Supervision Expectations of Social Workers in Vhembe District of Limpopo Province

Thesis presented for the Doctor of Philosophy Degree in Social Work in the Faculty of Humanities, University of Limpopo

by

T.M. Sikhitha

2018

DECLARATION

I, Thivhusiwi Maureen Sikhitha, hereby declare that the thesis entitled "Supervision expectations of social workers in Vhembe District of Limpopo Province" is the result of my own investigation and research, and I am the sole author thereof (save to the extent explicitly otherwise stated). I have not previously submitted this thesis, whether in part or in its entirety for obtaining any qualification to the University of Limpopo or to any other University. The publications of other researchers and authors have been duly acknowledged.

DEDICATION

This work is dedicated to anyone who believes in the power of knowledge.

ACKNOWLEDGMENTS

My heartfelt appreciation goes to:

ABSTRACT

Research topic: Supervision expectations of social workers in Vhembe District of Limpopo Province

The aim of this study as borne by the topic, was to ascertain the supervision expectations of social workers in Vhembe District of Limpopo Province. The unit of the study were social workers employed by the Vhembe District Department of Social Development (Vhembe DSD or DSD) only. The study excluded social workers who were employed by the Non-Governmental Organisations (NGOs) or in any other capacity outside of the DSD.

The data collection consisted of two phases; that is, firstly, a survey questionnaire which was administered to two hundred and five (N=205) social workers. The second phase consisted of structured interviews with ten (10) social work supervisors, and ten (10) supervisees. The structured interviews were meant to strengthen the quantitative data from the survey. The DSD's planning documents such as the Strategic Plan 2015-2020, the Annual Performance Plan 2016/2017 (APP) the Vhembe DSD Operational Plan 2016/2017(OPS Plan) and other documents were also studied to explain the themes that arose from the structured interviews. The document study provided a third stream of data collection.

Large quantitative data was collected from the two hundred and five (N=205) social workers who voluntarily accepted to participate in the first part of study. The survey data collection covered the 9 sections on the questionnaire to determine the needs, these are; A. Demographics, B. Supervision Infrastructure, C. Purpose of Supervision, D. Process of Supervision, E. Types, Styles and Models of Supervision, F. Supervision Outcomes, G. Self-Evaluation, H. Readiness when first entered the work environment, I. Additional comments.

The quantitative findings showed that the experience of supervision was not uniform among Vhembe District social workers in terms of their baseline supervision

experiences and expectations. Apart from the supervision experiences being uneven, they also deviated considerably from the prescribed supervision norms in South Africa.

Both the quantitative and qualitative aspects of the data have shown that supervision was not taking place as prescribed in the Norms and Standards (2011) and the Supervision Framework (2012), or it was not taking place at all in Vhembe District. The practice of supervision had diminished because the scope of practice of social work within the DSD has been reduced or downscaled. There was a tendency to shift the focus of social work services towards management of services rather than the provision of services to clients. Such management was mainly seen in the planning and reporting of services rendered where the emphasis was on the numerical targets rather than on the impact or quality of social work services rendered. The limitation of scope for social work and supervision practice resulted because the managerial focus tended to undermine professional focus and values of social work.

The reduction of scope for social work and supervision was mainly due to structural misalignment between the vision, mission and the programme and budget structure of the DSD, both at the Head Office and in Vhembe District. The programmes that were meant to support and sustain professional matters, such as supervision and training; were either non-existent, not funded, or not funded at the correct levels or they lacked the human resources to drive them.

The management focus also led to fewer supervisors being appointed. At the time of commencement of the data collection (ie., August 2016), there were only thirteen (N=13) substantively appointed supervisors to a population of more than three hundred social workers in Vhembe DSD. The poor supply and utilisation of supervisors was also caused by the DSD's failure to implement Resolution 1 of 2009 of the Health and Social Development Bargaining Council which regulate career paths for social workers in terms of the Occupation Specific Dispensation (OSD). The non-compliance with Resolution 1 of 2009 was also compounded by the failure of the DSD to provide work tools for the social workers. These are work tools such as vehicles to conduct home visits, computers and printers to prepare the reports and telephones to manage the

daily operations of the work. The lack of work tools leads to low work output, and poor service rendering to the clients.

Recommendations were made in terms of the short-term 'low hanging fruits' actions that the DSD could immediately address, and other more medium-term changes to the organisational structure that can be linked to the DSD's planning cycle. The short term recommendations included the conducting of audit to establish the outstanding OSD implementations and the grade promotions of the social workers into senior posts to ready them for supervisory posts, among others. The more medium-term structural recommendations consisted mainly of a proposed supervision model for Vhembe DSD to address the gaps identified in the findings.

TABLE OF CONTENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1. INTRODUCTION TO THE STUDY

1.1.   INTRODUCTION

There is consensus that social workers need to be supervised by someone with more expertise and experience than themselves (Bol Deng, 2013; Wonnacot, 2012; Chenot, Benton, and Hansung, 2009; Corey, Haynes, and Muratori, 2010). Supervision is necessary for induction into the profession and for legal and ethical compliance with the norms and standards of the profession (O'Donoghue and Tsui, 2012; Poole, 2010; Kadushin and Harkness, 2014; 2002).

In South Africa, the codification of policy frameworks and policy positions on social welfare has influenced the formalisation of the supervision function as part of government policy. The national Minister of the Department of Social Development (National DSD) is tasked with the responsibility of ensuring that social welfare government policies, including supervision, are implemented. Some of the policies are the White Paper on Social Welfare Services (1997) (DSD White Paper 1997), Recruitment and Retention Strategy for Social Workers (2005) (DSD Recruitment Strategy 2005), The Scarce Skills Policy Framework for the Public Service (2003) (Scarce Skills Policy Framework, 2003), Integrated Service Delivery Model for Social Services (2006) (DSD Integrated Services, 2006), Generic Norms and Standards for Social Welfare Services (2011) (Norms and Standards for Social Work, 2011), Social Work Supervision Policy (2012), and Supervision Framework for the Social Work Profession in South Africa (2012) (Supervision Framework, 2012).

The foundational legal and policy frameworks are the Constitution of the Republic of South Africa Act 108 of 1996 (the RSA Constitution), Social Service Professions Act, 110 of 1978 (Act no. 110 of 1978) (now undergoing amendments), and the South African Council for Social Service Professions (SACSSP) Guidelines, 2007 (SACSSP Guidelines, 2007). These policy frameworks have brought about structure and focus on the social work supervision function as well as the social work practice itself.

The aim for this study was to find out what the supervision expectations of social workers were, contrasted with their prevailing supervision experiences. Knowing what social workers expect or prefer from the supervision experience will help align dialogue between policy and practice.

1.2.   RESEARCH PROBLEM

Out of interest, the researcher had from the year 2012 to 2014 held informal consultations and discussions with senior social workers about the state of the social work profession in the areas where they worked. These informal consultations were conducted with senior social workers who were mainly situated and working within public social work organisations in Limpopo Province. The majority of those consulted were from Vhembe District municipality (Vhembe District), Limpopo Province.

A common trend that emerged from the responses of the senior social workers was that the standard of social work practice had declined mainly as far as adherence to ethical standards, knowledge and skills base were concerned. Examples of such decline were indicated as arrogant behaviour of social workers towards clients, not having social work skills and knowledge, disregard for clients and their concerns, lack of humility and courtesy, laziness where reports are cut and pasted, consulting with clients over the phone and not making home visits before compiling reports, recycling reports and misrepresentation, not asking for help, dishonesty when claiming for official kilometres travelled, and theft, among others.

When considering the concerns raised by these senior social workers, the researcher noted that most of these concerns were linked, *inter alia*, to the nature of supervision that the social workers received in the ordinary course of their work. Having regular supervision with a qualified social work supervisor is extremely vital for professional development and ethical practice of social workers (Bol Deng, 2013; Maclean, 2012; Openshaw, 2012; Alfonso and Firth, 1990). The concerns by the senior social workers could also easily relate to the social work training received or to the adequacy of such training, but supervision is ultimately responsible for the competence of the social

worker in the end (George, Silver, Preston, 2013; Chiller and Crisp, 2012). Godden (2012) indicated that the job of a social worker is a challenging one which takes place in complex environments where the role of professional judgment is paramount. Research and practice have shown that social workers are more effective if they receive good quality supervision (National Association for Social Worker, 2013 (NASW, 2013); Godden, 2012). Effective supervision is one of the most important measures that organisations can put in place to ensure positive outcomes and quality services for the people who use social care and children's services (Skills for Care, 2007).

The senior social workers also advised and requested the researcher to study the kinds of transgressions by social workers in South Africa that the SACSSP adjudicated from time to time. The SACSSP is the custodian of professional and ethical standards of the social work profession. In analysing the disciplinary records of the SACSSP from 2007 to 2014 in this regard, at least three areas of focus could be determined as broad categories of transgressions.

These categories were; acts of criminality and statutory offences on the part of the social workers, secondly; unethical behaviour which may or may not be illegal, and thirdly; negligence/ culpability of the supervisor or supervisee. These transgressions may be understood as follows:

- acts of criminality and statutory offences may among others include theft from the employer, fraud where clients are cheated of their foster care grants, failure to respond to a court subpoena, failure to report cases of child abuse to relevant authorities;
- unethical behaviour that is illegal includes; divulging confidential information of clients, acts of dishonesty and corruption; and
- unethical behaviour that is not illegal includes failure to maintain objectivity and being biased, dual relationships with clients, failure to ensure proper termination of services when tendering resignations, arrogant attitude towards clients; and
- negligence/culpability of the supervisor/supervisee could include instances were substandard reports are given to other stakeholder authorities such as the courts;

failure by social workers to update process records timeously, and failure to develop contracts with clients.

The anecdotal comments of the senior social workers and the analysis of SACSSP disciplinary reports impressed upon the researcher to have a baseline understanding of the supervision experiences and practices in Limpopo Province. The majority of the senior social workers consulted were from Vhembe District of Limpopo Province, the focus of the research was therefore delimited to Vhembe District only. The researcher also spent sixteen (16) years (between 1990 and 2006) involved in teaching social work students at the University of Venda in Thohoyandou (within Vhembe District), in the Limpopo Province of South Africa.

In the Recruitment and Retention Strategy for Social Workers (2005), the DSD acknowledged that there was a decline in the productivity and quality of social work services rendered due to a lack of supervision. This may be attributed to the fact that supervision is an important consideration in responding to any allegation and suspicion that the standards of professionalism for any profession have dropped (Australian Association of Social Workers, 2014 (AASW, 2014).

In an attempt to gain a better perspective of the alleged drop in professional standards, a review of literature was done. The review of relevant literature was used to establish the place of supervision in the development of a professional identity and competence of social workers in general. Such a review of literature provided a context for the anecdotal comments of the senior social workers.

To this end, this research study determined baseline profiles of supervisory practices and recorded the deviations from the norm per the literature review and the policy frameworks. The deviations gave an indication of the gaps and supervision needs of the social workers. The second level of determination of supervision needs required the social workers to identify and specify their supervision expectations and preferred experiences in a survey and structured interviews.

1.3. AIM AND OBJECTIVES OF THE STUDY

1.3.1. Aim of the study

The aim of this study was to describe the supervision expectations of social workers in Vhembe District of Limpopo Province.

1.3.2 Objectives of the study

The objectives of this study are:

1.3.2.1. To describe the supervision expectations of social workers in relation to literature on social work supervision;

1.3.2.2. To ascertain the experiences, practices, and supervision expectations of social workers in Vhembe District as follows:

- by exploring and describing the social worker's perceptions of their current supervision experiences;
- by describing the expectations of the social workers' regarding the ideal supervisory practices and experiences

1.3.2.3. To describe the relationships between demographic variables and the indeterminate perceptions of social workers of their supervision experiences and expectations;

1.3.2.4. To make recommendations on the performance of the supervision function by developing a model of social work supervision for Vhembe District.

1.4.   RESEARCH METHODOLOGY

1.4.1. Research design and approach

According to Kothari (2004), research design is a plan, a roadmap and blueprint strategy of investigation conceived to obtain answers to research questions; it is the heart of any research study (Bernard, 2006).

