected to the work done with children and families, I hope that my thesis will be able to provide some information that will help in the supervision processes that will benefit the outcomes for children involved in the child welfare system.

Chapter Four: Findings

> "Be not afraid of greatness: some are born great, some achieve greatness and some have greatness thrust upon them" (Shakespeare, Act II, Scene V, as documented by Alchin, 2012).

The Plan of the Study

I completed a search of 102 different records regarding supervision in social services with particular attention to supervision in social work including: essays, interviews, journals, reviews and texts. As well, I had a colleague interview me as a social work supervisor and used my personal journals to extract data. The data collected from my discussions with colleagues, journaling, personal interview, and literature review converged at three different junctures: 1. Impacts on internal clients including burnout, concerns about supervision by the supervisee and supervisor, job satisfaction and length of employment; 2. Influences on external clients encompassing connection with the agency and outcomes for the client, length of participation with agency, and satisfaction with involvement of the organization; 3. Effects on the organization comprising of effectiveness in meeting its mandate, human services, organizational intelligence, and public perception.

Impacts on internal clients.

As all social workers practising in an agency are internal clients to that agency, it is important to understand the impacts that administrative and educative supervision can have on us. Riolli and Savicki (2006) explore how supervision, among other things, influences the practitioner experiencing stressful events: organizational change, for instance, that happens in every human service organization, and how that change correlates with burnout.

Burnout.

When I first started in the field of child welfare, I thought that the burnout rate would not be that high. What I found was many people left on sick leave first and then many just left for other social work jobs. It was interesting to me that when people left they were sometimes labelled by those who stayed as not tough enough (Calvert, 20101412 [personal journal]). There were an increasing number of sick leaves when major changes or staffing shortages happened in MCFD. There was a white paper that came out internally to direct supervisors to manage social workers every minute of the day (Calvert, 20111509 [personal journal]). This was yet one more administrative task that in turn took away more of the time for educative supervision.

Over the 12 years I worked with MCFD the change was constant: new directives, new formats, new computer databases, new measures, and yet the work of child welfare had to go on. I reviewed my journal and found that in six years as a supervisor in an office of approximately 20 social workers and three supervisors, I hired, or was a part of hiring, 15 new social workers. At times the office had more new social workers than senior practitioners to train the new. There was a tremendous amount of turnover and burnout of frontline staff. The focus seemed to be on trying to get through the change as an organization, with administrative supervision being prominently carried out with very little educative supervision.

As well, there were times while I was supervising at MCFD where pressures to downsize the work force to cut overall costs, by not hiring enough staff to complete the work, increased the staff burnout. My supervisor colleague expressed that she felt that all she was doing was administrating: “I am not doing some of the important things for my staff

anymore" (Calvert, 20101220 [personal journal], meaning that she was not able to be there in an educative capacity for her staff. I found that many times, while going through the staffing changes, there appeared to only be time for administrative tasks. The time for education was taken up, by me as a supervisor trying to learn the new forms, procedures, tools, and myriad of other issues that went along with the change processes that were happening within MCFD.

I remember going for a walk with a manager when I was a new social worker, and him telling me and another colleague that off the record, the organization knew that staffing levels were too low for the amount of work that needed to be done. He referenced studies done by the National Associations for Social Work in Canada and the United States that spoke to 15-18 cases being the appropriate case load sizes for child welfare. Tittle (2002) explains:

> the per caseworker caseload size for family foster care should be between 12 and 15 children, depending upon the level of service required for each child. Factors to be considered in determining appropriate caseload size include: the complexity of the needs of the child and family, the level of competency of the worker, the functions assigned and the time required for activities related to the case, and the geographic area served. (p. 5)

Though there were times that caseloads were within this mandate, these were few and far between. Caseload sizes were usually smaller for most beginning practitioners. However, over six months, the caseload sizes ramped up to well over 25 and then over the next six months could be as high as 40.

At this particular time I was outraged that the organization that hired me knew this and was yet not being responsible. I thought it was unconscionable to allow the workers to

drown like we were at that time. As I reflect on this, I feel sad for the families who did not experience good practice. How could they when the social worker is being drowned in their work? The really great administrators get by, but the families suffer through a practise that is basically managing a fire that can never be put out. A picture comes to mind of a fire-pit with social workers trying to put out the flames by silently crying over the fire. I have even seen caseloads as high as 70+ cases. The highest caseloads are as rare as the caseloads that are 12-15 in size. I found that as I supervised new social workers that had caseloads within these guidelines of size, they usually were very successful and discussed feelings of success and accomplishment. They also voiced feelings of guilt as it appeared to them that their colleagues were struggling and they wanted to do more.

As I was forced to administer and increase the caseloads, I found that there was less happiness and satisfaction with the job. I was not happy as a supervisor having to assign more work. I was outraged that there was not enough staff to do the work. I had a director with the audacity to come to our office and tell me and my staff that we were well within the guidelines the ministry placed, when each of my staff had forty plus cases. I remember sitting there thinking you have to be crazy and so out of touch to believe that good work can be done with this many files. My supervisor colleagues and I were told in private meetings by the director that we had to drink the organizational Kool-Aid and sell it to the staff. The director and manager lost my respect. I suppose I also lost some self-respect, because I then took that Kool-Aid and drank the bitter cup and told the staff in individual supervision and team meetings that we would get through this and this is normal. Around the time of the end of my second course for my Master of Social Work (April 2011), I stopped drinking the

Kool-Aid, and started to become disgusted about the situation. I then saw the toxicity for what it was and had to seriously change my practise as a social worker.

A study "found that stressors such as lack of resources and day-to-day hassles, including dealing with administration, are viewed as less stressful if supervisory practices were perceived as more supportive" (Snelgrove and Phil as cited in Riolli & Savicki, 2006, p. 355). As more administrative work needed to be done with social workers with high caseloads, there was less time for me to give clinical or educative supervision. Thus, if there is less time to give that clinical type supervision that will educate and develop the practitioner's ability to deal with change, there is more stress, which also correlates to increase of burnout (Newell & MacNeil, 2010; Smullens, 2012). Most of the time, I was an administrator trying to ensure that all of my staff was taking care of the business processes, and due to workload and number of cases, I had little to no time to do the needed educative supervision. So even though I as a supervisor knew that I should be providing educative supervision, most of the time I found that one does not have the time (Erera & Lazar, 1994a; Noble & Irwin, 2009).

I worked in a region of MCFD as a new social worker that very much pushed the importance of clinical supervision, and created an internal document that all supervisors were to use as a guide, though the type of supervision I received was mostly focused on administrative tasks. I remember asking to talk about some of the issues I was experiencing and my supervisor telling me I just had to toughen up. She explained that if I did not do so I would not last in the profession. I thought, I cannot be weak, I must be tough. I am not going to be like the weak ones that burnout. I was not going to face that shame. When I reflect back on this today, I think what a sick message to give new social workers. I remember as a new

supervisor I moved to a new region where this emphasis on educative supervision was not in place. I was receiving the same type of supervision, just without the hypocritical backdrop. So I introduced the supervision document to the new region through my supervisor, and it was adopted with some minor changes. However, I found that a document in and of itself does not create culture or space for educative supervision. I foolishly thought that the introduction of the document might equate to more supervisors. It did not and instead there was this new demand by paper only that clinical supervision take place; even though the leadership team knew there were not proper resources to carry it out. I was upset with this and discussed this with my supervisor when the directive first came out in the region.

Another cause of burnout can be an acute event happening, such as: a client physically or verbally attacking a worker, death of a client or co-worker, organizational audit of work, media attention, or other such factors. All of these happened to me in my career as a social worker; however, only one really pushed me to the area where I was burnt out. I recalled in my interview:

> I had a really bad experience with a child death. I didn't get any clinical support, it was all administrative. [The manager asked] Did you do this? Where [is] our liabilities? I mean everything came out in the end, fine. But, I was devastated at my first child death. I was just destroyed. Mostly emotionally destroyed and I didn't really recover from that for about a year and what happened to me is after three months … the trauma kept building inside and I just crashed. (Winofsky & Calvert, 2012, p. 6)

The most difficult part about the burnout I experienced was I had no educative supervision after the death of the child. It was all administrative, to the point that the director of child

welfare in the area I worked, knew about the death in the morning and never bothered to call me. It was me, phoning my manager when the coroner came into my office, in the late afternoon, to notify me that a child had died on one of my staff's caseload. After the coroner left my office, I remember falling to my knees and crying while leaning on my desk. I was afraid I had missed something to cause a child's death. I was afraid I would be fired and not able to support my family. I did not know who to trust with these fears. I did not know who to reach out to for guidance. It was crushing. I was upset that the director never called me. The shear absurdity of the situation still baffles me. There was no educative supervision to guide me through this situation, to be able to move through a significant event like this. This event and my lack of guidance was a leading cause of me burning out. This burnout was preventable. Through my observation, after burning out, my experience led me to distrust managers in the organization. My experience follows:

> That's all they wanted to hear, was that it was 'your' fault, you crashed, this is your fault that things aren't going well and you need to fix it! [My manager said], "If you get through this you can get through anything!" Sure, if you get through that, you can get through anything, because you have not supported me in any way! And when I had somebody … come into my office and yell at me saying that I needed to, "shape up or ship out. It was one of the managers", I said, "look, get out of my office. I don't want this kind of support, this isn't support. I am supposed to be getting support from you?" I said, "I would never treat my staff like this and here you are treating me like this". So they stopped. (Winofsky & Calvert, 2012, p. 6)

In all of the experience as a supervisor, I was never educated on how to deal with child deaths from an internal supervisor. Nor did the organization ever take any responsibility for

any of the supervisors and social workers I watched burnout from *secondary traumatic stress* (STS) (Bell, Kulkarni, & Dalton, 2003; Meyers & Cornille, 2002; Nelson-Gardell & Harris, 2003). There were many. Some recovered and others did not. I went to an outside source to get proper educative supervision with regards to situations of STS I experienced. Even going to outside sources did not fix the frustration I had that MCFD refused to deal with this issue in a pragmatic way. Bride and Jones (2006) explain that to not give proper clinical supervision to supervisee's who have experienced STS leads to destructive behaviours and burnout of the employee. If an organization does not address these compounding factors this becomes an egregious violation of an organizations obligation to provide safe working conditions for an employee. Over all, "the organization must recognize secondary traumatic stress as a natural consequence of providing services to traumatized [external] clients, rather than as a deficiency on the part of the worker" (Bride & Jones, 2006, p. 39). If an organization fails to do so, supervision is not given the time required to provide educative supervision for the supervisees. Bride and Jones also explain that supervisors, who followed up the educative supervision with actions, rather than just being verbally clinical, reduced the impact of STS on their staff. I decided that I would always ensure that I had the clinical support I needed – that not having clinical support was out of the question. If the organization was not providing it, I would get it myself. As I reviewed the literature, it was clear that both administrative and educational functions, when practiced, can result in good outcomes for internal and external clients (Bruce & Austin, 2000; Ezera & Lazar, 1994a; Kadushin, 1992; Smith, 2005; Tromski-Klingshirn, 2006). For me, I had better outcomes when I received educative supervision and I believe that my staff had better supervision when I provided educative supervision – this all leads to better outcomes for all clients.

Concerns about the supervision by the supervisee and supervisor.

Many social workers have concerns about those that are supervising them, and if they will experience the needed levels of administrative and educative supervision. I found that supervisors also run into issues discussed in the literature review: such as ableism, ethical issues, power imbalances, racism and sexism.