The explorative/descriptive research design was used for this study. Explorative design is used to gain insights for future investigation of a research problem area (Rubin and Babbie, 2010). Descriptive research presents a picture of the specific details of a situation (Kumar, 2011; Babbie, 2013). The study aimed to explore and describe the baseline supervision experiences of the social workers, and then determine how much they deviate from the norm, and identify their supervision needs/expectations.

The research approach for the study was a mixed methods approach which combined quantitative and qualitative approaches. Two distinct designs were used for the study and they were administered in two parts simultaneously. The first part of the research design was a survey which combined open and close ended questions. By combining quantitative with qualitative methods, the weaknesses of surveys can be mitigated (Kumar, 2011; Rubin and Babbie, 2010; Babbie, 2001). All the social workers who were in the employ of the Vhembe DSD at the time of conducting the study were invited to participate in the survey aspect of the research.

The use of closed and open ended questions in the survey questionnaire design ensured that the respondents were both structured in their responses and they could also give narratives of their own views on the issues. The questionnaire also used contingency questions to ensure that responses can be reliably validated (De Vos, Strydom, Fouchè and Delport, 2011).

To ensure adequate coverage, strength of the design and triangulation of data, the second aspect of the design was structured interviews with 10 supervisors and 10

supervisees selected using non-probability purposive sampling method. Triangulation is a research design that uses different research techniques in the same study to confirm and verify data gathered in different ways (McMurray, 2004: 263; Neuman, 2011). This results in a stronger research design, with more valid and reliable findings (Nykiel, 2007).

1.4.2. Data collection methods

1.4.2.1. Collection of survey data

The survey data collection method was a self-administered questionnaire. Multiple data gathering strategies were used to reach the respondents. The respondents were reached through their work clusters (that is., a cluster is when four to five social work offices that are adjacent to each are treated as one unit/cluster), visits to their work spaces, and when they attended their official meetings. The pre-signed informed consent form with all the necessary explanations and contact details of the researcher was attached to each questionnaire. All the questionnaires were in English. There was no need to translate the research instrument into various local vernacular languages because the respondents are social workers who can read and understand the English language.

The survey questionnaire consisted of nine (9) sections (sections A to I); namely A. Demographics, B. Supervision Infrastructure, C. Purpose of Supervision, D. Process of Supervision, E. Types, Styles and Models of Supervision, F. Supervision Outcomes, G. Self-Evaluation, H. Readiness of respondents when they first entered the work environment, I. Additional Comments.

1.4.2.2. Data collection for structured interviews

1.4.2.2.1. Rationale for conducting interviews

The interviews were meant to triangulate and strengthen the data reliability and validity. As it will be shown in the discussion on population and sampling that will follow, Vhembe DSD had a shortage of social work supervisors, and this could negatively affect the reliability and validity of information given in response to the open and closed ended questions of the questionnaire. The respondents' ability to describe and analyse their supervision experiences could have been limited by their lack of access to adequate supervision. Thus, the interviews were necessary to confirm the completeness of the quantitative findings.

1.4.2.2.2. Procedure for conducting the interviews

Meetings of 1 hour 30 minutes or more were arranged subject to confirmation with each of the respondents. A structured interview schedule in the format of a questionnaire was used for this purpose (De Vos *et al*, 2011). A composite summary of two main questions and sub-questions derived from an analysis of the quantitative findings was used and the same set of questions was used with both supervisors and supervisees. Data became saturated after the 6th interview with supervisors and after the 5th interview with supervisees. Although data saturated at this stage, the rest of the participants were reached by telephone for purposes of checking if the themes that had developed represented their views as well. The telephone interviews provided data to confirm, clarify and expand on the transferability and confirmability of the qualitative data.

The two main questions and sub-questions that were used for the structured interviews are:

1. ***The respondents in the quantitative aspect of this study in relation to social work norms and standards, supervision frameworks, social work supervision ethics, legal issues in social work:***

    a. *have uneven knowledge and experiences regarding the norms and standards for social work (2011). Would you say that you share this view?*

    b. *have uneven knowledge and experiences regarding supervision framework (2012). Do you share this view?*

    c. *have uneven knowledge and experiences of supervision ethics. Do you share this view?*

d. *have uneven knowledge of legal issues in social work practice. Would you say that you share this view?*

2. ***The respondents in the quantitative aspect of this study, in relation to supervision arrangements, office space and conditions of services:***

a. *have identified their supervisor as a social worker, but they experience the supervisor as not helpful. What is your view on this sentiment?*

b. *have reported that they are less likely to get supervision. What is your comment on this?*

c. *have complaints about their work environment in relation to office space and conditions of service of a human resources management nature. What is your comment on these findings?*

d. *have a belief that social work supervision is necessary for professional growth, but they can't seem to link their professional competence and client satisfaction to the supervision they received. Is this perception a fact or a fiction?*

e. *have a four year social work qualification, have worked for a period between 3 and 20 years, practice generic social work, earn a salary of between R200 000.00 to R400 000.00 per year. What is your comment on this assertion?*

f. *have suggested improvements to the execution of the supervision function in Vhembe District such as: appointment of supervisors, training of social workers, review of the Reporting Framework, more and better access to supervision, office space, among others. How do you propose that the supervision function can be mainstreamed into the service delivery agenda of the Vhembe DSD?*

1.4.3. Data management and data analysis

1.4.3.1. Quantitative data management and analysis

Quantitative data consisted of data from the survey questionnaire. Firstly, all the responses generated from a mixed methods survey were reduced to the same

numerical language in the form of measurement scales at nominal, ordinal, and ratio levels of measurement.

Secondly, the researcher spent time cleaning the codes (Neuman, 2011). This involved checking the categories of all variables to detect impossible codes and correcting logically impossible combinations. For an example, the coding for gender is 1 for male and 2 for female; in this case, an example of an impossible code is where a female is coded as 1.

An example of a faulty cross combination is one where the respondent has indicated that he/she does not share office space, but complains of working in an overcrowded space in the open ended questions. Cleaning the codes ensured the validity, credibility and meaningfulness of the data.

Thirdly, a programme for the management and analysis of the data was written by the researcher on microsoft-excel. The questionnaire responses were loaded into the programme for further data manipulation and analysis.

Various cross combinations were analysed; such as, how often social workers of a certain level of working experience receive supervision; and at what level and which type of supervision; whether distance from the supervisor's office affected the frequency of access to supervision; and whether work experience was related to the social workers reporting that they have content knowledge of the DSD Supervision Framework (2012).

Quantitative data from the survey questionnaire was analysed using simple frequency distributions, percentages, averages, modes, regressions, analysis of variance and descriptive narratives. Structured interviews were used to interrogate the meaning of the quantitative findings and to contextualize and nuance the descriptive statistics from quantitative data.

1.4.3.2. Qualitative data management and analysis

Creswell's (2013, 2009) thematic model was used in the qualitative data analysis. Interviewees' information was recorded both manually and with an audio recorder. Each respondent's information was transcribed and kept separate. Each subsequent interviewee's responses were used to validate data collected from the previous interviewees. The researcher proceeded to identify similarities from the individual summaries and identified the emergent major and minor themes. Interpretation of the information provided was facilitated by doing a document study of the strategic plans and other documents of both the DSD and the South African government such as the Children's Act, No. 38 of 2005, and the Sexual Offences Act, No.32 of 2007.

The interpretation of the document study was integrated into the summaries and checked with the interviewees to ensure that the themes were consistent with their views and experiences. The themes and sub-themes are fully presented and analysed in chapter 6 of this study.

1.5. RELIABILITY, VALIDITY, OBJECTIVITY AND BIAS

The survey questionnaire was piloted on two (2) social work supervisors and two (2) supervisees from outside Vhembe District under the similar conditions in which the survey was conducted (Kumar, 2011). The social workers piloted were from Capricorn District; one of the social development districts under the Limpopo DSD. The structured interview instrument was not piloted since the interviews were meant to refine the survey findings.

The pilot study helped to check the questionnaire design itself, including wording of questions and scales, and the overall flow of the questionnaire (Kumar, 2011; Grinnel, 2008). The pilot study also helped to test the tools for data analysis and to determine if the questions provided for answers with the right level of detail and completeness of information (Kumar, 2011).

Feedback obtained from the pilot on the length of the questionnaire was accordingly implemented and the questionnaire was shortened based on the feedback. The validity of the measures used in this study was face-validity and content-validity (De Vos *et al*, 2011; Neuman, 2011. On the face of it, the instrument looks like it is measuring the broad topic of social work supervision based on the nine (9) focus areas as described in paragraph 1.4.2 herein. The actual questionnaire design as it was refined by the pilot test had ensured that the collected data was valid and reliable. The strength of this assertion was also established during the structured interviews when the quantitative data was tested for completeness.

1.6.   POPULATION AND SAMPLING

1.6.1. Participation in the survey aspect of the research

All the social workers appointed by the DSD in Vhembe during the data collection phase were invited to participate in the survey aspect of the study. The approach of inviting all social workers regardless of seniority is in line with the DSD Supervision Framework (2012) which mandates that all social workers must receive supervision in one or other form.

At the commencement of data collection from August 2016, there were three hundred and ninety four (394) formally appointed social workers at Vhembe DSD. Of these; fifty (50, 12.69%) were social workers with one or other form of formally recognized seniority. Thirteen (13) of the 50 senior social workers were formally appointed as supervisors (that is, 3.29% of 394 were formally appointed as supervisors). Thirty seven (37, 9.39%) senior social workers were seconded to work as supervisors. Another category of senior social workers (9) were referred to as programme coordinators. These were senior social workers who may or may not be supervisors but they are mostly administrators and managers of social work services. This left a total of 335 social workers as eligible to be regarded as supervisees in the strict sense, and sharing thirteen (13) formally appointed supervisors.

A total of two hundred and five (205, 100%) social workers volunteered to participate in the study. Five (5) of the two hundred and five were newly qualified social workers who

were appointed on twelve months internship contracts in partial fulfilment of their recruitment scholarship conditions. The percentage response rate of 205 respondents is 52% whereas a response rate of 50% is acceptable for survey research (Babbie, 2010; SurveyMonkey, 2009).

1.6.1.1. Sampling procedure for interviews to discuss survey trends and patterns from the quantitative data

A non-probability purposive sampling technique based on availability was used in the selection of 10 supervisors and 10 supervisees for the structured interviews.

1.7.   ETHICAL CONSIDERATIONS

The researcher observed certain ethical standards and requirements to avoid harm to the respondents. Specifically, the respondents' participation in the study was subject to their informed consent. The informed consent covered areas such as:

- An invitation to participate in the study and stating the title of the study, the purpose, and relevance thereof;
- A disclosure that the research is part of PhD studies in social work at the University of Limpopo;
- A statement of the benefits of the research in improving supervision practices;
- A statement delineating the social workers who are eligible to participate; that is, all the social workers in Vhembe District who were employed by the Department of Social Development;
- An indication of how long it would take to complete the questionnaire, and/or the interview;

- A statement that gave assurance that despite all the social workers having been invited to participate, participation was voluntary, inclusive of the right to withdraw at any point and choice not to respond to some of the questions;

- A statement that there were no risks, discomforts, deceptions or costs to participation;

- A statement about confidentiality that the respondents were not asked to identify themselves on the questionnaire unless they chose to do so themselves. Respondents were informed that some of the answers to the open-ended questions could be used as quotations in the study and that they could indicate anywhere on the questionnaire if they were opposed to being quoted in the study.

- A statement that respondents would not be identified in the thesis, or in any presentation, publication, or discussion, however, the results of the study may be published in professional journals or presented at professional conferences. It was a condition of being granted permission to conduct the study that the findings of the study would be made available to the Vhembe DSD. A later development on the publication of the findings involved the requirement to provide a bound thesis to the Health and Welfare Sector Education and Training Authority (HWSETA) pursuant to its granting the researcher financial assistance in conducting the study.

- A statement that there was no financial incentive or compensation for participating in the study;

- A statement that the respondents have a right to information regarding the procedures and results of the study;

- A statement that respondents must immediately report any harm, actual or perceived that arose from their participation in the study to the researcher for correction, debriefing, mediation or mitigation; and

- An attachment to the questionnaire and disclosure to interviewees of actual proof that the researcher was granted both permission and ethical clearance to conduct the research at the Vhembe DSD.