In working with a staff member who had a disability, I found that I could not always give the educative supervision that the staff member needed. They were a new child protection worker and experienced some of the same issues in the field as other staff. However, they also experienced different issues that as an administrator, I was not able to give guidance. Thus, the staff member became more and more frustrated with the issues and eventually left the ministry. I remember being very frustrated with the situation. I asked for support and was given none by my supervisor. The staff member struggled because they were treated just like everyone else and there were no accommodations made. Nor did I really understand what accommodations needed to be made for the employee's success. I felt helpless, just watching the staff member go through the situations they went through.

Until the administrative supervisor has an intimate understanding on a particular ableism dynamic that an employee may be experiencing, it may be better for that supervisee to receive educative supervision from one who can guide the employee up to and through the issues one may face when confronted with ableism. As well, the supervisor should become educated with regards to the specific issues the supervisee is facing (Olkin & Pledger, 2003; Reid & Knight, 2006). I was not able to receive education around the disability so was not able to give proper supervision, which resulted in the person leaving. I never discussed in supervision my feelings of inadequacy; as here I was a supervisor with MCFD, servicing

clients, some of whom are struggling with the same issues surrounding ableism as my staff member, and I could not even help my staff member. How could I really teach my staff or train my staff to give appropriate service, when I could not even help one of our own?

Another finding is that ethical dilemmas can also impact the level of trust one has in their organization. My colleague received a deserved promotion and became responsible for an audit her last three years of work for the same unit she was supervising (she was auditing her own work), as well as my unit. When the audit was being done, I brought forward my objection and the obvious ethical dilemma. Not only had my supervisor, but my supervisor's supervisor, stated they had no issue with this and that I should not worry about it. I remember being very upset that as social workers they were just pushing this issue aside. The questions I had were many: with such a clear ethical issue present, what else were they not worried about? Could I trust them? Should I trust them? Can I trust the organization? I know that I never trusted my supervisor or their supervisor from that moment on. I want to note that my unit passed the audit and actually did very well. As well, my colleague was an excellent supervisor and her team's work really was not in question. However, the optic was bad, and left many questioning the audit.

The first time I was introduced to budget cuts I was a social worker who had worked for MCFD for two years. I was working in southeastern British Columbia (BC) and I remember the manager coming to my office and explaining to me that I may be cut. However, he explained that he would do everything in his power to try and not have that happen. There were several of us in this position. The previous year, I had relocated to this part of BC with my spouse and our two very young children. I had a new mortgage and remember thinking the world was crashing down around me. I needed to talk to somebody

about the stress this caused in my life, to discuss with someone about how this was affecting me. I remember sitting in my supervisor's office and hearing the words "do not worry about this Adam, they never actually lay anyone off" (Calvert, 20020412 [personal journal]). This was all the guidance given. With the possible staff cuts, there were hiring freezes. We already had two positions in a small office that had not been hired. We had to manage large caseloads with less staff. At the time, other staff relocated and changed professions, which allowed me to stay.

It was at this time that I experienced a very traumatic event while working with a family. The father tried physically attacking me because I would not remove a child from his partner; instead I made a safety plan. It was an after-hours callout, I had two years of experience and the man was very intoxicated with crystal meth. I remember him running at me with rage in his eyes, screaming, I am going to kill you! I am going to kill you and your family! The only thing that stopped him from attacking me was the police officer who tackled him. His son (14 years old) was with him and started kicking the police officer. I just remember everything slowing down. I had a baby in one arm and the room filled with pepper spray, then the room flooded with police. I ran out of the home with the child and was shaking. At that moment I was shaking, then went numb and called the after-hours support line. I had the immediate support of an after-hours supervisor by phone. I finished the safety planning and sent mom, child and a sober relative on their way. The police brought out the man who was still telling me he was going to kill me and my family.

My supervisor did not provide clinical support to me; they were very focused on the administration of the office and the child welfare work that needed to be done. The kind of supervision I received was to tell me stories of similar events, and telling me I would be fine

in a few days. As well, the ministry would get a restraining order on the man. I recorded: "today I was scanning a parking lot like a secret service agent, getting my children and wife into the car, then I stopped and thought, what in the hell am I doing" (Calvert, 20021512 [personal journal]). Here I was being hypervigilant because I subconsciously thought that this man was going to come and kill me and my family. I know what I was thinking because I accessed counselling services myself. The services were available through the Public Service. I was so upset that my supervisor never referred me; the whole first appointment was about me being upset with the ministry's lack of clinical guidance. I remember the counsellor saying something along the lines of, maybe you want to find a new profession; it does not sound very healthy there.

Ten years later as a supervisor I was faced with similar issues that my manager had discussed with me. I had to discuss with new staff the possibilities of cuts, and that we would not be able to hire for vacant positions. Even with the promises I made to myself to always make sure I had time to give my staff the clinical supervision they needed, I found myself directing them to external supervision through Family Assistance Programs (FAP) (Winofsky & Calvert, 2012). I was stuck in the ethical dilemma at the time, whether to take the time needed to properly supervise the staff with clinical supervision, and let the administrative supervision lapse. The lapse would affect the external clients needing service and it would probably affect my employment if any issues arose. I felt entrapped by the ministry. With staff stressed and traumatized from possible layoffs, the external clients suffered due to staff making administrative errors in service. The administrative errors impacted the rest of the staff, as well as my possible employment, if anything major arose (Calvert, 20112704 [personal journal]).

The staff started to turn on each other and fight amongst each other. This was an office- wide phenomenon. As supervisors, my colleagues and I started turning on one another, we were not as congenial with each other. We requested that our supervisor come down to help us. Instead they sent a middle person to try to help us. I remember all three of us as team leaders became very upset with this and this actually banded us together. My thinking at the time was if my supervisor was not going to help us then we needed to help ourselves. So we as supervisors started to meet together regularly.

I did not have the time that was needed to give my staff the educative supervision that would allow them a smoother ride on the very up and down rollercoaster of emotions one can face at a time of change. My solution at the time was to direct staff to FAP for direction. Csiernik and Csiernik (2012) state that FAPs, who are private contractors, is one way government organizations increase or keep employees fit, healthy, and able to cope with personal problems. Csiernik and Csiernik (2012) believe that it is very important to have FAPs in place as an effective means to promote health in the work place. My experience with MCFD was clear: that the executives and managers were turning to FAPs more and more to deal with the emotional and physical stress of their employees. For me, this was pushing employees to outside educative supervision, while I maintained the administrative supervision. At the time, I did not have the knowledge, nor did I have the strength to challenge the institution. I felt trapped between good ethics and no support from the agency. I still felt responsibility for my staff and knew that some would be going through enormous stress. I again felt helpless and did not know where to turn for real support. One of the team leader colleagues would always go behind my back and talk about me with my supervisor. I felt alone in a very difficult position.

Job Satisfaction.

As a supervisor with MCFD, I was part of many exit interviews, including my own. One of the main recurring themes was how supervision impacted job satisfaction: when the staff member was receiving administrative and educative or clinical supervision on a regular basis, that staff member stayed longer with the ministry. However, if the clinical supervision was absent the staff member was not as satisfied with the job and left sooner. The reason I left southeastern British Columbia was not the supervision. We had relatively smaller caseloads at the time and the last supervisor I had:

> Was an amazing supervisor. He made sure that all pieces were done; he ensured the clinical pieces were done and all the administrative pieces were done. He had a good balance: life, family, work. I said to myself, 'I haven't seen supervisors like this yet and I'm going to be that way. That is how I want to supervise, I want to move out of the everyday working, I want to be like him. (Winofsky & Calvert, 2012, p. 4)

Collins-Camargo, Sullivan, Washeck, and Sundet (2009), while studying the revamping of social work supervision in the state of Missouri of the United States, found that many studies support supervision being highly correlated with job satisfaction and the length of stay at an institution:

> Using structural equation modeling, Landsman (2001) found that that supervisory support was a positive correlate of job satisfaction, which, in turn, was linked to occupational and organizational commitment and intent to remain employed in child welfare. Organizational commitment was in turn the strongest predictor of intent to stay in the child welfare agency. Similarly, Ellett, Ellett, and Rugutt (2003) found professional support and the quality of supervision and leadership to be positively

> correlated with [intent to remain employed] IRE. Three dimensions of general job satisfaction (organizational structure, client responsibilities, and co-worker/supervisor relations) were also positively correlated with the IRE measure. Westbrook (2006) showed that the strongest single organizational culture correlate of IRE was a measure of supervisory support followed closely by administrative support and organizational ethos. Yankeelov et al. (2009) found that child welfare workers who felt attached to their supervisors and received guidance from them were more likely to remain with the agency. These related findings suggest that the initiative described herein is grounded theoretically and empirically. (p. 102)

The connection between job satisfaction and both administrative and educative supervision shows the need to have both types of supervision available to the staff of the organization. If there is something that is such a predicator to staying or leaving a human service organization, an organization may want to ensure they pay attention to supervision within it. I find that some effort is put forward into training new supervisors: I received one week of training and a second week two years later (Calvert, 20120505 [personal journal]). However, there was a strong need for a great deal more training on how to carry out the clinical or educative pieces of supervision. I found that I eventually left child welfare for what I hoped would be a place where I would get better supervision. I left as I gained more understanding of the importance of educative supervision and the lack of this type of supervision; both that I was able to give, and that which I received. Bride and Jones (2006) explain that the supervisee who receives higher quality supervision from a supervisor will be less stressed, more connected to the supervisor, and to the organization.

As I started taking courses and learning outside of the organization I started to see how sick the situation was inside of the organization. There were managers and directors who knew that MCFD was understaffed and would express to the supervisors that the message to the staff was everything is okay; caseloads of 35-45 were the norm and you just had to be able to do the work. If you could not manage an unmanageable caseload, then you would be dealt with administratively. Evidence secured through your supervision meetings could show that you could not manage the caseload and you as the employee may be fired. It felt that free overtime was required, because MCFD can only pay for limited overtime and clients needed service. MCFD knows the caseload is unmanageable within the given hours, but you have to manage it. As a supervisor I could not conscionably continue with the message. I was ashamed that I had let myself let go of the ethics of social work and had rationalized my way through it.

Mullaly (2007) discusses social work practise being political and expresses the need for social workers to understand the term "personal is political" (p. 155). Mullaly (2007) goes on to say that all social work practise has some form of political impact. After I left MCFD, many social workers and supervisors approached me and asked if it was better on the outside. I cannot answer with a yes or no. What I can say is that one can find educative supervision outside the organization. If the organization is not providing what is needed to survive and work well within some of the stressful environments social workers can work, then one must go out and get the needed supervision or risk not being able to work in the field due to STS.

Influences on external clients encompassing.

As members of a profession that work with those who are the most vulnerable in society, let us not be mistaken, we influence the lives of those we serve (Calvert, 20110707

[personal journal]). There are many times that one uses judgement to decide whether to return a child to parents, to keep a person displaying difficult behaviours in a shelter, to try to reach out to the external client that just seems unreachable for a myriad of possible reasons; to meet with someone who has been violent to others in the past, or to engage with a community in change processes. How much does our supervision impact the service quality to the external client? I found I was more centred as a front line worker, a team leader, and a manager, and able to give better service to external clients when I received administrative and clinical supervision. At times I received those together from the same supervisor or sometimes I would have to find clinical supervision from an outside source. Clients appear to benefit from the supervision one receives as a social worker (Collins-Camargo, 2006; Collins-Camargo et al., 2009; Mullaly, 1993)

Connection with the agency and outcomes for the client.