Accordingly, the respondents who participated in the study did so voluntarily, and this can explain the 52% response rate. The respondents freely gave information to both structured and unstructured questions. There were no requests for debriefing although the subject matter was painful and sensitive to some of the social workers, particularly the issues on conditions of service and other structural impediments of their work.

1.8.   SIGNIFICANCE OF THE STUDY

The study's significance was identified in at least 4 ways:

- the reception and the utilisation of the enabling social work policy frameworks was tested in the survey and in the interviews. The level of compliance with the prescribed supervision norms was revealed and analysed.

- the findings of the study can be used to mitigate against the inherent risks of delivering social welfare services within a bureaucracy. Social workers provide social services in environments that are unpredictable and their work, which is also non-uniform, is practiced within a confidential environment (Godden, 2012; Botha, 2002). Clients can be easily harmed if there is no supervision. The study investigated whether these inherent risk factors were being addressed in the supervision experiences of the respondents.

- the anecdotal comments of senior social workers in Vhembe District were investigated within the broader context of how the supervision function was being

performed, received and utilised. Where relevant, chapter 8 of this study addresses how deviations can be corrected and mediated.

- the study made recommendations on the performance of the supervision function by developing a model of social work supervision for Vhembe District.

1.9. ASSUMPTIONS, AND DELIMITATIONS OF THE STUDY

1.9.1 Assumptions

In conducting this study it was assumed that:

- Social workers attended a tertiary education institution and are in possession of the minimum academic qualification to be registered as a social worker by the South African Council for Social Service Professions (SACSSP).
- Social workers' tertiary education training exposed them to supervision both theoretically and practically.
- The enabling policy frameworks are known by social workers and they are used to structure social work and supervision practices.
- Each participant will answer the questions honestly;

1.9.2. Delimitations

The study was delimited to all social workers in the Vhembe District of Limpopo Province who were employed by the Department of Social Development (DSD), regardless of their places of work or fields of specialisation. This parameter left out social workers who were employed in the non-governmental sector or in any other sector outside of the DSD.

The study was delimited to the perceptions, experiences, preferences, needs and expectations of the social workers in Vhembe DSD of Limpopo Province.

1.10. LIMITATIONS AND ADVANTAGES OF THE RESEARCH DESIGN

1.10.1. Limitations

Surveys require sufficiently large samples to increase the confidence levels within which to describe the characteristics of the population (Grinnel 2008:263).

The idea of limiting the sample to all the social workers in Vhembe District and not in the whole of Limpopo Province might impact on the requirement of a large sample for survey research to be effective. The use of explorative/descriptive designs as the primary purpose of the study limits the generalisability of the findings to other groups of social workers in other areas.

1.10.2. Advantages

The response rate of 52% was achieved for this study. This response rate is within the acceptable response rate for survey research. Furthermore, design features such as a

triangulated approach consisting of structured interviews, mixed methods survey, large data set with large variability of information were advantageous to the research design of the study. The study of planning frameworks and other documents of the DSD also assisted to validate the data from the structured interviews.

1.11. DEFINITION OF KEY TERMS

1.11.1.   Limpopo Province

Limpopo is a South African province on the international borders of Botswana, Zimbabwe and Mozambique. Like every other province, it has a provincial government that runs the affairs of the government at a provincial level. It also has a legislature that approves budget votes for various government portfolios including the provincial DSD. It has concurrent jurisdiction with the national DSD on the delivery of social welfare services.

1.11.2.   Vhembe District Municipality

Section 151 of the Constitution provides that the local sphere of government consists of municipalities, which must be established for the whole of the territory of the Republic. A municipality has the right to govern on its own initiative, the local government affairs of its own community, subject to national and provincial legislation, as provided for in the Constitution.

Vhembe District Municipality is one of the five local governments within Limpopo Province with coordinates 2256' S30˚ 28'E. It is situated in the north of Limpopo Province, and it shares international borders with Zimbabwe, Botswana and Mozambique. Its estimated size is 25 597 349 square kilometres and it consists of four local municipalities. The total population estimate is 1,294,722.00 people (2011 census). The district had 300 000 households and a poverty rate of 13% in 2016 (StatsSA, 2016).

1.11.3.   Social Work Supervision.

The definition of social work supervision in this study is as provided in Kadushin and Harkness (2002:23). This definition defines social work supervision from the point of view of the supervisor as follows: *"A social work supervisor is an agency administrative staff member to whom authority is delegated to direct, coordinate, enhance, and evaluate the on-the-job performance of supervisees for whose work he or she is accountable. In implementing this responsibility, the supervisor performs administrative, educational and supportive functions in interaction with the supervisee in the context of a positive relationship. The supervisor's ultimate objective is to deliver to agency clients the best possible service, both quantitatively and qualitatively in accordance with agency policies and procedures. Supervisors do not directly offer services to the client, but they do indirectly affect the level of service offered through their impact on the direct service supervisees."*

Godden (2012:3) provides a similar definition that: *"Social work supervision is a process by which an organisation provides support and guidance to social workers".*

The operationalisation of social work supervision for the purposes of this study may incorporate coaching, mentoring and consultation, but supervision is not synonymous to these concepts. Supervision is conceptualised as a hierarchical relationship where participation is prescribed and compulsory and where there is a clear power differential between the supervisor and the supervisee in a similar way as captured in the Kadushin and Harkness's (2002) definition above. Consultation on the other hand is voluntary, not necessarily hierarchical and it is essentially a give and take relationship of equals (Engelbrecht, 2012). The consultant can make recommendations but does not have power to implement sanctions against a social worker (Cloete, 2012). Consultants are usually retained for case consultation and review (Engelbrecht, 2012; Cloete, 2012; Engelbrecht, 2010a; Coleman, 2003).

Coaching is more akin to the educational function of supervision, but lacks the obligatory requirement found in supervision (Harlow, 2013). Mentoring denotes the role of one person assisting the other to develop professionally by acting as a facilitator (Cloete, 2012). A supervisor may facilitate growth of his/her supervisee, but the

supervisory role requires more than a passive role of a facilitator. A mentor, coach or consultant cannot be held vicariously liable for the acts or omissions of a supervisee, only a supervisor can be held in such a position of co-responsibility (Mak, 2013; Engelbrecht, 2012; Hair, 2008).

Furthermore, supervision for the purposes of this study refers to individual supervision. Variations of teaching and learning avenues such as group and peer supervision are not regarded as supervision and where these are referred to in the study, it will be for purposes of illustrating a point about possible prevailing practices and preferences. The reason for excluding these variations from the definition is that they lack the essential elements of supervision practice as envisaged in the DSD Supervision Framework (2012). Group supervision can be run by more than one supervisor, such that the requirement of contracting and accountability of the supervisor for the supervisee's actions might not be fully present. Peer consultation does not have any legislative framework and peers cannot be held accountable for each other's professional conduct. Peer consultation does not give rise to legal obligations for the participants (Kadushin and Harkness 2014; Hair 2008; Munson, 2012, 2002).

1.11.4.   Social Work Profession

The social work profession is understood within a conceptualisation developed by International Federation of Social Workers (2014) (IFSW) and International Association of Schools of Social Work (2014) (IASSW). They both define social work as a: *"practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work".*

1.11.5.   Social Worker

A person who is registered with the South African Council for Social Service Professions (SACSSP) in terms of chapter 2, section 17 of the Social Service Professions Act, 1978 (Act No. 110 of 1978).

1.11.6. Preferences

Preference is a choice of something over something else. Within the supervision situation, preference refers to choices of supervision aspects that social workers like and would choose if they were granted the opportunity.

1.11.7. Needs and expectations

Needs means something that is required rather than being just desirable. Within the supervision situation, needs refers to the requirements and/or essential contents of supervision that can be elevated to what social workers expect their supervision experience to be.

1.12. CONTENTS OF THE RESEARCH REPORT

Chapter 1 discusses the choice of the study problem, aim and objectives of the study, research design and methodology, ethical considerations and definition of key terms.

Chapter 2 discusses the conceptual framework for the study.

Chapter 3 reviews the literature on social work supervision.

Chapter 4 details the research methodology followed to answer the research questions.

Chapter 5 presents the empirical data and main findings based on quantitative data aspect of the research design.

Chapter 6 presents the qualitative data in the form of themes and sub-themes.

Chapter 7 presents a discussion of the findings and their implications.

Chapter 8 presents the summary of the findings, the recommendations, the proposed supervision model and the conclusion.

1.13. CONCLUSION

Chapter 1 introduced the research study by, explaining the problem statement, locating the motivation for the research topic and outlining the research objectives. It also outlined the identified research methodology in order to guide the choice of research design, data collection and sampling procedures. The topic of the study is: "The supervision expectations of social workers in Vhembe District of Limpopo Province". Chapter 1 also details the ethical standards that have been complied with, and explained the advantages and limitations to the research study. Chapter 2 focuses on the conceptual framework for the study.

CHAPTER 2. CONCEPTUAL FRAMEWORK OF THE STUDY

2.1. INTRODUCTION

Chapter 2 presents the conceptual framework of the study. A conceptual framework guides, illuminates and provides a lens through which the entire study is understood. The conceptual framework to this study has 4 pillars; that is, the neoliberal managerialist discourse on social work and social work supervision, the developmental perspective to social work supervision, the Social Exchange Theory, and the professional perspective.

2.2. PILLAR 1: NEOLIBERAL MANAGERIALIST CONTEXT OF SOCIAL WORK SUPERVISION

Vombatkere (2016) defines neoliberalism as a policy model of social studies and economics that transfers control of economic factors and inputs from the public sector to the private sector. Neoliberalism derives from the basic principles of neoclassical economics, suggesting that governments must limit subsidies, make reforms to tax law in order to expand the tax base, reduce deficit spending, limit protectionism, and open markets up to trade. It also seeks to abolish fixed exchange rates, promote deregulation, permit private property and privatize businesses run by the state.

The provision of social welfare in South Africa is influenced by neoliberal ideas that were ushered in mainly in the post 1994 macroeconomic strategy of GEAR (Growth, Employment and Redistribution). Neoliberalism is defined by Harvey (2007; 2005) as a theory of political economic practices that proposes that human well-being can best be advanced by liberating individual entrepreneurial freedoms and skills within an institutional framework characterised by strong private property rights, free markets and free trade. The role of the state is to create and preserve an institutional framework appropriate to such practices. Neoliberalism thus, supports fiscal austerity, deregulation, free trade, privatisation and reduced government spending (Investopedia, 2016; Friedman, 2013).

Literature has shown` that the practice of social work and social work supervision have been impacted by a global shift to neoliberalist managerialism which has determined the character of social work and social welfare (Engelbrecht, 2013; Egan, 2012b; Harlow, Berg, Barry, Chandler, 2012; Bradley, Engelbrecht and Höjer, 2010; Abramowitz, 2012; Haly, 2010; O'Donoghue, Baskerville and Trlin, 1998).

Sewpaul and Hölscher (2004) pointed out that the post 1994 integration of the South African economy into the global economy has led to South Africa not being able to set its own path for development. This meant that the new government found its room to manoeuvre limited when neoliberal discourses started influencing its economy and social policy with continued reductions in social spending.

Rogowski (2013) commented on the impact of neoliberalism in the United Kingdom and said that neoliberalism impacted significantly on social work over recent decades by

subjugating the profession to the demands of managerialism. The focus of managerialism is to ensure that social workers complete bureaucracy speedily so as to ration resources and manage risks. In a study on social work supervision in England, Godden (2012), also reported on the experiences of social workers whose work was affected by managerialism. The social workers regretted that their supervision was dominated by case management, action planning, and less on reflection, learning, professional development and support (Godden, 2012).

It is imperative that the conceptual framework for this study must account for the managerialist neoliberal context of social work and supervision practice in South Africa (Engelbrecht; 2015, Engelbrecht 2013, Bradley et al, 2010), and by implication, in Vhembe District of Limpopo Province. Contrary to the central tenet of neoliberalism that the state has to limit its role in the life of people, social work is unique in its focus on peoples' problems in 'living' and therefore, there is an interconnectedness between individuals and the society (James, 1968:4 cited in Spolander, Engelbrecht, Martin, Strydom, Pervova, Marjanen, Tani, Sicora and Adaikalan, 2014). Private troubles and public issues are intimately connected within social work practice. The International Federation of Social Work (IFSW) (2014; 2012; 2004) and the International Association of Schools of Social Work (IASSW) (2016; 2004) continuously alert social workers to appreciate the dilemmas brought on social work by neoliberalism, specifically the dilemma of separating private troubles from public interests. Social workers are required to act as both helpers and controllers, and to negotiate the conflict between their duty to protect the interests of their clients, and the societal demands for efficiency and finite/limited resources.

The infusion of neoliberalism into economic and social policy in the England experience, resulted in the marginalisation of social work service recipients through restrictions of services, budget cuts, means tests, and reduced role of preventive services (Rogowski, 2013; Lombard, 2008; Dominelli, 1996). When the role of the State is limited, the State is consequently no longer able to provide a buffer against poverty and to mediate the impact of capitalism on the vulnerable populations (Picketty, 2013; Gregory and

Holloway 2005). The State is no longer seen as the guarantor and coordinator of equality and equity of access to social goods and services (Spolander and Martin, 2015).

Egan (2017) pointed out that libertarian economics rejects the idea of social obligation and views it as a violation of personal freedom. The consequences of liberal economics are varied; positively, liberalism maximises individual liberty, personal responsibility for one's destiny, and promotes positive values such as competition, innovation and personal initiative (Egan, 2017). Negative consequences are premised on the fact that liberal economics offer a strong formula for inequality in that the rich, the ambitious and the clever get richer, while the poor struggle to catch up, and invariably get poorer (Egan, 2017).

Social work differs primarily from other helping professions in its focus on human rights, social justice, equality and equity (NASW: 2013), and neoliberalist managerialism affects these core values and seeks to reform them (Spolander and Martin, 2015). Service rendering that focuses on management concepts of efficiency, effectiveness, risk management and audits can negatively affect the values of human rights and social justice because the service user is no longer the primary focus, but the management of the service to the client is (Spolander and Martin, 2015; Harlow et al, 2012). Concern about equity of access might be usurped by notions of management efficiency, resulting in services that may be considered efficient but do not deliver services based on the needs of the clients of social workers (Spolander and Martin, 2015; Harlow et al, 2012; Haly, 2010).

Hamilton-Smith (2011) reflected on the philosophy of managerialism that is based on the assumption that all organisations should be managed in the same way irrespective of their definition of responsibility. With the adoption of a business organisational model, community and other forms of collective responsibility are dismissed and the individual takes precedence. Former Prime Minister of Great Britain, Margaret Thatcher said in support of deregulation that *"there is no longer such a thing as society; there are only individual people and they are either winners or losers"* (quoted from Hamilton-Smith, 2011:1). In this system of management, professional judgment and expertise are seen

as irrelevant while professionals are forced to operate by a set of procedures which are controlled and directed by management. Neoliberalist managerialism has led to the reduction of scope of work for social workers. The primary role of social work in a managerialist focus is case management and not the full spectrum of social work functions as defined in paragraph 1.11.4 in chapter 1 of this study (Abramowitz, 2012; Egan, 2012b; Hutchings, Cooper and O'Donoghue, 2014). Peet (2011) indicated that supervision can sometimes be incorrectly regarded as case management. Case management involves the allocation of resources needed for cases, rather than reflecting on practice and learning (Peet, 2011).

2.3. PILLAR 2: THE DEVELOPENTAL PERSPECTIVE TO SOCIAL WORK SUPERVISION

The developmental perspective is useful to explain how social workers develop and mature in their professional roles (Everet, Miehls, DuBois and Garran, 2011; Stoltenberg and McNeil, 2010; Kindsvatter, Granello and Duba, 2008; Stoltenberg, 2005; Stoltenberg, 1981; Ronnestad and Stovholt, 2003; Kaufman and Schwartz, 2003; Stoltenberg and McNeill, 1997; Stoltenberg and Delworth, 1987; Littrell, Lee-Borden and Lorenz, 1979).

Stoltenberg and Delworth (1987) developed an Integrated Developmental Model (IDM) for supervisors and supervisees consisting of three levels of development for each. This model seeks to integrate developmental theories in supervision practice.

Supervisee Development

The three levels of supervisee development start with level one which describes the level one supervisees as highly dependent on others, and lacking in self-awareness (Stoltenberg and Delworth, 1987; Littrell, Lee-Borden and Lorenz, 1979). These supervisees are categorical in their thinking, highly motivated and committed to work. They are often very apprehensive about their skills and tend to rigidly use one model of practice. The optimal learning environment for level one supervisees is one that

encourages autonomy while providing instruction, support and modelling within a structured atmosphere.

Level two supervisees vacillate between autonomy and dependence, they are more aware of self and others, and are inconsistently motivated. They tend to become client focused, and they are capable of providing a professional challenge to the supervisor (Stoltenberg and Delworth, 1987; Littrell, Lee-Borden and Lorenz, 1979).

Level three supervisees are securely autonomous, aware and accepting of themselves and others. They are stable in their motivation, more confident and realistic about their job. Supervision with level three supervisees resembles consultation and collegial support (Stoltenberg and Delworth, 1987; Littrell, Lee-Borden and Lorenz, 1979).

Supervisor Development

Level one supervisors are characterised by anxiety, and they tend to be mechanistic in their style. They are highly motivated. Level one supervisors are fit to supervise level one supervisees only (Stoltenberg and Delworth, 1987; Littrell, Lee-Borden and Lorenz, 1979). Level two supervisors are characterised by confusion, conflict and frustration. According to IDM, supervisors do not remain at this stage for long. Level two supervisors work best with entry level supervisees. Level three supervisors are capable of honest self-assessment and they are relatively experienced in all domains of practice. They can provide supervision to supervisees at all levels of development (Stoltenberg and Delworth, 1987; Littrell, Lee-Borden and Lorenz, 1979).

2.3.1. DEVELOPMENTAL ASPECTS IN THE POLICY FRAMEWORKS

The Supervision Framework (2012:14) supports the developmental nature of acquisition of knowledge, skills and attitudes in social work as follows:

"The social work profession in South Africa is therefore compelled to put measures in place to pass on a scholarly theoretical body of knowledge as well as tacit practice experience and wisdom to subsequent generations through installing effective supervision practices, in order to convey a competent professional social work heritage to practitioners".

One of the principles of supervision in the Supervision Framework (2012:17) is that *"Professional development is valued and encouraged"*. The explanation of this principle is that supervision is located in the learning environment where professional development is valued and encouraged. The Supervision Framework (2012: 26) provides for phases of supervision; as the beginning phase, middle phase and evaluation phase. The idea of phases denotes that social workers' competence develops from a lower level to a higher level of competence.

The developmental approach of the DSD Supervision Framework (2012) envisaged that social workers who have reached the consultation level of supervisee functioning can work independently. These are social workers who would have completed three years of direct structured supervision under a supervisor. Such supervisees are considered to be motivated and professionally matured (Littrell, Lee-Borden and Lorenz, 1979), and they can work autonomously (Stoltenberg and Delworth, 1987) regarding the total scope of the work. They are regarded as confident, responsible and as having acquired the required knowledge and skills to undertake assigned responsibilities (Young, Lambie, Hutchinson and Dyer, 2011). They can also provide supervision to supervisees at all levels of development (Stoltenberg and Delworth, 1987).

Resolution 1 of 2009 of the Health and Social Development Bargaining Council also envisaged that social workers in South Africa will grow in rank and salary grades from supervisees to supervisors. In terms of this Resolution, social workers who have reached salary grade 3 can supervise other social workers, social work students and social auxiliary workers.

Engelbrecht (2010a) found in a study of profiles of supervisors in NGOs that the typical supervision arrangements in rural South Africa similar to Vhembe District are such that social workers are ordinarily deployed to work in places that are far away from the nearest supervisor. There are real resources constraints such as the unavailability of transport, work tools, and access to supervision. These constraints impact on the work of rural social workers in South Africa in particular. These structural and resource constraints can negatively impact on the development of supervisees within the prescribed time, and to achieve the required levels of competence as envisaged in the

Supervision Framework (2012). The Supervision Framework (2012) thus provides an ideal standard for the DSD to aspire to regarding supervisee and supervisor's professional development.

2.3.2.   THE RELEVANCE OF THE DEVELOPMENTAL PERSPECTIVE TO SOCIAL WORK SUPERVISION

The developmental approach to supervision is relevant in developing social workers to consultation levels of competence. Such social workers can be deployed to supervise other social workers at all levels of supervisee-development. Therefore, focusing on ensuring that the social workers develop along a continuum from novices to full competence makes the developmental approach suitable for any implementation of social work supervision in South Africa, and at the rural areas of South Africa in particular.

Kaufman and Schwartz (2003) view developmental models as an umbrella to other models of supervision due to their emphasis on the unfolding of personal and skills development. The other approaches to supervision are useful in providing the content and context of the development required by the social workers who are under supervision. For an example, the functionalist approach which focuses on the three basic functions of social work supervision is useful to ensure that the developing social worker knows that the functions of supervision consist of education, supportive and administrative supervision (Australian Association for Social Workers (AASW), 2014; 2010; 2000; Kadushin, 1974; Inskipp and Proctor, 1993; Senediak, 2013; Hughes and Pengelly; 1997).

Other approaches such as role theory (Consedine, 2001), interactional theory (Shulman, 1993), cognitive behavioural intervention (Azar, 2000), feminist approaches (Haynes, Corey and Moulton, 2003; Hipp and Munson, 1995), are some of the examples of approaches that are useful to address the 'how' and 'why' part of the supervisee development. Development towards competent practice incorporates

strengths and competence perspectives (Engelbrecht, 2010b; Cohen, 1999) to assist the supervisees to be resilient as they develop.

Organisational approaches (Tsui, 2004; Kadushin and Harkness, 2014; 2002) focus on organisational aspects of supervision; including *inter alia*, the structural and culture imperatives such as organisational resources, structures and policies that will shape organisational culture practices, and processes within which supervision will be practised. The goal remains that of ensuring the development of the supervisee into professional maturity.

2.3.3.   THE IMPACT OF NEOLIBERAL MANAGERIALISM ON THE DEVELOPMENTAL PERSPECTIVE TO SOCIAL WORK SUPERVISION.

The developmental perspective to social work supervision is premised on the understanding that social work will be practised within a developmental State as envisaged in the DSD White Paper (1997) and guided by the Constitution of the Republic of South Africa. The Constitution of the Republic of South Africa provides in section 195(1)(c) and (e) that public administration must be governed by the democratic values and principles enshrined in the Constitution. The constitutional principles include the principles that public administration must be development-oriented, people's needs must be responded to, and that the public must be encouraged to participate in policy-making (Freedman, 2013).

 For the purpose of this study, supervision is an organisational and management function, and thus, its practice is subject to the principles that govern public administration in terms of the Constitution. The shift towards neoliberalism has significantly undermined the idea of developmental social welfare in South Africa (Sewpaul and Hölscher, 2004), and as a result, the context within which social work and supervision are practised. (Harlow et al, 2012; Spolander and Martin, 2015).

The South African developmental welfare model conceptualised the role of social workers and other social service professionals in terms of the prevention and early intervention of social problems (Midgley, 2014; Lombard and Wairire (2010). The

minority of cases would be left to require protection services and only as a last resort should clients be removed from the family to be accommodated in alternative care facilities.

This is a dramatic departure from the social welfare model before 1994 where the main focus was institutional care and the medical model (DSD White Paper 1997; Patel, 2008). The old social welfare system was also very unequal and services were rendered along racial lines. Black people received the least amount of services and the least amount of budget was spent on them (Hölscher, 2008). The Whites received the most services, followed by Indians and the Coloureds. Sewpaul and Hölscher (2004) noted that neoliberalism and managerialism were the reasons behind the failure of the South African government to replace the demise of the welfare state for the white people with another one for the black people. The majority of black people are still poor in post-apartheid South Africa, and are unable to meet their basic needs in most cases.