When I was working as a frontline child welfare worker, I remember a specific series of events that taught me the importance of an external client connecting to the agency, and how different the client's experience was depending on the connection the client made. I first met this client (I use the pseudonym of Susan), as an intake worker while working with MCFD in the West Kootenays of British Columbia. Susan was enmeshed with the local drug scene and had negative interactions with MCFD and me as a social worker. The supervision that I received was from an administrative context and very Eurocentric in origin, Susan had her child removed from her care and was not allowed to interact with the office without a lawyer present. The office was all locked down and no person could interact with social workers inside the office area, only in dual entrance rooms. Later in the year, I was seconded to work with a new aboriginal child welfare agency. I remember walking into the agency and

the first thing I thought was there are no walls. The clients and staff were all interacting in the agency. There were office spaces, but everyone was all together. Zapf (2009) discusses the importance of not only the social environment, but the need for exploration of the physical environment, and how it impacts the social work one does. The supervision I received was not only from my formal supervisor, but also group supervision from elders of the community, support workers who were also members of the community, and at times, chief and council members. It was decided that instead of taking a path of separating Susan from her child that the agency would try to engage and bring Susan to the agency. As the case manager, I would no longer pursue permanent orders of guardianship.

Susan was invited by the family support workers to participate in making a dress with her child, for her child to participate in a powwow, and then invited to connect with the agency in different ways. Susan was able to not only connect with elders of the community (her cultural guides), and her child, but also to me, as a more aware culturally guided social worker, inside an agency that was there to reconnect her with her child and her culture. The experience was very different and allowed for the successful reconnection of mother and child. How did this happen? I was given counsel from the elders of the community who came and visited the agency frequently; the agency being in the Nation's territory. The elders taught me and gave me clinical supervision about family, culture and language. My child welfare supervisor placed high importance on clinical supervision and used group supervision with the elders of the community. This allowed me to understand culture in a different way. This directly affected Susan's relationship with me and the child welfare agency. This also directly impacted my feeling about the practise of social work. I was proud of the work I was doing and the way I was doing it. I felt connected to my supervisor and the

people of the Nation. I took real interest in their lives, language and culture. It was the most rewarding feeling. As well, I was connected with my supervisor and respected the work of supervision. It made me want to become a supervisor in child welfare. It was that impactful. Yet, this was one of the only times I experienced social work practised and supported in this way.

Length of participation with the agency and satisfaction with involvement.

Before the transfer of Susan and her child to the Aboriginal Agency, Susan's child was being prepared for permanent custody (continuing custody order) with MCFD. This would be a very long form of participation with a child welfare agency. I was administratively doing everything I was supposed to and my supervisor was being an excellent administrative supervisor, ensuring I had completed all the right reports and court documents. With regards to educative supervision, I received little to none. I was not educated or clinically made aware of the issues that could have changed the outcome for these clients. I was a new social worker and thought I was doing everything right. I really thought I was making the right choices as to how to service this client. I was not.

I remember my supervisor and the supervisor of the agency sat me down in my supervisor's office and told me I was being transferred under secondment to the Aboriginal agency. I remember fearing this and thinking this is going to be horrible; how can I challenge this? All the other social workers that were left behind in the office gave their real condolences and I bought into this as being a bad idea. I was afraid of change. Here I was a social worker afraid of the forthcoming change. Circumstances were to prove me wrong. With my move and the file going to a new team, I was given administrative and educative supervision as described in the last section. Several months after the transfer the court action

was changed and Susan's child went home, as the risks were addressed differently by me, due to the educative supervision I received. Susan and her child were more firmly connected with the elders of the community and became strong supports for others going through similar issues.

The supervision that I received from my supervisor and the "Elders Advisory Council" (Calvert, 20042704 [personal journal]) allowed me to view issues with different eyes and provide different services to clients. The supervision was steeped in education, balanced with strong supervision from my direct supervisor, from the team I worked with at the agency, and from the elders of community in which I worked. I was able to be more competent as a social worker and everyone in the community knew that I was receiving supervision from community members, which built trust in the work I did with the elders of the community. Collins-Camargo (2006) express the importance of strong educative supervision, explaining that if one receives such, external clients receive better services from social workers who receive both administrative and educative supervision, with strong focus on the educative side. There were some positive outcomes that showed "change in supervisory practice" (Collins-Camargo, 2006, p. 7) impacts intervention; however, Collins-Camargo goes on to say, a more longitudinal study would be beneficial. De Boer and Coady (2007) underline the importance for proper educative supervision, examining how strength-based approaches to social work improves the satisfaction clients have with agency interaction, while the agency is still able to meet mandates with the changed approaches to supervision.

Not only had I, as a frontline social worker, received supervision, but my supervisor received the same type of supervision from the agency and an "Elders Advisory Council"

(Calvert, 20042704 [personal journal]). The Elders Advisory Council is created by the nations serviced by the agency. The elders are people in the community who are looked to by community members for guidance, knowledge and wisdom regarding the paths that should be followed by the community and individuals. My supervisor explained that this was one of the first times he received this type of clinical supervision from a group of people, whose families were impacted by child welfare (Calvert, 20042704 [personal journal]). Here I had elders whom the community trusted providing me, an agency worker, with guidance as how to engage their community. I was an outsider receiving educative supervision from the agency and from the community. This simple concept – to allow community to have some type of review and supervision of the work that is being completed in an agency, also allows for empowerment of the: agency, client, community, family, and social worker – all with shorter involvement for the agency (Blackstock & Trocme, 2005). Blackstock and Trocme (2005) explain that "resilient Aboriginal communities provide the best chance for resilient, safe and well Aboriginal children, young people and families" (p. 30). It was one of the most wonderful times in my career in child welfare, as I received excellent supervision from my supervisor and the community, blending administrative and educational supervision that helped me grow as a professional in ways that I could not otherwise have done.

Effects on the organization.

Large human service organizations, like MCFD, servicing external and internal clients have their mandates established for them through statutes of the provincial and federal governments; or if they are not-for-profit, by their boards. Each usually establishes a set of documents, outlining a mission statement, values, policies and procedures – all dictating how the members of the organization interact with external and internal clients (George &

Wilding, 1989; Grant & Mills, 2006; Hasenfeld, 992; McKenzie & Wharf, 2010). MCFD has established policies and procedures, and has changed how they address certain policies and procedures over the years. From being very prescriptive, with manuals guiding every part of practice, to allowing more freedom for the professional to make decisions; swinging back and forth between the two ends of this pendulum (Foster & Warf, 2007; Calvert, 2014). This also includes the training MCFD provides for supervisors, as noted in Blackman and Schmidt (2013):

> Participants in the second focus group identified the need for a consistent professional development program for supervisors that did not change from year to year. One participant found that because the courses differ from year to year, "it tends to get a bit confusing." They recommended "one focused program" that everyone could attend. (p. 98)

My experience in the organization was that of constant change. From one year to the next policies and practices were changing. One example was that of supervision training. I was sent to receive training in 2005 on the "Tony Morrison" style of supervision. The prior year MCFD had spent a good deal of money and had Tony Morrison come from England to train part of the organization on his style of supervision (Foster & Warf, 2007). It was touted as the new way to supervise. Approximately three years later this form of supervision had been pushed to the side with a different emphasis on clinical supervision put in place. One year later training on administrative supervision was heralded by the Public Service Agency of British Columbia to be the answer to MCFD's supervision issues (Calvert, 20060812 [personal journal]). I believe the thinking by the Public Service, was if I could be a better

administrator, I would be a better social work supervisor, the staff would be better workers, and able to deal with the enormous workload.

So, all of my supervisor colleagues and I were sent off to more, different, supervisory training. I soon found out that the training actually made me as a supervisor focus more on the administrative issues while my practise did not appear to change. Though I as a supervisor really wanted to establish better educative supervision I had previously learned in past years of training, my administrative tasks always seemed to occupy the space and time of educative supervision. Perhaps this was due to supervising 10 staff or perhaps it was due to my inability to manage my staff properly. I to this day do not have the answer, though I tend to lean towards the self-serving, and state it had to be too many administrative demands being placed on a supervisor. I was so frustrated with the new load placed on me as a supervisor. I expressed this at Team Leader meeting with managers and directors. Many other also expressed the same feelings. I was so upset that I had even less time to spend giving clinical supervision to my staff.

British Columbia's Representative for Children and Youth (2015) explains the need for MCFD to have more staff to respond to client needs:

> Without additional funds, the ministry has limited capacity to make the child-serving system more responsive to the needs of the children and families it serves. Government as a whole must make a much more sustained and deeper commitment to improve MCFD's staffing situation and thereby ensure adequate child safety services are available. (p. 43)

There appears to be an identified need for more staff to oversee the child welfare system of British Columbia and yet the government of British Columbia still has not increased funding

to MCFD to allow for staffing to reach the levels seen in 2002 (British Columbia Representative for Child and Youth, 2015). As discussed with fewer supervisors doing the work However, this staffing element may never be addressed due to the need for the elite to continue to have power (Freire, 2000). I am still disappointed that with all of the talk and reports that have been done that nothing is really being done. Staff members keep leaving at a high rate and MCFD leadership shrugs their shoulders saying we do not know what to do. We are doing all that we can. They know they are not and are not advocating for more full-time staff for fear of losing their jobs. It is my frustrated experience to read research that points to answers (review this thesis), and yet there appears to be a blind eye turned to academies of learning and the research produced, even by their own staff (Blackman & Schmidt, 2013).

Effectiveness in meeting mandates.

Blackman and Schmidt (2013) explain that, "leadership and supervision are important elements in the effective delivery of social work services (Frey, LeBeau, Kindler, Behan, Morales, & Freundlich, 2012)" as cited on p. 89). British Columbia's Representative of Children and Youth (2015) reports that MCFD is not fully meeting its mandate due to budget issues and staff shortages. One can argue that there is an urgent need for more supervisors at all levels of the organization. Administrative and educative supervisory functions help staff members connect with the organization and provide the needed support to frontline staff, supervisors, managers, and directors to meet the organizations mandate, as well as, to better serve clients (Baker, 2003; Bogo and McKnight, 2005; Hung, 2010; Iannello, 1992, Kadushin, 1992; Tsui, 2005). Blackman and Schmidt (2013) write that supervisors in a child protection setting feel they would benefit from better supervision from their supervisors.

Blackman and Schmidt find that MCFD appears to be floundering at providing the proper supports and mandate to their supervisors regarding what supervision entails, and how it should be provided. I am confused as to how an organization can profess they are practicing ethically – that when an organization knows what kinds of supervision staff need and they do not provide it. How is that ethical?

Human resources

Human resources are needed to complete the difficult work of child welfare. However, MCFD has issues with keeping staff; so much so, that it impacts research:

> The high turnover in the region also means that many workers have less than two years of work experience and may not be as inclined to complete a survey questionnaire given that they are still trying to become proficient in the work. (Blackman & Schmidt, 2013, p. 94)

Blackman and Schmidt (2013) also received data to show "clinical supervision and problem solving/judgment clearly emerged as the most important competencies that front-line workers valued and sought in a supervisor" (Blackman & Schmidt, 2013, p. 94). However, Blackman and Schmidt (2013) also found that supervisors and managers focused on administrative tasks and placed less importance on clinical supervision.

There appears to be some kind of disconnection between what is needed and desired by those who are being supervised and what is provided or heralded by the organization. This impacts human resources in a number of ways: cost of replacing and retraining staff, energy of workers and supervisors spent training new staff, less time for servicing clients, and differing forms of cyclical damage to the organization (see Figure 3.) related to the cost and energy of wearing out the human resources of the organization (Carpenter, Webb & Bostock,

2013). This disconnect can end in dissatisfaction with the work and turnover of staff (Broyles, Lutcher, & Robertson, 2004). I am confused how there are studies like the ones above and MCFD still does not respond by hiring almost double the staff they have to provide better outcomes for children and families; that the government is not held accountable for their lack of response to properly fund MCFD. Anything less, I would say is criminal, and some of the child deaths and maltreatment must fall on the heads of the leaders if the evidence is clear.

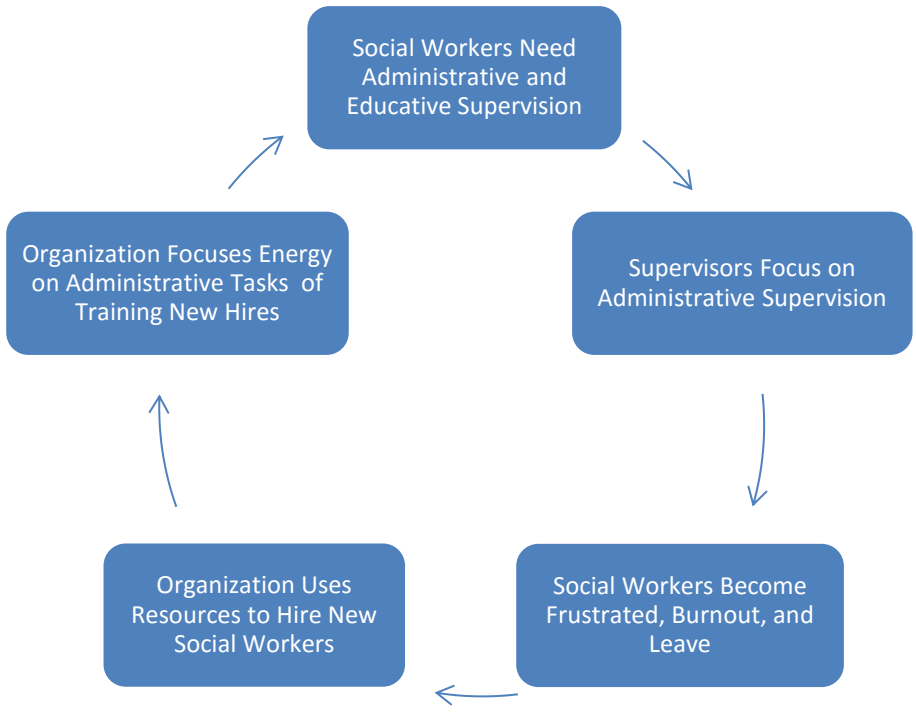
Organizational intelligence

One report concerning MCFD outlines the difficulty within the organization in regards to organizational intelligence pertaining to administrative and educative supervision:

> Where front-line workers identified clinical supervision skills as the most important competency, supervisors and managers did not identify this as clearly as the front-line workers. This may represent the influence of the current child welfare environment, in which workload management and accountability are increasingly important for supervisors and managers. (Blackman & Schmidt, 2013, p. 101)

Supervisors and managers are given their mandates about workload management and accountability from the organization. One explanation of this is that the top of the organization is disconnected from the bottom, and the organizational intelligence is not being driven by what is needed by the organization itself, but driven by other outside factors (Bishop, 2005; George & Wilding, 1989; Hasenfeld, 1992; Noble & Irwin, 2009; Tang & Peters, 2006). As a frontline worker and a supervisor, I experienced being supervised by supervisors who were not focused on what was needed by me as a supervisee. I needed

Figure 3. The Cycle Resulting From Administrative Focus



clinical or educative supervision, but it appeared that they were motivated instead by the administrative mandate of the organization. With such focus on the administrative portion of supervision, the human resources of the organization are not taken care of, and the organization is less likely to meet its' mandate due to staff being burnt out or not feeling supported (Riolli & Savicki, 2006; Smullens, 2012; Tromski-Klingshirn & Davis 2007). As well, without the proper attention to human resources by the BC Provincial Government, it does not matter how much focus is being put on administrative tasks – there is just too much to do for the few (British Columbia's Representative for Children and Youth, 2015). The difficulty with many large human service organizations is the lack of professionalism and organizational intelligence. This stems from a lack of educative supervision, where

knowledge and skills are taught and conveyed from supervisor to supervisee as well as from supervisee to supervisor (Kadushin, 1985; Munson, 1983; as cited in Erera & Lazar, 1994). It was expressed in an interview:

> So we have the deputy minister not getting any supervision because he's the *Leader*…. We have assistant deputy ministers who don't get really good clinical supervision and I'm talking clinical, not administrative, or at least that's the view from the bottom because somewhere it's broken. I believe it's broken all the way through, maybe it isn't, but then we have those not giving the executive directors of service good supervision. The assistant deputy minister is not giving executive directors of service good clinical supervision. Not doing 360 degree appraisals, saying, "how is this person behaving towards you, how are they doing in the community?" There's nothing, no, just a very strict bureaucratic hierarchical situation. Then we have 'the EDS' not giving clinical supervision to the Community Services Managers; community services managers don't give good clinical supervision to the team leaders – they don't even know what it is, most of them. (Winofsky & Calvert, 2012, pp. 18-19)

Instead there is a focus on ensuring the organization is seen as competent, by focusing supervisors on administrative supervision to ensure that tasks are completed and statistics can be measured. The organization can point to families being served, files up to date, how many children are in care, to show the external observers from the larger society that the organization is meeting some kind of standard. The interesting part about this for me is the numbers and cases that are reported to the outside are *Trojan Horses* [emphasis added]: the numbers are empty of real meaningful work with clients, as the face to face work with clients

was rarely measured. There would be blitzes to get the work done and the files made ready. Moreover, the direct practice with the clients, children and families was put on hold. This does not mean that good work was not done, it was and is. Administrative supervision can create a sickness in an organization when it becomes the tool to enforce mandates and takes away from face to face client work. Many times, I experienced a focus on this lack versus looking at the good work that was done, there was focus on what is not done, or what should have been. This is very much following a deficit model; that there is some perfect model or number that one should be working towards. The administrative model of supervision can be very much connected with a deficit model (Adams & Balfour, 1998). Countering the deficit mentality is educative supervision, where one is expected to always be learning and developing throughout one's professional practice.

Public perception.

Since I have known the child welfare organization that is now named MCFD, public perception has been an issue for the organization. As a supervisor, my staff asked many times, why does MCFD not defend us or the work we do? They would explain that if a child dies, it is not representative of the majority of the work we do. The line from the top of MCFD`s hierarchy would always be, [due to the confidentiality of the case we cannot speak to the issues]. When a case was highly publicised my staff would be demoralized. The British Columbia Representative for Children and Youth (2015) speaks to the good work that is done and the understaffing that is a cause of many issues for MCFD.

When there was a public outcry due to a child welfare case being brought to the attention of the public, I found that I was required to provide more administrative supervision to ensure that the agency was not in a position of liability. The administration issues ranged

from ensuring case planning was updated, file documentation was up to date, locations of children in care were known, and myriad of other information was documented. Everything stood still until the information was gathered and reported up. Even client work was put on hold to ensure that the supervisors could report upwards: Administration ruled.

The real issue being that the social workers who had just experienced trauma of a case gone wrong, or they were re-experiencing secondary trauma due to the issue of being close to types of cases they had worked on, were treated as secondary to the administrative tasks (Adams & Balfour, 1998; Bell, et al. 2003; Bride & Jones, 2006; Calvert, 20100210 [personal journal]). Even post trauma responses of debriefing and counselling were acted on as administrative tasks; educative supervision was secondary, as has already been discussed, regarding my experience of a child death and the way the organization treated it. As a supervisor, how do you know what impact a significant child welfare event, like a child's death, has on your staff if you do not ask them? Many times supervisees are not going to tell you what issues they are struggling with, as a supervisor, as all they have received is administrative supervision and they do not trust what you as a supervisor will do with the information (Erera & Lazar, 1994a; Newell & MacNeil, 2010; Tromski-Klingshirn, 2006).

Case Example in Supervision

As a supervisor I experienced many of the different issues one faces while practising dual role supervision. I also witnessed positive outcomes while practising dual supervision. I also sought out educative supervision from outside of the organization because my supervisors did not provide it.

I use a case example of a child's death and the supervision that happened around this event to show a representation of how supervision can have positive and negative outcomes.

I was a male supervising all female staff. One of my staff had First Nation heritage that she had disclosed to me, but hid from everyone else, as she felt there was a lot of racism within the team and the MCFD office. She was the social worker who had the file with the child death. The child was Aboriginal and had experienced a very rough life and made choices as to be involved with a group of people that sold and used drugs. The child's father and mother were heavily using drugs and alcohol. The mother was using prostitution as a way to supply herself with the substances she used. The father was in an out of jail due to the decisions he made. The child had a relationship with his mother, but not his father. The child died of a drug overdose leaving behind a newborn child and his girlfriend who was a youth.

Administrative supervision focused on case reviews, where the child was residing, court documents to serve the family court dates, connecting the child with healthy members of his family and community plans of care for the child. Also, there was a focus on ensuring visits and contacts with the child happened regularly. Every administrative piece was done well, by the social worker who was a senior practitioner. As a supervisor, I reviewed the case with the social worker regularly as it was viewed as a high risk case, due to the child's behaviours. I ensured that the social worker connected with the First Nation support workers and other agencies that could provide support. I reviewed the case with my supervisor and ensured I was giving the proper direction. I reviewed the case with the other supervisors in the office to ensure we were doing everything we could for the child.

During this time there were fewer senior practitioners in the office than new social workers. Much of my focus had been on hiring and training new staff, due to the constant turnover. As well, there was a course offered to all staff to address racism that had been identified as an issue in the office, by me and my staff members. Cultural awareness

workshops had recently been completed and I had worked with the management to ensure everyone had taken the course regarding racism. I had so many administrative tasks to complete with the hiring of new staff that clinical supervision took a back seat at this time. Even though I had a supervision agreement with each of my staff which outlined time for administrative and clinical supervision, most of my staff would say, I am good – we do not need to go into the clinical part. I reinforced this practice by agreeing, and due to the high caseloads and my administrative tasks we looked for time wherever we could find it. So when it came time for supervision with this worker, who just had the child die on her caseload, I focused on the administrative tasks. I set up critical incident debriefing for the staff. I felt like I was acting like a robot, but have had one of my thesis committee point out that I was acting like a professional, as expected – while the human heart drew back (McDonald, 20162306 [thesis review]). My supervisor had asked me to ensure that all the administrative tasks were completed because an audit or review would be completed due to the death. As well, the RCY would be reviewing the files. My supervisor never once discussed anything clinical nor did they have a supervision agreement with me. Educative supervision consisted of a comment: "you have been through this before, you know what to do" (Calvert, 20121503 [personal journal]).