Spolander *et al* (2014:303) indicated that the development of the neoliberal approach was meant to reduce the role of government and oppose the idea of a welfare state. The central belief in neoliberalism is that increasing deregulation and private enterprise, will lead to less financial responsibility for the state resulting in lower tax rates (Jessop, 2012; Abramowitz, 2012). Low tax rates are considered to be good for economic growth (Harvey: 2007). Flowing from this reasoning, the resultant economic benefits from reduced taxes would trickle down to the poor and reduce inequality (Harvey, 2007).

It has been established that rather than reducing poverty, levels of inequality and poverty have increased in many countries (Wilkinson and Pickett, 2010). South Africa is reported to have one of the highest levels of inequality in the world (Picketty, 2013; OxfamSA, 2017). The poor who are in the majority have become poorer and the rich who are in the minority have become richer. The idea of economic benefits trickling down to the poor did not materialise. The 1994 democratic project is failing the very people who were supposed to benefit from the developmental state of the new South Africa, that is, those who were excluded before 1994 (Picketty, 2013).

The neoliberal idea of a smaller government mainly characterised by austerity (Picketty, 2013; Rogowski, 2012) and budget cuts can have detrimental effects on people. In the Gauteng Province Department of Health South Africa (GPDH); more than a hundred mentally ill patients died after they were moved from a hospital that was providing care to them, to the care of Non-Governmental Organisations (NGOs). The main reason for moving the patients was cited as the high cost for the GDPH to keep the patients at the hospital, and other competing priorities on the budget. NGOs which were rather not suited to care for the patients had the patients transferred to them and some of the patients died as a result (Makgoba, 2017). These deaths took place within a period of at least 12 months from the movement of the patients to the care of the NGOs.

A developmental approach would have focused on strengthening the alternative care facilities first and profiling the patients in terms of the levels of care most suited for them (DSD Service Delivery Model, 2006; Haly, 2010). This would have been more in line with section 195 of the Constitution and the developmental state agenda of post 1994 South Africa.

Due to the effects of neoliberalism, a typical client of social work in South Africa is likely to be someone who is poor, with limited access basic necessities, who has unmet emotional needs, has high needs for concrete services, and increased dependency on the State, as well as other similar 'problems in living'. This is the context within which social work and supervision are practised.

In pursuance of a leaner Vhembe DSD, some of the client systems are served mostly or exclusively by NGOs. When analysing the planning documents of the DSD Limpopo; that is, the 5 year Strategic Plan and the Annual Performance Plan; it is very clear that the role of the social worker had been curtailed (DSD five year strategic plan 2015 to 2020, and DSD APP 2016/2017). For an example, in the programme dealing with the care of the elderly as a client system, most of the work in that programme was outsourced to the NGOs. A similar reduction of social work services in DSD Vhembe applies to victims of crime who also solely receive services at NGOs and not at the

DSD. Victims of crime encompass victims in all forms of victimhood such those arising from domestic violence, rape, and other traumatic events.

A similar trend was noticed in England where public service delivery was transferred to the private sector (Spolander and Martin, 2015) pursuant to neoliberalism and new public management in that country. Private sector values became incorporated within the public sector (Harlow et al; 2012). England also experienced, alongside these structural changes; workforce difficulties in recruitment and retention, and low pay of social workers (Hussein, 2011; Hussein, 2009), and social care quality scandals (Care Quality Commission, 2011).

From chapter 1 of this study, it has been shown that there were only 13 social work supervisors appointed to supervise social workers in Vhembe DSD and to monitor the supervision of NGOs. Thirteen supervisors are clearly inadequate for these purposes and this is not even compliant with the Supervision Framework (2012). Neoliberalist managerialism has the effect of limiting the development of professional ethos, and Rogowski (2011) has referred to it as professional deformation.

2.4. PILLAR 3: SOCIAL EXCHANGE THEORY PERSPECTIVE ON SOCIAL WORK SUPERVISION.

Searle (1990) indicated that Social Exchange Theory (SET) evolved from Thorndike's (1932, 1935) work on the development of reinforcement theory, and Mill's (1923) Marginal Utility Theory. Searle (1990) further indicated that modern-day influences have been derived from the work of sociologists such a Homans (1950, 1961), Blau (1964), and Emerson (1972) (in Searle, 1990). The model that emerges to explain Social Exchange Theory revolves around some central elements, of which the following are a case in point:

Human behaviour is rational. Individuals will increase and repeat behaviours that result in rewards for them. However, when individuals receive rewards continuously, the rewards become less valuable, and then new and different rewards will be sought through other behaviour sources (Aldrich, 1996).

Human relationships are based on reciprocation (Searle, 1990). Each individual in the relationship will provide benefits to the other so long as the exchange is equitable and the units of exchange are important to the respective parties (Blau, 1964). SET has been generally analyzed by comparing human interactions with the marketplace, and the same principles are used to analyse any other human relationship that can exist, including family relationships (Blau, 1964). The study of the SET from the microeconomics perspective is attributed to Blau (1964). Under this perspective every individual is trying to maximize his/her wins. Blau (1964) stated that once this concept is understood, it is possible to observe social exchanges everywhere, not only in market relations, but also in other social relations like friendships.

Social exchange is based on a justice principle with individuals participating out of a sense of mutual benefit rather than coercion (Searle, 1990). In each exchange, there should be a norm of fairness and free will governing behaviour of the parties to the relationship. Social exchange process brings satisfaction when people receive fair returns for their expenditures (Searle, 1990).

Individuals will seek to maximise their gains and minimize their costs in the social exchange (Searle, 1990). Costs are elements of relational life that have negative value to a person (West and Turner 2007). The costs can be time, money, and effort invested in a relationship. Rewards are the elements of a relationship that have positive value (West and Turner 2007). Rewards can be a sense of acceptance, support, and companionship (West and Turner, 2007). One of the central tenets of social exchange perspective is that people calculate the overall worth of a particular relationship by subtracting its costs from the rewards it provides (Colquitt, Baer, Long, Halvorsen-Ganepola, 2014; O'Boyle and Forsyth, 2012; Lum, 2008).

2.4.1. RELEVANCE OF SOCIAL EXCHANGE THEORY TO SOCIAL WORK SUPERVISION

Social Exchange Theory (SET) provides a model of social work supervision that focuses on the role of the supervisor and the workplace in shaping the expectations, behaviour, perspectives and preferences of supervisors and supervisees. In using the concepts of cost and rewards as basic drivers of social relationships, SET becomes a useful paradigm for understanding workplace behaviour and employee motivation (Wikhamn, and Hall, 2012; Cropanzano, and Mitchel, 2005).

The fundamental premise of the Social Exchange Theory of Blau (1964) is that the way an individual thinks about a relationship is based on the balance between her or his efforts in the relationship and the rewards, whether anticipated or actual (Zafirovsky 2005, Cook 1977). This theory implies that if the supervisory exchange is deemed to be beneficial and the supervisee's expectations and needs are met, the supervisee will reciprocate by having more positive emotions towards the supervisor and towards the workplace (Poole, 2010; Mor Barak, Travis, Pyun, and Xie, 2009; Barth, Lloyd, Christ, Chapman, 2008; Mor Barak, Nissly and Levin, 2001).

SET implies that an exchange relationship exists between an employee and their employing organisation, as a result of an employment contract (Xerri, 2012). The supervisor is an agent of an organisation, and to this effect, the supervisor has their own exchange relationship with the employee-system and the employer-system (Tekleab and Chiaburu, 2011). In their role, as agents of the employer, the supervisors can influence all the organisational relationships; they are pillars that support the social exchange framework in an organisation (Tekleab and Chiaburu, 2011).

SET is relevant and useful for social work organisations to put in place human resources practices and social work practice methodologies that maximise desirable employee outcomes. Examples of such outcomes are; the love for the profession of social work, professional competence, client satisfaction, reduction in worker burn-out, and reduced staff turnover (Karanges, Beatson, Johnston and Lings, 2014; Wikhamn and Hall, 2012; Xerri, 2012; Wang, 2004; Cook, 1977; Blau, 1964).

When the ideal social exchange conditions exist, relationships between the employer and employees and those between employees themselves can become trusting, loyal and mutually reinforcing (Xerri, 2012). Such relationships can include the provision of social work supervision, or the provision of a conducive environment for professional growth. To facilitate an environment that fosters positive workplace relationships, it is imperative that employers should abide and follow the rules and norms of exchange process (Cook and Whitmeyer, 1992; Gefen and Ridings, 2002). The Norms and Standards for Social Work (2011) and the Supervision Framework (2012) provide the rules and norms, and regulate the environment within which the exchange process takes place within social work and social work supervision.

The relevance of SET can also be deduced from the act of the National DSD of promulgating the Recruitment and Retention Strategy (2005). In 2003, the social work profession had been declared a scarce profession in South Africa in terms of The Scarce Skills Policy Framework for the Public Service (2003). One of the key objectives of the Recruitment Strategy (2005) was to respond to the concerns and poor conditions of service of social workers. The Recruitment and Retention Strategy (2005) further sought to identify circumstances that impacted negatively on social work services and on the retention of social workers. When conditions of service such as workload, salary, office space, access to supervision, transport are met, the likelihood of positive worker outcomes and better staff retention would increase. It is an established management principle that the competitive edge of any organisation is its people (Warrell, 2016; Hartog, and Verburg, 2004). Recruitment and retention of skilled social workers in Vhembe District would be an important social exchange input in SET terms for both the organisation and the social workers.

Social workers should respond positively to their workplace when they are valued in terms of effective conditions of services and opportunities for professional growth granted to them. The DSD Recruitment and Retention Strategy (2005) identified access to supervision as an important social exchange input from the side of the employer. It would be a cost in SET terms to recruit new social workers into an organisational culture that is characterised by despondency, low morale and ever-increasing demands without

the necessary supervisory framework (Poole, 2010). Having access to good direct and structured supervision for the first three years of a social worker's career and being exposed to supervision throughout one's career is a significant social exchange input. When supervision does not take place, social workers experience the costs of feeling unsupported and neglected to the extent that their professional growth will be undermined (Openshaw, 2012, Lambie and Sias, 2009).

2.4.2. THE IMPACT OF NEOLIBERALIST MANAGERIALISM ON THE SOCIAL EXCHANGE THEORY PERSPECTIVE TO SOCIAL WORK SUPERVISION

The impact of the neoliberalist managerialist context of welfare provisioning is used to understand the importance of social exchanges that have an impact on social work supervision. Neoliberalist managerialism leads to the practice of social work that is primarily focused on monitoring, evaluation and reporting in pursuance of managerial efficiencies. There is less or no emphasis on social work processes and impact of service rendering. This kind of social work practice leaves little or no room for proper supervision to be practised, thus leading to a negative social exchange consequence for social workers.

Managerialism tends to contradict the stance adopted by the Supervision Framework (2012), of promoting the professional development of social workers. Managerialism promotes the management of social work services rather than servicing the clients (Haly, 2010). The client is no longer the focus of service delivery. The opportunity for social workers to develop to higher levels of competence becomes limited in this regard. Egan, Maidment and Conolly (2016a) commented on the impact of managerialism on Australian social work practice and said that the managerial focus has the potential to undermine professional values, creating tensions and dilemmas for both supervisors and supervisees.

The DSD White Paper (1997) envisaged a situation where, through early intervention and preventive services, families and individuals could be assisted to develop to be fully functional, strong, self-sustaining, resilient and independent entities. These noble goals

cannot be achieved when the role of government is smaller, and while unemployment, poverty and inequality are increasing (Picketty, 2013). In 2011, the DSD issued a draft reviewed framework for developmental social welfare. The revised framework is essentially an attempt to recapture the developmental philosophy of the DSD White Paper (1997).

Rogowsky (2011) found that one of the consequences of the neoliberal ideology was that social work had become more like a business and functioned in a way that was market-like. Success is measured in terms of whether organisational targets have been met, rather than those of users. The scope for progressive and critical practice is greatly reduced (Rogowsky, 2011).

Managerialism in social work can lead to staffing instability and reduced workforce retention. In the United Kingdom (the UK), the average work-life of a social worker was 8 years in 2010, compared to pharmacist which was 28 years and medical doctors which was 25 years and nurses, at 15 years (Curtis, Moriarty and Netten, 2010). The researcher did not find any corresponding studies for South Africa. Irregular supervision leads to poor quality of service delivery to clients in general (Wonnacott, 2012; Franklin, 2011; Watkins, 2011; Carrol, 2010).

Kirkpatrick (2006) posited, regarding neolibelism in the United Kingdom, that there was a push to make social care organisations to adapt their practices and priorities of commercial firms. In this regard, managers who were not social workers became the main instruments of social policy rather than social work professionals. In terms of this push, the goal was to manage the service, and thus the belief is that any manager can manage, regardless of professional affiliation. Rogowski (2011) further indicated that these arrangements of non-social work managers managing social work function, contributed to the deformation of social work as a profession.

This type of social work practice is a cost in social exchange terms to both the employer and the employee. It is a professional cost to the social workers to be inducted into or to practise social work which has become deformed and misaligned to social work goals of

empowerment and growth. It is hard to imagine that the employer on the other hand, will ever be able to achieve its own goals when the employees are dissatisfied.

Taetske, Roux and Strydom (2014) identified some factors which can lead to stress and burn-out for social workers such as heavy workloads, lack of resources and unclear job expectations, among others. The ability to retain the workforce would be a welcome positive social exchange outcome even for the employer. However, Taetske *et al* (2014) suggested that it is hard to recruit and retain good social workers in South Africa. The organisational challenges were evaluated to be insurmountable in the Taetske *et al* (2014) study.

2.5. PILLAR 4: THE PROFESSIONAL PERSPECTIVE TO SOCIAL WORK SUPERVISION

The professional perspective deals with the external environment of social work supervision in the form of professional regulation and maintenance of professional standards (The SACSSP Guidelines (2007) for Course of Conduct, Code of Ethics and Rules for Social Workers; Social Service Professions Act No. 110 of 1978 (*which is in the process of repeal)*; Supervision Frameworks, 2012; Norms and Standards for Social Welfare/Work, 2011; Children's Act No.38 of 2005; Integrated Service Delivery Model for Social Welfare Services in South Africa, 2006, and the Reviewed Framework for Developmental Service, 2011; among others).

Social Work is practised in unpredictable environments, thus, the protection of clients becomes very important (Godden, 2012). Kadushin (1985) wrote generally about the environments within which social work is practised and Botha (2002) provided the South African context on the supervision. The context is unpredictable, non-routine, non-standardised, highly individualised and imperceptible. According to Botha (2002) and Kadushin (1985), these environments necessitate social work supervision. Clients of social workers deserve to be protected and not to be violated during service delivery (Botha, 2002). Supervision can provide such protection.

Furthermore, the practice of social work relies on the exercise of discretion in making decisions that affect clients. Examples of this discretion can be found in the Children's Act No. 38 of 2005, when making a determination that a child is in need of care and protection. A different exercise of discretion is required for each client in relation to that client's presenting problem and overall client situation. The social work profession itself is potentially ambiguous in nature, primarily because it does not depend on a discrete knowledge to deal with each client system in a uniform way. Instead, human needs are always conceptualised and responded to by individualising each client and starting where each client is, thus attesting to its potential inherent ambiguity (Parton, 1998; Clarke, 1993). Accordingly, it is important to have the professional regulation of the practice of social work and social work supervision.

The DSD Supervision Policy for the Social Work Profession (2012) (Supervision Policy 2012) emphasised on the rationale for having a supervision policy by indicating a need for effective supervision in order to improve the quality of social work services offered to service users. Lack of adequate training, lack of structural support and unmanageable workloads were also identified as other reasons that have necessitated the development of the supervision policy for the social work profession in South Africa (Supervision Policy 2012).

The professional perspective also ensures predictability in service rendering especially in instances where the social exchange outcomes between the social worker and his/her work environment were not well mediated. These are instances where the social worker is not receiving supervision, or does not feel supported. It is important that social workers must know the standards that are required for optimal service rendering, and that they must apply them in all situations. It is a constitutional right of clients to have their needs responded to and their dignity upheld and respected without being burdened with excuses.

The constructivist, strength based and solution focused approaches become relevant in this regard (Gray and Smith, 2009; Trevithick, 2014; Truter and Fouche, 2015; Engelbrecht, 2010b). It is important for social workers to advocate for their clients and for themselves with a lot more vigour when neoliberalism is potentially threatening the

livelihoods of both. Social workers must seek to influence social policy and be involved in reclaiming the professional space in social discourse rather than to respond by feeling powerless.

Serving the client with dignity and respect also means that the clients must know the level of service they can expect and the timeframe within which the service will be rendered. The service standards provide the framework within which clients' needs can be responded to. This basic courtesy to the client can be a challenge as Khanyile (2014) found in a study about the implementation of the developmental approach in rendering social services in Nkandla, Kwazulu Natal Province. Khanyile (2014) found that service users were not routinely informed about government plans for them. This shortcoming persists even after the Constitution has enshrined the fundamental right of people to access information held by the state and by other private persons for the exercise of their rights (section 32).

Disgruntled employees can easily compromise service delivery and clients (Wikhamn and Hall, 2012; Hughes, 2010) because they do not feel obligated to repay advantageous treatment received from their employers. The normative professional standards are meant to insist on the adequacy of service provisioning regardless of the negative social exchange outcomes. The State thereby accepts accountability if the normative standards are neither met nor adhered to.

The DSD Policy Frameworks prescribe that all social workers regardless of rank and experience must receive supervision. The SACSSP Guidelines (2007) have regulated that social workers can only be supervised by another social worker on social work matters. The Supervision Framework Policy (2012) provides that all social workers must have a written supervision contract.

The norms and standards for supervision (Supervision Framework, 2012) of newly qualified social workers provide that new social workers must spend three years receiving supervision every two weeks before they can advance to consultation level. One supervisor for this category of social workers must supervise ten social workers (1:10). provided that supervision is the only key performance area for that supervisor. If

the supervisor has to perform other tasks, the ratio is one is to six (1:6). The ratio for consultation level social worker is one supervisor to fifteen social workers (1:15).

The Generic Norms and Standards for Social Work (2011) prescribed a minimum of two years for the structured supervision for newly qualified social workers, whereas the Supervision Framework (2012) prescribed three years. This is not a contradiction because the Generic Norms and Standards only prescribed a minimum norm, without prohibiting more ambitious goal setting.

The professional perspective protects the profession of social work and ensures that it survives and maintains a distinct professional identity. Studies by Ngwenya and Botha (2012) and by Taetske *et al* (2014) suggest that the developmental goals of social work and social work supervision are not being met when social workers are not retained within social welfare organisations in South Africa. This challenge affects the proper implementation of one of the norms and standards frameworks, and the Children's Act, 2005. Ngwenya and Botha (2012) found that the large backlog of cases handled by social workers was caused by an overwhelming demand for foster care placements, and the high turnover of social workers at social welfare organisations.

Nhedzi and Makofane (2015), in a study on the provision of family preservation services in South Africa, found that social workers were overwhelmed by problems such as their confusion about the nature and content of family preservation services, lack of training, inadequate leadership, lack of resources and unrealistic expectations of the DSD among others. These findings show that for a service delivery norm to be successfully implemented, the other allied norms and standards must also be fully implemented. For the Children's Act, 2005 to be properly implemented, the conditions of service of the social workers, transportation for home visits, in-service training, proper staffing levels, availability of supervisors, and office accommodation must be available to prevent discontinuity in service delivery.

2.5.1.   THE IMPACT OF NEOLIBERALISM ON THE PROFESSIONAL PERSPECTIVE OF SOCIAL WORK SUPERVISION

The rise of managerialist social work supervision (Lawler and Bilson, 2010; Calogero, 2010) has been used in neoliberal efforts to transform public services into market mechanisms and management (Spolander *et al*, 2014; Engelbrecht, 2013; Bradley et al, 2010). Neolibelarism within social work practice is characterised by a managerial discourse in which social services are packaged as economic goods with a great emphasis on compliance and regulation (Rogowski, 2011; Bradley et al, 2010) where social workers no longer administer social services, but manage them (Kirkpatrick, Kuhlmann, Hartly, Dent, and Lega, 2016; Abramowitz, 2012; Beddoe, 2010; Cooper and Anglem, 2003; Rogowski, 2011).

Successful social work within a managerial discourse is measured by the quantity of services rendered, and not by the impact of the service (Rogowski, 2011). The actual services provided such as listening to clients, identifying their strengths, use of theoretical approaches and the helping process, client empowerment are not regarded as important for managerialist reporting purposes. Hamilton-Smith (2011) indicated that when the focus is on pseudo-accountability, documentation and procedures, professional judgment and expertise are viewed as irrelevant.

An example to amplify this situation is as follows: a typical planning target in the implementation of the Children's Act No 38 of 2005 at the Vhembe DSD is: *"the number of children placed in foster care"*. There would not be another corresponding target that deals with the actual implementation of the letter of the Children's Act. These are processes such as the identification of potential foster parents, screening potential foster parents for suitability, ensuring that all the clients have qualification documents such as identity documents, and availability of the Magistrates to issue a court order, availability of a court date, ability to write reports; among others.

The Supervision Framework (2012) and Engelbrecht (2015) pointed out in relation to social work supervision that supervision of social workers is distinct from general management in a welfare agency, eventhough supervision is a management function. Social work supervision is more akin to teaching new skills within a supportive environment. Administrative supervision does not amount to management either, but to ensuring that the supervisee understands and applies the policies, rules and regulations

of the employer in day to day work. Thus, general management cannot replace supervision (Engelbrecht, 2015).

Despite the philosophy of South Africa's developmental social welfare, the DSD White Paper 1997, and section 195 of the Constitution being about putting people first (Patel, 2005), the actual practice of social work has instead made people the means to reach the number targets in the reporting of performance.

2.6. CONCLUSION

The conceptual framework has highlighted the foundational organising thought process to guide the study on the supervision expectations of social workers in Vhembe District. The conceptual framework accounts for the impact of neoliberalist managerialism on the professional development of social workers, the workplace environment and the policy framework within which the development takes place. The challenges and opportunities within social work and supervision were highlighted. Chapter 3 focuses on supervision specific literature review, and it will further develop some of the themes identified in chapter 2, especially on the discussion of the history of managerialism in social work and social work supervision.

CHAPTER 3. LITERATURE REVIEW ON THE SUPERVISION EXPECTATIONS OF SOCIAL WORKERS

3.1. INTRODUCTION

Chapter 3 presents social work supervision literature focusing on the definition of supervision, purpose and functions of supervision, the historical overview, comparative views with other jurisdictions, the South African supervision policy frameworks, and the supervision expectations of social workers. Both international and local literature were reviewed. Local literature included a review of the legislative and policy framework on social work and social work supervision in South Africa.

3.2. THE CONTINUED SIGNIFICANCE OF THE FUNCTIONS ORIENTED VIEW OF SOCIAL WORK SUPERVISION

The function oriented definition of supervision that developed through time and was later conceptualized by Kadushin (1985) and other functionalists after him (Egan, Maidment, Connolly, 2016b:5; Munson, 2012; Shohet, 2008) has been the dominant understanding of social work supervision. This is the notion that supervision consists of administrative, educational and supportive supervision functions. Bradley *et al* (2010:775) indicate that the three functions of supervision have withstood the passage of time, and they are often presented in literature as apolitical, equal and value free. Various theorists such as Smith (2011), Hughes (2010), Peach and Horner (2007), support the notion of an unchanging nature of social work supervision, consisting of the three functions.

The three functions of social work supervision are not as neutral as they seem (Egan, 2012b). The influence of neoliberalist managerialism in the practice of social work supervision has led to the overemphasis of the administrative function with a management ideology (Bradley *et al*, 2010:775), and less emphasis on supportive and educational supervision (Engelbrecht, 2013; Egan, 2012b; Engelbrecht, 2012; Harlow*,* Berg, Barry and Chandler, 2012; Bradley *et al*, 2010; Abramowitz, 2012; Haly, 2010; Egan *et al*, 2016a).