Shortly after the death my staff member started to display issues with her work and was not able to keep up with the work. The staff member also started working fewer hours and coming in late to work. My supervisor wanted me to act administratively and provide her with a letter of discipline. I pushed back as this staff member had been a highly effective social worker. However, administratively, I was obligated to do something. When I had supervision with her and started down the administrative road, my trusting staff member said

she needed educative supervision, reminding me of the supervision agreement I had signed. At that time I started focusing on educative supervision and reviewed the issues with my staff member and found out her needs – some of which I was not able to meet. I was able to help her set up counselling outside of MCFD with the Employee Family Assistance Program. She was showing signs of burnout from repeated secondary trauma and I was able to push her to see her family physician. Through this and other steps, she was able to develop and address the issues that were impacting her. We worked together on the administrative tasks and slowly she got stronger.

However, it was the address of underlying issues, through educative supervision, that allowed for the practitioner to address her administrative issues. She had followed the culture in the office to tough it out and not go to counselling. She had not increased the professional skills she needed to through educative supervision and did not know what to do about the child death in her practise. As her supervisor, I struggled to provide her with the information she needed. It was about this time that I started to receive educative supervision outside of the office. I found a professional that would be able to support me in developing my practise as a social worker and supervisor. It was at my staff's educative supervision sessions that she had revealed racism as an issue in the office to me. However, it was the administrative arm of the organization that ensured everyone was given training, and ensured everyone in the office knew the policy of zero tolerance regarding racism in the agency.

In this example I have not been able to write a hundredth part, but how I know that all of the administrative tasks were done well, is due to the reviews that were done. Everyone from the managers, director, and the RCY established that all the administrative pieces were done well. A conflict of interest happened when the same supervisor who was my supervisor

and oversaw the work that was being questioned, was now the director of the audit review. When I addressed this with the organization they did not see it as a conflict and I was told to not question the process. Thus, even though all the files and practise were in order, there were still recommendations to do things differently, and behind-the-doors discussions that somehow we had failed this child. Internally, *we* [emphasis added] not the larger system but frontline workers and supervisors, had failed. From the RCY's (2015) view if MCFD had more staff fewer child deaths would occur.

Chapter Five: Discussion and Recommendations

I explored the question of compatibility between administrative and educative focused supervision. Through my autoethnographic approach I found that there were common themes from my journaling, interview of myself, discussions with supervisors who were still with MCFD and those supervisors who had left MCFD, literature I had reviewed, and other studies regarding the compatibility of administrative and educative functions of supervision (Bogo & McKnight, 2005; Caspi & Reid, 2002; Erera & Lazar, 1994a; Greenspan, Hanfling, Parker, Primm, & Waldfogel, 1994; Hung, Ng, & Fung, 2010; Itzhaky, 2001; Kadushin, 1992; Kadushin, Berger, Gilbert & Aubin, 2009; Ladany, Hill, Corbett & Nutt, 1996). There were also some leitmotifs that continued to flow over and over again in the literature and from my reflections of what other supervisors have lived and conveyed to me: the unspoken dissolving of one's own praxis to mesh with the organization; the overt and subversive pressures to just do what the organization asks; and the silence that screams out for no one to hear. Bellefeuille and Schmidt (2006) explain:

> The current situation for child welfare agencies is one of coping with overwhelming budget pressures stemming from soaring caseloads and inadequate resources for addressing the more [3]complex needs of today's child welfare population (Anderson & Gobeil, 2003; Stephenson et al., 2000; Drake & Yadama, 1996; Kinjerski & Herbert, 2000; Regehr et al., 2000; Schmidt, 2000). There is also growing public resentment over drastic reductions in services (CWLC, 2001; FarrisManning & Zandstra, 2003;

[3] Child welfare has become more complex with dual diagnosis of children and parents. Generational issues now being realized and addressed that complicate the work of child welfare. This is not a judgement saying that these complexities are bad; it is just saying that they are present and the more the human condition is studies the more understanding of the underlying and complexness of issues comes to light. As well, STS is a relatively new field and adds a different dynamic and more convolutions.

> HRDC, 1997; Zuravin, 2001). In short, child welfare practice is a minefield of real and potential problems for employers, social workers, and social work educators alike. (p. 4)

I argue that due to all of these issues and pressures, strong, ethical, supervision is needed by all social workers working practising child welfare.

Administrative and Educative Supervision Should Not Be Practiced Together

Due to ethical concerns surrounding mixing administrative supervision with educative/clinical supervision, I would recommend some form of separation of the two modes. In essence they do not appear to be compatible when a supervisor is trying to deliver both, unless doing so with specific guidance and support from the organization. Most supervisors need help from their organizations to navigate the: 1. Ethical dilemmas; 2. Power imbalances; 3. Time shortages; and 4. Issues of trust in the supervisor/supervisee relationship (Tromski-Klingshirn, 2006; Tromski-Klingshirn & Davis, 2007). It appears that those who support dual role supervision, supply caveats and discuss the pitfalls if certain components are not established (Crea, 2010; Greenspan et al. 1994; Rauktis & Koeske, 1994; Tromski-Klingshirn, 2007). Many organizations do not have the right supports in place to ensure that dual role supervision is successful, or being practiced in a way that does not harm the clients, staff, and the agency (Noble & Irwin, 2009). During the time of the above case example, I would argue there was not the right supports in place for proper educative supervision.

Along with the draw backs, there are benefits to practicing dual role supervision in an organization with the right supports. For example: 1. Cost savings to the organization can lead to better services for clients; 2. Development of clinicians from the ranks; 3. Organizational address to racism and sexism, 4. Organizational intelligence can be used to

develop better service delivery; 5. Supervisees can feel supported in the administrative work; 6. Supervisors can help the organization develop stronger clinicians, ensure training needs are identified and addressed sooner (Landau, 2000; Kadushin et. al., 2009, Snyder & Babins-Wagner, 2013, Tromski-Klingshirn, 2007). With this approach of supervision there are recommendations I would make to help supervisors and supervisees address some risks inherent in this model of practice (Bogo & McKnight, Bruce & Austin, 2000; Erera & Lazar, 1994a, 1994b; Hasenfeld, 1992; Iannello, 1992; Heugten, 2011; James, 1996; Noble & Irwin, 2009).

On the other hand, administrative and educative supervision can be accomplished separately in the same organization; or the organization can contract out parts of the administrative or the educative supervision; or supervisees can search out their own educative supervision. However, if the administrative and educative supervision is completed in these fashions there are certain precautions an organization, and supervisors within the organization, should take: the amount of time that supervision takes; the cost of the provision of service, and possible disconnect between practice and professional. As well, there are issues the supervisee should be aware of with this type of administrative and educative supervision, such as: expertise of the administrator and clinician; practise issues not able to be reconciled with the supervisor; and the organization is less likely to address systemic issues regarding the need for educative training.

Whether administrative and educative supervision are practised together or separately, there is need to find balance between the two types of supervision for both the supervisee and supervisor.

Administrative and Educative Supervision Practised in Dual Role

If administrative and educative supervision was provided to staff the organization would be able to act in more intelligent ways to meet its' mandate, as the top of the organization would be better connected with the frontline staff, who have direct contact with the external clients (Collins-Camargo, 2006). If properly done, educative supervision can bring to light how well the mandate is being met from a client-centred perspective; then the organization can make better Service Delivery Plans that are based on actual organizational intelligence that is directed towards meeting the clients' needs (Kadushin, 1996; Runté & Mills, 2006; Tromski-Klingshirn & Davis, 2007, Tsui, 2005).

Ethical dilemmas.

Many times as a supervisor I ran into ethical issues which were directly connected to my dual role. The list is too long to write, but the more poignant issues were: holding off on hiring a social worker that was needed to reduce staff workload due to budget pressures; balancing staff needs with the organization's priorities; maintaining the equilibrium between the profession of social work and the organizational demands; and lastly, advocating for change and still being part of the organization.

I believe the case presentation on page 101 touched on a number of ethical dilemmas. First, as the administrative supervisor, I was asked to provide administrative supervision when clearly educative supervision needed to be administered. Second, I had not provided proper educative supervision, nor was I trained or mentored on how to do this by the agency. Third, a child review was being completed and directed by the same person who supervised my supervision of the case. My recommendation is to ensure that all levels of supervisors and

staff in the organization are able to learn about ethics and how to address these dilemmas when they arise. Landau (2000) explains:

> In light of the somewhat different concerns of the direct practitioners and the directors, both joint and separate forums might be indicated: joint forums in which the directors can learn of the dilemmas of the direct practitioners and separate forums in which each can discuss salient issues with their peers. In particular, separate forums may provide opportunities for the directors to discuss the interpretation and application of different laws and policies, to share relevant information and knowledge, to debate complicated cases, and to develop ideas for supervision on ethical dilemmas. (p. 42)

As well it is suggested that when decisions of significance are made that:

> Detailed written records of how social workers reach their ethical decisions, including their considerations and justifications, would be of value …. Written documentation would help to articulate the processes, reduce the redundancy, assist other social workers facing similar dilemmas, and serve as a teaching and supervision aid. (Landau, 2000, p. 42)

This allows for continued learning and establishes a record for all to access. Where the practise at MCFD is to keep separate records on client files, it would be better to have a pool of ethical decisions made for supervisors at all levels to refer to (Landau, 2000). The BC government, unions, associations and societies all keep records of major decisions made to refer to when making similar decisions. One can turn to the courts of law throughout most of Canada and the United States to see the benefit of having cases to refer to for future decisions.

Power imbalances.

Power imbalances are always present in a hierarchical setting such as MCFD. The supervisor does have a great deal of authority given to them by the organization (Collins-Carpenter et al., 2013; Camargo, 2006). If the organization does not support time for educative supervision to take place, then it will not happen. Due to the challenges of time the dual role supervisor faces, it is suggested that a supervision agreement outlining the parameters of supervision content, containing when and how long supervision happens, would be a good tool to use, as the supervisor can always find an administrative task that needs doing (Tromski-Klingshirn, 2006; Tsui, 2005). With such an agreement the supervisee can hold the supervisor and the organization accountable for both their administrative and educative supervision (Tromski-Klingshirn, 2006; Tsui, 2005).

Time shortages.

As a supervisor with MCFD, I was always chasing after the next administrative task due to the amount of administration that was given to me to do. I felt like I never had enough time:

> I have given little clinical supervision to my staff in comparison to probably what they need. I just have too many tasks that have been downloaded to me, to be able to do it properly. I just don't have the time. (Winofsky & Calvert, 2012, p. 10)

At the same time, agencies and organizations need to look at the time demand they have placed on supervisors and ensure the supervisors have enough time to devote to the educational functions of supervision (Noble & Irwin, 2009). As agencies and organizations do this, they will see the benefit of lower costs, and with proper attention turned to staff, there will be less turnover and better outcomes as a whole for the agencies or organizations

(Broyles, et al., 2004). The cost-benefit analysis can be done by statisticians and accountants. The actual numbers of how much administrative and educative supervision for a case can be averaged and numbers can be assigned. However, frontline supervisors and social workers with experience need to be involved in the number crunching. It always appears that the further away from the day to day work one gets, the less likely a manager or director will be in their ability to accurately estimate how many hours any of the frontline work takes. Broyles et al. (2004) point out the move to cut costs by human service agencies and explain this can be done by more efficient use of administrative services. One can argue that with less staff turnover the administrator could focus more time on clinical responsibilities; a win-win for both agency and supervisee.

For me as a supervisor, throughout practise and specifically in the case example, I did not focus time on educative supervision as MCFD did not make it a priority. In writing they made it a priority; in practise and by example they did not. Supervisors of supervisors did not practise educative supervision. Neither did they appear to receive the training necessary to do so, with the training always changing (Blackman & Schmidt, 2013). The recommendation on this point is for the agency to really focus on ensuring that they have enough staff to do the work and enough supervisors at all levels to supervise (Representative for Children & Youth, 2015); then ensure that all supervisors practise solid administrative and educative supervision at all levels.

Trust in the supervisor/supervisee relationship.

Tromski-Klingshirn & Davis (2007) point out that for educative supervision to work there must be a level of trust between those participating in the supervision. In fact, if there is no trust, than the supervisory relationship will not be beneficial to either participant

(Winofsky & Calvert, 2012). If administrative supervision is the only or the majority of supervision one receives this relationship of trust can be hard to form between supervisee and supervisor.

A properly written and executed supervision agreement that balances both administrative and educative supervision will help build trust and help deal with "Tromski's (2000) four categories of identified problems of supervisees having the dual role supervisor: (1) less likely to share concerns/personal information; (2) conflict of interest; (3) supervisor exploitation; and (4) supervisor incompetence" (as cited in Tromski-Klingshirn & Davis, 2007, p. 63). The reasons why a supervisee is less likely to share concerns or personal information focuses on the lack of trust of what a supervisor will do with the information:

> Perfect supervision for me mostly would be somebody that I could trust and speak clinically with about how I was doing, and how I was feeling in my job. I would need to trust, have trust… I would have to establish a rapport and I would be able to develop as a professional. Rub off the rough edges, talk about the tough things, be a little bit critical or critiquing I guess, but give a critical analysis of me as a supervisor, because if I'm talking to somebody in that way I have to trust them explicitly, that they're going tell me what's up and I can really trust that there is no other hidden agenda. (Winofsky & Calvert, 2012. p. 13)

This kind of trust is not developed by only using administrative supervision; one must also incorporate educative supervision as part of the guidance the supervisee is receiving.

Conflicts of interest can be another destroyer of trust between the supervisor and supervisee. An example from my practice was that of my colleague receiving a promotion and then being responsible for auditing the past three years of practise in the office that she

had been previously supervising. Of course there were no issues of practise found as she was an excellent administrator (Winofsky & Calvert, 2012). However, this type of conflict does not lend well to trust in the organization or practises of quality assurance. My recommendations are that audits should be completed by an outside agency, not internally. MCFD has centralized their auditing processes and this is better than regional offices completing their own audits. However, it is not optimal and this type of work should be completed by outside agencies. Many organizations have external auditors and internal auditors completing two different types of auditing. If an organization like MCFD wants to improve the trust within the organization they will keep the auditing at least centralized. If they want to improve public perception they will also bring in external auditors. Friends and acquaintances should not be auditing each other.

Benefits of dual role supervision.

Carpenter et al. (2013) reports that those who stay in child welfare give a better evaluation assessment to supervisors who appear to give administrative and educative supervision, with more emphasis on educative supervision:

> Those workers remaining in public child welfare rated their supervisors at a significantly higher level in terms of willingness to listen to work-related problems, the extent to which they could be relied upon ‘when things get tough at work’, and helping workers get their job done. Statistically significant differences were also observed in terms of stayers' views on the skills and characteristics of their supervisors. Compared to leavers, stayers rated their supervisors as more competent, more concerned with staff welfare, more likely to show approval of a good job done, more likely to help in completing difficult tasks and more likely to be ‘warm and

> friendly' when workers experienced 'problems'. Similarly, Maertz et al. (2007) reported that stayers gave higher ratings than leavers on how their supervisor facilitated their learning and enthusiasm for the job, as well as significant differences in the average number of hours spent with their supervisor each month. (Carpenter, et al., 2013, p. 1850)

Thus, one can see evidence also shows a correlation between workers staying at their job when they received a greater number of hours of supervision, and had a perception that they were obtaining administrative and educative supervision from a competent supervisor. Administrative supervision is the hand that deals out the discipline and educative supervision is what one could name the prevention for having to use too much of this type of administration (Boehm, 1996; Kadushin, 1992; Tromski-Klingshirn, 2006; Tromski-Kligshirn & Davis, 2007; Tsui, 2005).

This is why I was sad to leave the Southeast area of British Columbia. Both the administrative and educative supervision together were well done. There were checks and balances on the administrative supervision within the aboriginal organization that I worked with. Educative supervision was built in to the supervision given to staff. Clinical supervision was a must to properly understand and work with the issues one faced as a child protection social worker.

Tackling the *Isms.*

MCFD may be able to better tackle the issues of policies and procedures that have racist undertones, or practices that are inherently sexist, than a single supervisor. I recommend a guide for those with decision making power or for supervisors who are working through these types of issues with staff. Novogrodsky, as cited in James (1996),

gives eight "essential ingredients for an effective cast of mind" (pp.194-195) to be an anti-racist advocate in society and the work place:

> (1) Use of reflection on self and others philosophies; (2) respect others and help others expand beyond understanding of racism; (3) seek out those racist ideologies, as they harm organizations and society; (4) show deference to both the hardline anti-racist advocates and those who work the sidelines of activism; (5) use of art and cultural expression to fight racism; (6) win over enemies without pointing fingers and make them allies; (7) all racism hurts ones experience is not greater than another, so do not measure the hurt, but find commonalities to unite those who experience the hurt; and, (8) find common ground in the public policy and human-rights legislation. (p.195)

When using these eight principles one can be more self-aware and not perpetuate racism through supervision in a bureaucratic organization.

Though it is up to the supervisee and supervisor to ensure that the values of social work are followed and there is no racism, sexism or other harmful ism's creeping into practice, it is difficult to not be impacted when providing or receiving supervision by some form of an ism. Thus, it is the work of social workers and their supervisors, who are giving and receiving supervision, to ensure that the personal remains political and the isms are always challenged (Mullaly, 2007). Gray and Gibbons (2007) offer this insight:

> Social workers offer personal services [and] are unavoidably an important part of those services. The art of what we do is implicit in the "work" of the social, in constantly grappling with the tension between strong values and the uncaring managerial institutions in which we work. Ever will it be that people need caring

> professionals to give bureaucracies a compassionate face to serve society's conscience. (pp. 236-237)

Where do the supervisors gain the tools and skills necessary to provide this type of supervision? I would argue through proper coaching, mentoring, modelling and training.

Training.

When I received training and went back to practise that which I had learned, where my supervisor was not practising what I had learned, I felt frustrated on so many levels. Nor were my supervisors modelling what the organization told me (at training) to model and practice. It was confusing and difficult to practise what one was trained to do, when the organization sends out a direct message from the executive that is not followed by one's supervisor.

If MCFD wants to better meet their mandate they can provide the same training to the different levels of supervisors in its organization, including directors, managers and frontline supervisors:

> Most of the focus group participants had been involved in formal organizational training for supervisors. In general, they were positive about the training courses they had attended, but they questioned whether they had been able to put what they learned into practice. The participants had a number of suggestions on how to develop better skills after attending training courses: "The biggest thing with any of the training opportunities … [is the] ability to actually … consciously apply it after the course is done." Another emphasized the importance of refresher training courses. The participants in the second focus group identified the need for a consistent professional development program for supervisors that did not change from year to

> year. One participant found that because the courses differ from year to year, "it tends to get a bit confusing." They recommended "one focused program" that everyone could attend. (Blackman & Schmidt, 2013, p. 98)

If dual role supervision is the model of practice that MCFD will pursue, a recommendation is to have one sustained supervision training program that all levels of supervisors are required to go through. If changes to the training are to take place then only change a few parts of the program at a time; otherwise it will lead to uncertainties for supervisors (Blackman & Schmidt, 2013). Landau (2000) explains the need for some training to be done together with all participants and some separated, due to the different administrative needs of different levels of supervision when training is completed about ethical dilemmas:

> In light of the somewhat different concerns of the direct practitioners and the directors, both joint and separate forums might be indicated: joint forums in which the directors can learn of the dilemmas of the direct practitioners and separate forums in which each can discuss salient issues with their peers. In particular, separate forums may provide opportunities for the directors to discuss the interpretation and application of different laws and policies, to share relevant information and knowledge, to debate complicated cases, and to develop ideas for supervision on ethical dilemmas. (p. 42)

Moreover, the training and practices should be built on the same common concepts and deliver the same messages. There should be a strong level of support for educative supervision built into the training to reinforce the importance of this type of supervision.

There are many types of programs and studies that point to the significance of training programs being connected to the field of practice (Snyder & Babins-Wagner, 2013).

Administrative and Educative Supervision Provided Separately

If a supervisor finds themselves in an organization that provides administrative and educative supervision separately, there are a number of issues to be aware of. As well, it is important to find balance in ones approach to supervision.

Amount of time for supervision.

It will take longer to provide supervision to staff if they have to go to two different supervisors for supervision. Time is money to most organizations:

> The training of supervisors in Child Welfare is strategically and ethically (Bernard & Goodyear, 2009) important to Child Welfare organizations. Training is costly in terms of time and dollars invested, and it is critical that organizations work towards ensuring that the training supervisors receive is transferred into the workplace in ways that fulfill the organization's objectives (Amodeo, Bratiotis, & Collins, 2009), and enhances the supervisor's knowledge and skills in how to work effectively with their supervisees (Kanak, Baker, Herz, & Merciolek, 2008). (Snyder-Babins-Wagner, 2013, p. 5)

Cost of the provision of service.

It costs money to provide service in most contexts. However, it can cost more to provide service in rural locations where there may not be the expertise needed to provide split supervision roles. Cost is not only monetary, but also in the amount of time it takes to supervise in more rural settings, where there is not always a pool of senior staff to help with the training of new social workers:

> Canadian researcher Glen Schmidt (2008) conducted an exploratory, qualitative study to examine whether or not geographical location influences the requirements of supervision in Child Welfare. Participants in this study were from both rural Northern communities in Canada and large urban centres. Schmidt found that supervisors from northern Canada were more concerned about the level of inexperience of workers in the North and the challenges associated with retaining workers than those in urban centres. Northern supervisors reported spending more time in the role of educator and reported spending more time involved with their supervisees in direct practice. These demands took time from supervisors that might otherwise be spent in program or community development. Recognizing the importance of geographical location as a contextual factor is highlighted in this work and Schmidt's work reinforces the importance of considering context and location in which supervision in Child Welfare will occur. (Snyder & Babins-Wagner, 2013, p. 16)

As a supervisor, I experienced this dynamic where more time was spent with staff as a supervisor due to lack the lack of experienced staff to help in the training of new staff. However, this did not appear to be taken into account, and the same formulas were used province wide to calculate supervisor to staff ratio's (Winofsky & Calvert, 2012). It is important for the organization to adjust supervisor and supervisee ratios as needed for different regional needs (Snyder & Babins-Wagner, 2013). There have not been costing models showing the cost or benefits to having two different supervisors provide the two different formats of supervision – this would be a recommendation from this study. Studies show that there are fewer turnovers when there is quality administrative and educative supervision (Broyles, Lutchmie, & Robertson, 2004; Carpenter, Webb & Bostock,

2013).Would there be an overall savings to organizations that provided separate formats of supervision to their staff? This would entail hiring more supervisors and frontline staff, which is counterintuitive to the economy of bureaucracies – to do more with less.

Disconnect between practice and professional.