3.3.   DEFINITION OF SOCIAL WORK SUPERVISION

The understanding of social work supervision in this study is provided by Kadushin and Harkness (2002:23). The role of the supervisor is used as a reference point, that:

"a social work supervisor is an agency administrative staff member to whom authority is delegated to direct, coordinate, enhance, and evaluate the on-the-job performance of supervisees for whose work he or she is accountable. In implementing this responsibility, the supervisor performs administrative, educational and supportive functions in interaction with the supervisee in the context of a positive relationship. The supervisor's ultimate objective is to deliver to agency clients the best possible service, both quantitatively and qualitatively in accordance with agency policies and procedures. Supervisors do not directly offer services to the client, but they do indirectly affect the level of service offered through their impact on the direct service supervisees".

The resultant supervisor-supervisee relationship is largely determined by external factors such as the agency environment, supervisor style, supervisee need, and presenting problems of the clients (Hafford-Letchfield, Lambley, Spolander and Cocker, 2014; Hughes and Pengelly, 1997). The supervisors may then function in their roles of enabler, teacher, broker and advocate, as the needs of the supervisee and environment may demand (NASW, 2013; Stengl and Zenko, 2011).

An appreciation of this agency based supervision practice helps to understand the opportunities and limitations that exist for social work supervision (Kadushin and Harkness, 2014). Supervision is primarily used as a tool to achieve the agency's objectives as it ensures that the rules and procedures of the agency are carried out (Mak, 2013; Poole, 2010; Tsui, 2004; Pritchard 1995). Its practice is affected by the agency's goals, structure, policies and procedures, service settings, and the agency's climate (Openshaw, 2012). The supervisor serves as a mediator and liaison between the agency and the supervisee (Dirgeliene, 2016; Minh Tan, 2010). Supervision protects the reputation, policies, philosophies and priorities of the agency (Wilson, 2013; NASW, 2013).

The nature and extent of power that a supervisor exercises over a supervisee is determined by the organisation (Kadushin and Harness, 2014; NASW, 2013; Towler, 2009; Austin and Hopkins, 2004). The relationship aspects of authority and power are granted to the supervisor by the agency. The organisational structure and processes strongly influence the interventions that are chosen for social work practice and for supervision, and consequently affect the behaviour of the agency clients as well (O'Brien and Hauser, 2015; Davys and Beddoe, 2010; Davies, 2008; Towler, 2009; Holloway and Brager, 1989). Supervisory expertise is most valued when it contributes to significant agency goals (O'Brien and Hauser, 2015; Davis, 2008; Holloway and Brager 1989).

3.3.1. OTHER DEFINITIONS AND FRAMEWORKS OF SOCIAL WORK SUPERVISION

Bernard and Goodyear (2014) defined social work supervision as clinical supervision. Supervision is viewed as an intensive interpersonally focused relationship in which the supervisor is designated to facilitate the development of therapeutic competence in the supervisee. The clinical model is premised on the educational function of supervision (Nabhani, Bahous and Sabra, 2015; Smith, 2009; Kaufman and Schwartz, 2003)

Holloway (1997; 1995) proposed a systems approach definition where social work supervision is a formal relationship in which the supervisor's task includes imparting expert knowledge, making judgments of the trainee's performance, and acting as a gatekeeper to the profession. Systems approach to supervision is integrative and comprehensive, taking into account a number of factors which impact on supervision. Five systemic factors to consider are the supervisory relationship (phases, contract, and structure), characteristics of the supervisor, characteristics of the institution in which supervision occurs, the characteristics of the client and the characteristics of the supervisee. The five functions of the supervisor in Holloway's systems approach are monitoring, instructing, modelling, consulting and supporting.

In the process model of Hawkins and Shohet (2012), supervision provides a container that holds the helping relationship within the therapeutic triad. The supervisor employs different roles and styles at different times. The process model focuses on attending to the processes that occur during supervision and within the supervisory relationship and use them to structure the learning and growth of the supervisee (Hargaden, 2016). The primary role of the supervisor is to provide containment to the supervisee so that learning takes place in a safe and supportive environment.

Fowlie (2016) also defines social work supervision within a relationship theme where supervision refers to a relationship that stimulates and enhances the supervisee's personal and professional development, awareness, knowledge and skills. The supervisory relationship is also beneficial to the client to re-assess and re-work any internal relational patterns and dynamics that are unhelpful to her/him.

Developmental models regard supervision as a vehicle to facilitate the growth of a supervisee from a novice to an expert (Forehand-Hughes, Holden and Ramey, 2012;

Aasheim, 2011; Stoltenberg and McNeill, 2010; Leong, 2008; Stoltenberg and Delworth, 1987; Stoltenberg, 1981). The supervisee moves from self-centred, client-centred, process-centred and finally, to a context-centred focus in the development continuum. Another variant of the developmental model is the competence model of Dreyfus in Pena (2010). Novices develop from rigid adherence to taught rules to expert competence with less dependence on rules. Professional maturity is shown by reliance on theory, judgment and discretion. Underlying developmental models of supervision is the notion that people are continuously growing with the main objective of maximising and identifying growth needed for the future (Everett, Miehls, DuBois and Garran, 2011).

The functions supervision model of Kadushin (1992a; 1985) views supervision in terms of its functions of education, support and administrative supervision. Proctor's (1987) model consists of 3 functions of normative/managerial, formative/educative, restorative/supportive. According to Proctor (1987), the functions are interactive and they overlap with each other. The three functions of supervision focus mainly on the role of the supervisor. The educative/formative supervision is concerned with developing the skills, abilities and understanding of the supervisee through reflective practices. The restorative/supportive function is concerned with how the supervisee responds emotionally to the stresses of work in a caring supervisory environment. The normative/accountability function is concerned with maintaining and ensuring the effectiveness of the supervisee's work (Sampson, 2006; Bowles and Young, 1999; Mcmillan Voice, 2004).

Despite the global influence of managerialism, the functions model remains relevant. The supervision standards of most Western countries (for example, the United States of America (USA), United Kingdom (UK), Australia) and those of South Africa, continue to subscribe to the functions model and to give due value to it. In closing on this segment, the Australian Association of Social Workers Supervision Standard's (2014:3) provisions on the functions of supervision is used to illustrate this point:

*"**Education function** - Attention is focused on developing practice based knowledge, understanding and skills that will improve the competence and the professional satisfaction of*

workers. Education in supervision entails a facilitated process of exploration and reflection, or practice aimed at social workers better understand the people they work with, themselves as practitioners, the impact they have and the knowledge, theories, values and perspectives that can be applied to enhance the quality and outcomes of their practice. It entails both self-reflection and critical analysis as social workers examine dynamics and interaction at the interpersonal level as well as the broader impact of policy and structures in society. Implications for practice are drawn from the new knowledge and understanding which can be monitored and enhanced over time through the supervisory relationship.

***Support function** – Recognition is given to the personal impact that social work practice can have on practitioners. Supervision is a space where social workers can become more aware of how their work is affecting them and, in turn, how their professional reactions and emotional state are impacting on practice. Strategies to deal with such reactions and for self-care are identified. Supervision is a place for encouragement and validation, working through personal-professional boundaries and recognition of circumstances when external personal assistance may be required.*

***Accountability** – Attention is focused on the standards for practice within the organisation and the social work profession, including accountability for client outcomes. Supervision is a forum for reviewing practice alongside the policies and procedures of the employing organisation and the ethical and practice standards of social work. Supervision assists to clarify the role and responsibilities of the social worker in their particular practice context. Linked to accountability are administrative activities such as managing workload for effective outcomes and attending to record keeping practice. This function of supervision focuses largely on the organisational context of practice, but it also relates to the broader professional, inter-organisational, political and legislative context of the field of practice of practice with which social workers are expected to engage. At times supervisors may take on a mediation role between the supervisee and these other systems. Through the process of supervision, good practice is further enhanced and strategies for resolving concerns, promoting compliance and instigating systematic change may be identified".*

"These three functions of supervision are not discrete but overlap, interplay and complement each other in different ways. For an example; a social worker is likely to require support and education if they are to improve their practice and meet organisational standards".

Constructivism in social work supervision is premised on the idea that individuals actively construct and reconstruct their own realities in attempts to make sense of their experiences (Hathaway, 2012; Edwards, 2012: 218; Gray and Smith, 2009; Siu-Wai and Shek, 2002). New information is always filtered through a person's existing mental structures which incorporate knowledge, beliefs, prejudices, fears, preconceptions, and misconceptions (Dewey, 1997; Bruner, 1986; Vygotsky, 1978). If a supervisee encounters new information that is consistent with already existing cognitive structures, the new information will be more easily integrated into the supervisee's belief system (Vygotsky, 1978). However, if new supervisory information is contradictory, it is less likely that it will be learned or incorporated into practice (Gray and Smith, 2009; Dewey, 1997).

To be effective, the constructivist supervisor needs to establish the kind of discourse that encourages supervisees to co-construct knowledge for themselves (Burton, 2011). When necessary, supervisees should adjust or reject prior beliefs and misconceptions in light of new evidence provided by insights regarding their experiences (Guiffrida, 2014). With the high focus on discourse, social constructivism provides opportunities for supervisors and supervisees to engage with each other with a high degree of reflexivity (Burton, 2011).

Solution focused supervision provides a strength based supervision approach from a background of brief psychotherapy that was originally designed to help people overcome addictions and other behavioural problems (Walsh, 2013). Solution focussed supervision, which is versatile, has been adopted as a management approach. Solution focused approach is considered postmodern in that it is based on the social constructivist premise that people construct their own reality and know the solution to their problems (Walsh, 2013). The principles that underlie solution focused approach emphasize competence, strengths, and possibilities (Dewane, 2015; Engebrecht, 2010b). The focus is on solutions rather than examining problems. Solution finding

resolves and prevents problems in future. Clients in solution focused therapy are viewed as experts on their own situations, and in supervision, supervisees are the ones who determine their goals and how to meet them (Dewane, 2015).

Smith (2009) discuss various psychotherapy based supervisory models such as Psychodynamic approach, Feminist Model, Cognitive-Behavioural supervision and Person-Centred Supervision. These models of supervision are like a natural extension of the therapy itself. They are invaluable in informing the supervision challenges experienced by social workers at welfare organisations.

Psychodynamic supervision can be client centred, supervisee centred or supervisory matrix centred. In client centred supervision, the client's presenting problem is the focus, and the supervisor is the uninvolved expert who facilitates problem resolution (Smith, 2009). Both the supervisor and the supervisee are observers of the problem resolution process. Supervisee centred supervision makes the supervisor the facilitator and authoritative uninvolved expert. Supervisee centred supervision is more experiential or constructivist for the supervisee (Norberg, Axelsson, Barkman, Hamrin and Carlson, 2016; Hathaway, 2012; Bomba, 2011).

The supervisory-matrix-centred approach focuses on the supervision needs of the supervisee and the relationship between the supervisor and the supervisee. Supervision within this approach is relational and the supervisor's role is to participate in and reflect upon relational themes that may arise (Norberg *et al*, 2016; Smith, 2009). This supervision approach is premised on the common cause position that the employer will appoint social work supervisors.

Feminist model of supervision focuses on the power differential between the supervisor and the supervisee. The main goal of the feminist model is to promote egalitarian discourse and empowerment of the supervisee (Poole, 2010; Mayock, and Radulescu, 2010; Smith, 2009). A more empowerment oriented staff management approach would assist to enable social workers who feel powerless to reclaim some of their lost power (Brown, 2016).

Cognitive-Behavioural supervision focuses on teaching the supervisee how to process their own developmental milestones (Smith, 2009). It is possible for supervisees to develop rigid or unhelpful thinking patterns that could delay their development. Cognitive supervision can be used to change the negative thought processes and to teach new, more adaptive ones (Kindsvatter *et al,* 2008; Smith, 2009). Cognitive behavioural supervision is useful in changing the faulty thinking patterns about the social work profession.

Person-centred supervision is an outgrowth of person centred therapy developed by Carl Rogers (Leigh, 2014; Carlson and Lambie, 2012). This approach views the supervisee as capable of effectively developing as a professional. The supervisor is not an expert, but a collaborator who must provide an environment in which the supervisee can fully engage with the client. Person centred supervision is relevant in ensuring that social workers adhere to the principles of the social work relationship by being client-centred.