When administrative and educative supervision is given by two different supervisors, another issue comes to the forefront. The supervisee and supervisors are may find a disconnection between the practise and the professional. If one views an organization as a community, there are certain pieces of experience that should be communicated. Supervisors are the integral link between practitioners, bodies of social work knowledge, organizations, and external clients (Kadushin, 1992; Tromski-Klingshirn & Davis, 2007; Tsui, 2005). The link signifies the transfer of professional knowledge from the profession to the employee through the supervisor, from academia through the employee to the supervisor, and then to the organization. The connection also signifies the conveying of goals, policies and procedures from the organization to the employees, again through the supervisor.

The connections that employees make with the external clients are also beneficial to the organization. Knowledge and understanding of client issues are brought to the organization through the supervisor (Tromski-Klingshirn & Davis, 2007). Moreover, with the supervisor being the gate through which information passes back and forth to the organization, it is important to breed a culture of communication and openness. In many organizations, one will find that social work supervisors run into difficulties trying to communicate with the organization or their employees, due to the environment not being open to change and learning (Kadushin, 1992; Tromski-Klingshirn & Davis, 2007).

Thus, if supervision is being practiced in a separate fashion, the supervisee may not be able to be successful in applying new clinical knowledge to administrative tasks, as well as being able to navigate administrative supervision without support from both supervisors working together in some fashion (Tromski-Klingshirn & Davis, 2007).

Finding Balance as an Administrator and Clinician

It is important as a social worker that one receives supervision either from inside the organization, outside of the organization, or both. No matter the studies that repeat themselves about the positive or negative aspects of practising administrative and educative supervision apart or together; there are practicable solutions for all supervisors. A social work supervisor will, most likely, find themselves in an agency practising some form of dual role supervision (Crea, 2010; Greenspan et al. 1994; Rauktis & Koeske, 1994; Tromski-Klingshirn & Davis, 2007). This is not the best format for supervision; however, it is the most common format of supervision in a human service organization.

As a supervisor that practises dual role supervision, there are complex, ethical and pragmatic issues to work through. If one finds themselves in a position where they can have some form of educative supervision outside of the organization, most studies recommend this, however, there is caution given due to several issues one may experience (Bogo & McKnight, Bruce & Austin, 2000; Erera & Lazar, 1994a, 1994b; Hasenfeld, 1992; Iannello, 1992; Heugten, 2011; James, 1996; Noble & Irwin, 2009). I believe that there are more studies that need to be completed regarding the compatibility of administrative and educative supervision; however, they may never be completed. Until they are, we must practise supervision where we stand.

I propose a road map for organizations and supervisors to follow for better success in providing the needed supervision to staff. First, supervision contracts should be established between supervisor and supervisee, with the contents of the agreement being supported by the organization (Osborn & Davis, 1996; Tromski-Klingshirn & Davis, 2007; Tsui 2005). Second, while developing a supervision contract the following questions should be discussed: "What do we expect from each other? What can we give to each other? Are our goals the same? How can we achieve them? What constraints exist? How do we know when we have achieved the goals? (Tsui, 2005, p. 127)" Third, ethical issues and power imbalances should be discussed, recorded, and addressed by the supervisee, supervisor and organization at large, see page 108, (Landau, 2000; Snyder & Babnis-Wagner, 2013; Tromski-Klingshirn, 2006; Tsui, 2005). Fourth, the organizational culture should be supportive of educational supervision; providing training reinforcing this position to all levels of supervisees and supervisors in the organization, see *Training* section page 114 (Osborn & Davis, 1996; Tromski-Klingshirn & Davis, 2007; Tsui, 2005). Fifth, as all social workers practising in an agency are internal clients to that agency, it is important to understand the impacts that administrative and educative supervision can have on us, through the change process that happens regularly in the agencies we work in. Riolli and Savicki (2006) explore how supervision, among other things, influences the practitioner experiencing stressful events, like organizational change, that happens in every human service organization and how that change correlates with burnout. Riolli and Savicki (2006) explain that lessons learned from their study:

> First, prior to an organizational change, informing employees at all levels of the rationale and process is important. Eliciting and responding to employee concerns

> will likely help reduce strain during change. Second, supervisors have a key role to play during the change. Merely invoking one's status as a supervisor as the reason for an employee to comply is not sufficient to avoid strain and turnover. Clearly, avoiding coercion is important, but reward and modeling also may help subordinates weather the acute stress situation. Third, employee coping that is problem focused yields less strain and burnout. Coaching and instruction in problem-solving strategies can be useful. Finally, managers need to be sensitive to the threats to employees' sense of accomplishment during stressful times. It may well be that the workers who put forth the most effort are the very ones most vulnerable to an increase in psychological symptoms. (p. 374)

Collins-Camargo's (2007) study showed a marked decrease in burnout when regular clinical/educative supervision was provided to staff. That if an organization wanted to decrease turnover they needed to increase the cultural support for educative supervision (Collins-Camargo, 2007). If an organization is carrying out a change process it would benefit from having a strong culture of educative supervision in place, before the change process occurred.

Collins-Camargo (2007) found that even though "administrative duties were seen by workers, supervisors and middle managers as less important to service provision than many other aspects of supervision although they often took precedence" (p. 101). Thus, as change is a part of every work life, we as supervisors can act to protect our human resources: enact the recommendations of studies that show how we can help those we supervise with the necessary administrative and educative supervision.

Supervision contracts.

If one finds oneself having to practice supervision in an organization it is important to establish an agreement of supervision with the supervisee (Osborn & Davis, 1996; Tromski-Klingshirn & Davis, 2007). Some agencies already have guidelines or simple agreements written into policy and procedures; it is important as a social worker receiving supervision to have such an agreement to promote their needs being met. As a supervisor, one must ensure the agreement or contract falls in line with what the organization will support, or you may be setting yourself and your supervisee up for failure. Tromski-Klingshirn (2006) expound on proper supervisory practice: "a written supervision contract is the best way to ensure mutual understanding, agreement, and accountability of the supervision roles and responsibilities for both the supervisor and supervisee" (p. 65).

Model for a supervision contract.

Tromski-Klingshirn and Davis (2007) discussed a six point framework for supervision contracts and explained the importance of including limits and concerns central to educative supervision, when the supervisor is in a dual role of providing both administrative and educative supervision. "Emphasizing the collaboration of the written contract between supervisor and supervisee (Osborn & Davis, 1996), the issues of the clinical supervisor as administrative supervisor phenomenon must be discussed when formulating the written supervision contract" (Tromski-Klingshirn & Davis, 2007, p. 62) (See Figure 2).

First, Tromski-Klingshirn and Davis (2007) explain that the agreement should be in writing and the "purpose, goals, and objectives of both" (p.62) administrative and educative supervision should be defined. I found in my practise this allowed for both parties in the

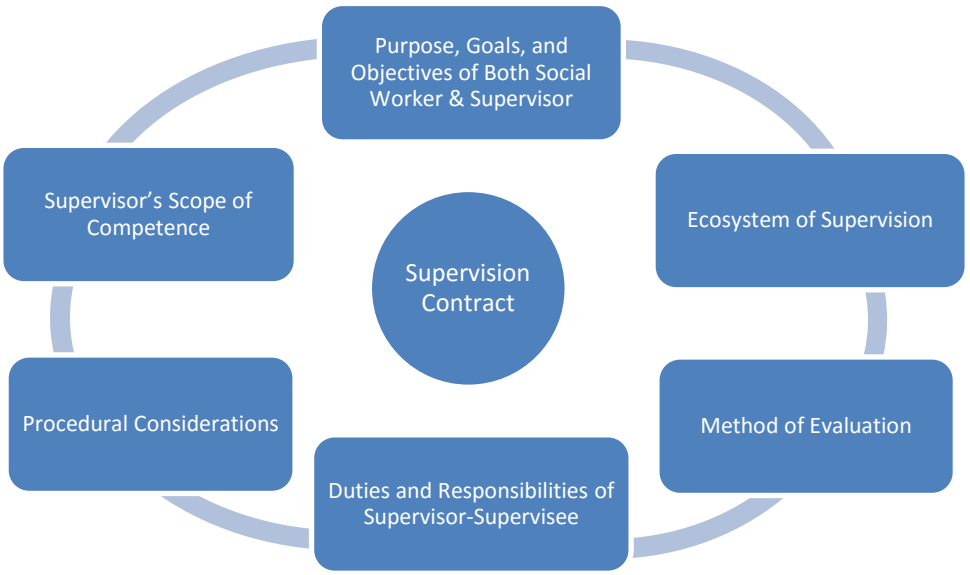
supervision contract to know what to expect from each other. As well, this gave a forum as a supervisor to discuss the expectations of the organization.

Second, the ecosystem of supervision needs to be established, as Tromski-Klingshirn and Davis (2007) recommend:

> In addition to what Osborn and Davis suggested (e.g., the amount and length of supervision sessions; setting or modality such as individual and/or group supervision; educational and monitoring activities; supervision model(s) used), it would be important to set the schedule and map out the context of clinical supervision sessions and administrative supervision sessions separately. Using Tromski's (2000) definitions of clinical supervision and administrative supervision to outline the context of each type of supervision session would help to alleviate the "Conflict of Interest" problem identified by him, in that it would be clear which issues, when, and how much time is spent on clinical versus administrative issues. (p. 63)

I found that an explanation of what the ecosystem surrounding my supervision would be allowed me to adjust my expectations and practise. I found having discussion helped me to adjust to the work and not have stress about supervision. When I worked for an Aboriginal agency, my supervisor took me into his office the first day I arrived and explained the ecosystem of supervision in the agency. He stated: "things are very different here then at the ministry; you will receive supervision from me, the agency, your colleagues, the Elders, and community members" (Calvert, 20040606 [personal journal]). This was an adjustment for me and it was far easier to have a supervisor explain what to expect.

Figure 4. Components of Supervision Agreement or Contract



Third, it is imperative for the dual role supervisor to discuss with the supervisee how they will be evaluated during supervision, ensuring the supervisor:

> Clearly communicate[s] what exactly is evaluated … and in what way, that is, how much bearing this will have on the supervisee's administrative evaluation (e.g., annual employee evaluation). Doing this should help offset three potential problems outlined by Tromski (2000): (1) Less Likely to Share Concerns/Personal Information; (2) Conflict of Interest; and (3) Supervisor Exploitation. (Tromski-Klingshirn & Davis, 2007, pp. 63-64)

Within MCFD evaluations are supposed to be completed in writing once a year with quarterly updates. However, these updates are not always completed and sometimes it is at the end of the year that the assessments are rushed. I found it beneficial to tie in both the administrative and educative supervision into the evaluations. I was able to capture the development of the professional and how the professional was achieving the administrative

tasks. I found as I approached the evaluation with a strengths-based approach, the employees became more engaged in their performance evaluations (Tromski-Klingshirn & Davis, 2007). As well, I found that as more information throughout the year was added to the evaluations, the employees were more engaged in the educative supervision and shared more about their practise (Tsui, 2005).

Fourth, Tromski-Klingshirn and Davis (2007) explain "duties and responsibilities of supervisor-supervisee" (p. 64) need to be clearly written into the supervision agreement. They explain this part of the agreement sets out the boundaries of who is responsible for what and when. As well, they express this is the time the supervisee and supervisor should discuss "potential benefits, and what potential conflicts might come from this dual supervisor role with the supervisee" (Tromski-Klingshirn & Davis, 2007, p. 64). Through training I received from the BC PSA and MCFD I was introduced to concepts of administrative and educative supervision; however, in practice, I rarely saw educative supervision. I tried to practise educative supervision more, as I became more aware of the benefits it provided. I do not believe I ever had a full conversation, covering all the different aspects of administrative and educative supervision, with any of my supervisees or supervisors. As well, I never discussed possible conflicts that the dual role of supervision could present. I recommend such a full conversation, as it would have allowed for better understanding of my role as a supervisee and later as supervisor.

The fifth point that should be included in the written supervision agreement is how to resolve a conflict, including:

> both the supervisor and supervisee to each have an appropriate third party to discuss any conflicts in the supervisor-supervisee relationship, whether it be related to the

> clinical supervisory relationship or the administrative supervisory relationship. Also, a suggestion for handling a potential problem area identified in the Tromski (2000) study, "Less Likely to Share Concerns/Personal Information" is that the supervisee and supervisor should agree on a third party to whom the supervisee can go to for supervision on a particular issue which the supervisee feels reluctant to share. (Tromski-Klingshirn & Davis, 2007, p. 64)

Tromski-Klingshirn and Davis (2007) point out that this part of the supervision contract should include how to resolve "ethical" (p. 64) dilemmas surrounding services and supervision. I believe that due to the hierarchical structure of MFCD, they do a somewhat good job of explaining that if you have an issue with your supervisor, you need to discuss this with your supervisor, and then if you are not able to come to a resolution, take it to your supervisor's supervisor. I believe that this is not exactly what Tromski-Klingshirn and Davis had in mind, but if this is the process outlined in procedure and policy, it would be important to highlight this aspect in the agreement. As well, highlighting a union agreement where a union representative may need to be present during some parts of supervision (Seventeenth Master Agreement, 2014).

The sixth point relates to the "supervisor's scope of competence" (Tromski-Klingshirn & Davis, 2007, p. 65), which I would argue is one of the most important. Many times, I was out of my area of competence practising dual role supervision. I also experienced supervision sessions when it was apparent that my supervisor was practising outside their areas of competence (Winofsky & Calvert, 2012). Tromski-Klingshirn and Davis (2007) go on to explain why it is important to practise within the scope of one's competence:

> Osborn and Davis reiterated the 1993 ACES guidelines, which state the supervisors practice (e.g., supervise) only within their scope of competence, and that supervisors state clearly their areas of professional competence. In addition, it is the supervisor's ethical duty to receive "timely and appropriate consultation" and training to expand her/his expertise. In addressing the fourth problem identified in Tromski's (2000) study, "Supervisor Incompetence," any administrative supervisor doing clinical supervision needs to be clinically supervising only in the areas in which he or she has clinical expertise, or it is clearly a breach of supervision ethics. (p. 65)

I would argue that many of the issues faced by MCFD are due to many of the supervisors, at all levels, not having the correct skills set. Many are practising outside of their scope of competence due to high turnover of staff, thus reducing the pool that supervisors come out of (Blackman & Schmidt, 2013), as well as not enough supervisors being hired (British Columbia's Representative for Children and Youth, 2015). As a supervisee, I would not share information about myself or issues I was facing with my staff with my supervisor, due to what I perceived as a lack of competence in the area I needed guidance. Instead, I went outside the organization or to another inside the organization with the skill set.

My involvement with supervision contracts.

Supervision contracts were introduced to me while I was going to university to obtain my bachelor of social work, and then again when I was in my fifth year of practise in child welfare. The agreements informed me: when supervision would happen, how long it would be, who would be present, what would happen during supervision, whom would collect information during supervision, and what would be done with the information after it was collected. This allowed me to know what to expect each time and to build trust in my

supervisor when the agreement was followed. In turn, I brought the idea of a supervision agreement to the North service area of MCFD from the Interior Region, and introduced my supervisor to the concept of a supervision contract. I also entered into supervision agreements with my staff. However, supervisors find themselves challenged by the demands of administrative supervision placed on them by MCFD. Snyder and Babins-Wagner (2013) explain: "Child Welfare supervisors have since the early 1990's been required to engage more in the management/administrative supervisory function than the others [educative, supportive, mediation] due to an emphasis in Child Welfare on monitoring workers' ability to assess and manage risk" (p. 26). The administrative demands usually took the time that I and my staff agreed to have educative supervision. The ratio of staff to supervisor was always high and this leads to fewer hours to supervise staff (Tromski-Klingshirn & Davis, 2007). One must hold to the supervision agreement and keep that time sacred as this will allow for the needed educative supervision. I recommend this be addressed in the supervision contract and discussions while developing the contract. I also recommend the discussions of using outside supports if the supervisor cannot effectively meet the time demands of a supervision contract. This should be explicit; so as to not leave the supervisee floundering as to what to do if educative supervision is not given. As well, the supervisor should address the ethical issues of being a dual role supervisor, and how dual role supervision may not be the best form of supervision though it is the most common.

Snyder and Babins-Wagner (2013) explain that "effective supervision is associated with beneficial outcomes for supervisees including: enhanced thinking skills and critical decision-making; a sense of empowerment, competence and personal accomplishment; organizational commitment and organizational cultural behavior; and enhanced job

satisfaction and job retention" (p. 24). Looking forward, there is a great deal more research needed into the effective use of supervision for better organizational outcomes, including better outcomes for the internal and external clients (Bishop, 2005; Brashears, 1995; Tromski-Klingshirn, 2006; Tromski-Klingshirn & Davis, 2007). I recommend specifically studying the cost benefit analysis of proper supervision. As well, I recommend further research into the ethical practises of child welfare agencies, specifically regarding supervision of all levels of social workers in an organization.

Chapter Six: Conclusion

Though dual role is the most common form of supervision found in the field, one can choose to not accept it as the best form of supervision and:

> [Reflect] on the evidence from correlational studies ... [suggesting] there is some support for the following: supervision works best when it pays attention to task assistance, social and emotional support and a positive interpersonal relationship between supervisors and supervisees. In particular, task assistance and the importance of supervision in the acquisition of new skills and problem-solving are valued by workers. This is true for both relatively experienced and inexperienced practitioners. Given the evidence that supervision is associated with job satisfaction and protects against stress, practitioners should insist that good supervision be provided by their employers. The emotionally charged nature of the work places particular kinds of demands on people working in the child welfare field which need to be contained by the organization. This means moving beyond a focus on task and prescription, and providing opportunities for reflective supervision. (Carpenter, et al., 2013, p. 1851)

It is our responsibility as social workers to demand better supervision at all levels of practise. Looking forward, MCFD must increase their staffing levels; all social workers, including supervisors with MCFD, will have to advocate for more time with staff to provide educative supervision, even with the demands of administrative functions knocking on the door (Bishop, 2005; Brashears, 1995; RCY, 2015; Winosky & Calvert, 2012).

As a supervisor within MCFD I was given a paper outlining the best practices approach to clinical supervision. This was the document I had introduced to the North Region with some minor changes done by the region. This document did not ensure that I gave good clinical supervision to my staff. Nor, did the organization provide the need supports of more staff to manage the work and more supervisors to properly carry out what they were asking. Instead they just said it needs to be done. So, I turned the tables and expressed that I needed educational supervision, just as much as the social workers; I pointed out that managers under the same document must provide me with proper clinical supervision. This was not well accepted and there was a half-hearted attempt to fulfill their mandate. However, the difficulties in properly carrying out the mandate were soon apparent. When one engages the democratic mechanisms in an organization, the organization I obliged to follow them. This will allow for a proper space to discuss the issues that are faced by the supervisor in carrying out the mandate.

Organizations Responsibility

I believe that this research has shown that if administrative and educative supervision is to be practiced together, there needs to be stronger supports put in place for all levels of supervisors. Supervision needs to incorporate the community component and include members of the community in providing educational supervision to the supervisors and

supervisees servicing the community. Educational supervision must not only be mandated by the organization, but practiced at all levels so supervision is modelled from the top down and praxis changes from the bottom up. This focus on educational supervision will help transfer knowledge from academia and clients to organizations - flowing from the front line workers and supervisors. As well, the organization will experience better success at meeting mandates with the knowledge and skills that organization can transfer to all staff through proper supervision with more focus on educational supervision. This will transfer into better service delivery plans that are more client focused and more positive public perception of the organization.

The organization must incorporate ethical training at all levels from executive through to frontline staff. As well, decision making about ethical decisions need to be connected with research and include all levels of community I have identified that are important in the supervision processes. As well, these decisions should be documented and made available to all. In my own experience, when one brings that discussion of ethics up to an organizational level, such as my discussion about racism, it becomes important to the organization. This can be an in road, to create time and space for supervision. It is the convincing of the organization that an ethical issue, such as linking educational supervision with opportunity to address racism or sexism as an important part of supervision. Once the organization feels that it is an important enough issue they will act to address it. They will give time and space to supervisors to address this issue in educational supervision and provide training to the whole organization. As a supervisor if you want to see change convince the agency that there is a real issue and point them towards a way to fix it and they will usually go down the path.

Supervisees and supervisors flourish when they are supervised well and have reasonable workloads. Many works speak specifically to appropriate caseload sizes outlined in the review by Tittle (2002). I recommend that they be followed or an agency may be in jeopardy of unethical practice, as well as creating a situation where the agency will not be able to properly meet the needs of clients. I contend that unethical practice should be immediately stopped and the realities of staff shortages should be properly faced, and shortcomings addressed. The financial costs are insignificant when weighted against the human cost on the external and internal clients. Not only should caseload size and complexity be addressed, but to address issues with educational supervision that can improve social workers ability to meet administrative demands (See Case Example) and prevent burnout (Gustafson, et al., 2010; Heugten, 2011; Newell & MacNeil, 2010).

Protecting Social Work as a Profession

A new or existing regulatory body needs to govern social work practice and be very connected with academia. This body should be mandated to regulate all social work practice. This body should require that organizations employing social workers provide all the components of supervision. Social work practice and ethics are not always adhered to in organizations that employee social workers and this harms the profession and the professional. If a medical doctor is practicing medicine he or she is mandated by a regulatory body to practice in certain ways and with certain ethics. The regulatory body holds the organizations and the practitioner responsible for the practice. In British Columbia this should be the same for a social worker practicing social work. However, at this time it is not.

A Social Workers Responsibility

As social workers, we must speak up and take action against the disregard for ethical practice that is being displayed by agencies that do not address the supervision needs of internal clients; that then negatively impact the external clients. We must speak up at every turn and challenge unethical practice and name it for what it is; an affront to our very profession and to those whom we serve. If there is a focus on internal and external ethical practise by social workers and supervisors, believe there will eventually be room for educational supervision. Administrative and educational supervision need to be balanced so that each part of supervision can build the professional and profession. We can make demands to have the supervision that we need as a professional. During my practice I have had many supervisors practice poor balance in the supervision given to me. It is not until I demand that the organization makes a choice for me and my supervisor as to what administrative tasks should be waived so I can get my educative supervision - that I actually get my educational supervision. It is not until I actually ask my supervisor about the supervisor's level of competence that I know what level of supervision I will get from the supervisor and what supervision I will have to go outside of the agency to get. As well, the agency will be put into a position where they will need to develop all supervisors' levels of competencies, because the supervisors will demand it so those they supervise will see them as competent in more areas. If we do not make the personal political and ask or demand better we will not get it. In my practice if I did not ask there was not change. When I asked or pointed out an issue bigger than my own practice there was at the very least a dialogue and a change in the level of consciousness about the subject; and sometimes I even got what I asked for. This created a change in praxis around supervision.

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