3.4.   HISTORY OF SOCIAL WORK SUPERVISION GLOBALLY AND WITHIN SOUTH AFRICA

3.4.1. Global history of social work supervision

At the earliest stages of the development of social work (1877 to 1895), there was no formal supervision (Tsui, 1997). Social work started in North America and the United Kingdom in late 19th and early 20th century in volunteer structures called Charitable Organisation Movement and the Settlement House Movement respectively (Kadushin and Harkness, 2014). Wealthy women worked in these organisations and they were

called volunteer visitors. They dispensed charity. The supervision function was dominated by administrative functions consisting mainly of accountability, communication and ensuring continuity of services (Brashears, 1995). Tsui (1997) indicates that in their most rudimentary forms, educational and supportive supervision started at the beginning of the 20th century.

In was only after 1920 that social work writings started to make reference to social work supervision. Robinson (1936) published a book titled *"Supervision in Social Case Work: A Problem in Professional Education"* where she defined supervision as an educational function. Between 1920 and 1945, the educational function of supervision was the dominant purpose of supervision.

Between the 1930s and 1950s psychoanalytic theory emerged as the major theory in the helping professions and casework was the dominant method of social work practice. Supervision took the structure and format of therapy, and it was seen as a lifelong process in the supervisee's career (Tsui, 1997). The administrative function of supervision became more emphasised again in the 1970s and 1980s when human service organisations were increasingly required to give value for money and to perform their functions cost effectively in line with neoliberal imperatives (Tsui, 1997).

3.4.2. South African history of social work supervision

Engelbrecht (2010a) provided a historical outline of social work supervision in South Africa. He indicated that social work supervision started during the 1960s as an administrative function mainly focusing on in-service-training. Although the need to streamline the educational aspect of supervision was raised as early as the mid-1960s, the administrative aspect continued to dominate until the mid-1970s. The landmark event was the inclusion of a definition of supervision into the dictionary of social work,

where supervision was defined as a process through which a supervisor could help social workers to accomplish their professional tasks as efficiently as possible.

Engelbrecht (2010a) noted that the period between 1975 and 1990 was characterised by an integration of supervision functions. During this time, social work scholars continued to agitate for efficient supervision content, skills in social work, supervision training, scientific and professional justification of supervision. Several South African universities initiated specialised supervision training courses at Honours and Masters levels around the 1980s (Engelbrecht, 2010a).

The times of political and social change in South Africa in the mid-1980s, the 1990s and beyond were characterised by a shift of focus from supervision to service delivery concerns (Engelbrecht, 2010a). It was also during this time that many social workers migrated to foreign countries as globalisation became entrenched. Most of these immigrants constituted the cohort of social work supervisors who were seasoned in supervision practice, leading to a situation where newly qualified social workers did not have the required mentorship (Engelbrecht, 2010a). The government, in response to this deterioration of supervision knowledge and skills, declared social work as a scarce and critical profession in 2003, and developed the recruitment and retention strategy for social work in 2005.

3.5. CURRENT STATUS OF SOCIAL WORK SUPERVISION IN SOUTH AFRICA

Social work supervision has been influenced by globalisation both globally and within South Africa (Spolander and Martin, 2015, Engelbrecht 2010a). Within social work practice, globalisation has increased the influence of managerialism and marketism in social work service rendering. Within this environment, supervision shifted back to its administrative roots (Engelbrecht 2010a). This new administrative focus is more about monitoring the outcomes of service delivery in line with value for money principles of the

market economy. The new focus of social work supervision is not so much focused on the professional development of social workers, but on the control of their compliance with management procedures (Engelbrecht, 2013; Egan, 2012a; Egan, 2012b; Bradley *et al*, 2010).

Bradley et al (2010:784) and Engelbrecht (2013) noted that supervision in South Africa is focused predominantly on bureaucratic and market logics. The nature and character of the new administrative supervision is organisational professionalism and the principles of new public management. New public management principles create an approach to social work that is short term and performance driven. In the process, this approach has the potential to undermine professional values of social work relationship of transformation, quality, impact, and process (Richards *et al* cited in Bradley et al, 2010:784, Spolander and Martin, 2015).

Engelbrecht (2010a: 329) discussed findings of a case study on the status of social work supervision in South Africa. Some of the significant findings of the study were that:

- the poor working conditions and other structural work-related issues overshadow supervision practices;
- although supervisors are by law, co-responsible for the action of their supervisees, the supervisors' workload went much beyond supervision to include other managerial tasks;
- both newly qualified and seasoned social workers expressed the need and necessity of effective supervision;
- one prominent supervision function is the administrative function focused on ensuring that the supervisee's work is professional in accordance with organisational and statutory norms. The education and supportive aspects were less prominent;
- supervisors and supervisees were more likely to be unaware of the existence of practice theories or models, and hence more likely not to use theoretical approaches in their work;

- supervisors and supervisees were more likely not to follow identifiable supervision processes and were more likely to be unaware of principles, techniques and styles to be employed;

- the scope of supervisory responsibility mainly consisted of middle management tasks which may include the supervision function;

- one-on-one supervision method is more likely to be the default position, whereas group supervision takes the form of staff development. Other possibilities of supervisory support such as peer supervision, coaching and mentoring were less likely to be formalised or to be used.

This characterisation shows that there were real constraints on the performance of the supervision function. Such studies became the forerunners in the development of Norms and Standards for both the Social Work Profession (2011) and for Supervision (2012).

3.5.1. LEGISLATIVE AND POLICY FRAMEWORK FOR SOCIAL WORK AND SOCIAL WORK SUPERVISION IN SOUTH AFRICA

This section outlines the relevant policy and legislative frameworks that govern the provision of social work supervision in South Africa. The developmental approach that was supposed to shape South African social welfare (Patel and Hochfeld, 2012), also informs supervisory and other managerial practices (DSD White Paper, 1997). The supervisee and the supervisor are supposed to perform their roles from an understanding that their efforts must contribute to the eradication of the imbalances of the past, and thus achieve development and justice.

In order to implement the developmental agenda, the South African government moved towards standardisation of government services, including social work services. Standardisation ensures that there is a known minimum norm for service rendering and uniformity of practice for social work and social work supervision in South Africa. The intention to standardise can be gleaned from the policy frameworks for social work and supervision practice in South Africa. By way of a brief summary; these are:

3.5.1.1. The Constitution of the Republic of South Africa, 1996 (Act No.108 of 1996) (the Constitution)

Section 195 of the Constitution identifies the values and principles which must govern public administration. Among some of the core values are the promotion and maintenance of high standards of professional ethics, accountability and transparency, maximisation of human potential through good human resources management and career development practices. The idea of minimum norms and standards, quality and access are some of the foundational service delivery imperatives.

Chapter 2 of the Constitution is the Bill of Rights. These are rights of all the citizens inclusive of social workers, and clients. The founding values to the Bill of Rights are the values of human rights, equality, non-racialism and non-sexism. The Constitution also enshrines other rights in the Bill of Rights such as labour rights, and the right of access to various socio-economic services.

Section 195 (1)(h) provides that good human resource management and career development practices must be cultivated in public administration to maximise human potential. This value speaks to the function of supervision in as far as supervision is a human resource management function. Section 195(1)(c) also prescribes that public administration must be development oriented.

Section 1 of the founding provisions of the Constitution provides that the Republic of South Africa is a democratic state founded on the values of human dignity, the achievement of equality, the advancement of human rights and freedoms, non-racialism, non-sexism, supremacy of the Constitution and the rule of law. Therefore, in its dealings with the social workers and the clients, the DSD must be guided by these constitutional principles.

3.5.1.2. The White Paper on the Transformation of Public Service (1995) outlined the importance of having service standards as one of the core principles underpinning the transformation objective.

3.5.1.3. The White Paper for Social Welfare (1997) was an attempt to comply with section 195 of the Constitution, which emphasises the prioritisation of efficient management of the human resources and the promotion of the developmental oriented public administration and social welfare services.

3.5.1.4. Recruitment and Retention Strategy for Social Workers (2005) is a response by the Department of Social Development to the government's Scarce Skills Policy Framework for the Public Service (2003) which recognised social work as a scarce profession. The inaugural South African National Human Resources Development Strategy (1994) also envisaged the supply into the labour market of high-quality skills to respond to the societal and economic needs of the South African population. Supervision is seen as one determinant of high retention of social work skills (Irish Association for Social Workers (IASW), 2016; Vinokur-Kaplan; Widbin, 2013). The DSD acknowledged in the Supervision Policy (2011) that there was a lack of structured supervision and good quality supervisors, who themselves also lack capacity to conduct professional supervision.

3.5.1.5. Integrated Service Delivery Model (2006) (ISDM) is a response by the Department of Social Development to the White Paper on the Transformation of Public Service (1995). The ISDM commits to the development and implementation of service standards for social welfare services.

3.5.1.6. The Social Service Professions Act, 1978 (Act No.110 of 1978) provides a super structure framework for the establishment and organisation of the social work profession. Closely connected to the 1978 legislation is the Code of Ethics for Social Service Professions, 2007, which specifies various ethical requirements for social workers and associated professionals. The Social Service Professions Act, 1978 (the Act), defines the parameters of the social service professions in South Africa. The Act also provides a mandate to the SACSSP in section 27(1)(a) to enact a code of ethics. (*This Act is currently undergoing a process of repeal*).

3.5.1.7. SACSSP Policy Guidelines for Course of Conduct and Rules for Social Workers, 2007) (SACSSP Policy Guidelines, 2007) provide a code of ethical conduct

for the social service professions. The guidelines provide a list of statements that describe the standards of professional conduct required of social workers when carrying out their daily activities in relation to the professional council, employers, colleagues, client systems, and the public at large. The ethical code also helps to reduce power differentials between individuals requiring social services and those providing them. Professional ethics are at the core of the social work profession (Mowery, 2009).

The code specifically deals with supervision related matters under paragraph 5.4, titled *"Social Workers' Ethical Responsibility in Practice Settings"*. Paragraph 5.4.1 on Supervision/management and consultation provides that:

(a) *"Social workers who provide supervision or consultation should have the necessary knowledge and skills to supervise or consult appropriately and should do so only within their areas of knowledge and competence;*

(b) *Social workers who provide supervision or consultation are responsible for setting clear, appropriate and culturally sensitive boundaries;*

(c) *Social workers who provide supervision should not engage in any dual or multiple relationships with supervisees where there is a risk of exploitation of or potential harm to the supervisee;*

(d) *Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful as well as record what transpired during supervision or consultation sessions;*

(e) *The supervisor could be held liable in an instance where a complaint of alleged unprofessional conduct is lodged against the supervisee/social worker;*

(f) *A social worker should be supervised on social work matters by a supervisor who is registered as a social worker".*

3.5.1.8. Generic Norms and Standards for Welfare Services in South Africa (2011) (Norms and Standards for Social Work, 2011):

Supervision is mentioned under organisational norms and standards and it is provided therein that the supervision of social service practitioners is intended to ensure the

delivery of quality services to beneficiaries, whilst supporting and building capacity of the social work practitioner.

These norms include the minimum norms and standards for social work service provision. This is the normative level at which social work services and service provisioning must be rendered. Service provision may not be provided at a level that is below the minimum norm.

A norm is a statistical normative rate of provision or measurable target outcome over a specified period of time (National Health Act, 2004) (Act No 61 of 2003). Normatively, the main tasks of professional social workers are case management (linking clients with agencies and programs that will meet their psychosocial needs), medical social work, counselling (psychotherapy), human services management, social welfare policy analysis, community organizing, advocacy, teaching, and social science research. Professional social workers work in a variety of settings including: non-profit or public social service agencies, grassroots advocacy organizations, hospitals, hospices, community health agencies, schools, faith-based organizations, and the military. Other social workers operate as psychotherapists, counsellors, or mental health practitioners; others have chosen to focus on social policy or academic research towards the practice or ethics of social work (NASW, 2013; Salas, Sen and Segal, 2010; Connaway and Gentry, 1988).

The Norms and Standards for Social Work (2011) prescribe that the caseload of a social worker must not be more than 60 cases at a time. Supervision and consultation functions must be allocated on the basis of seniority, while newly qualified social workers must be supervised for a minimum of two (2) years. The span of control of a supervisor should be 1 is to 4 supervisees (1:4). All service offices or service points must be within a distance of twenty (20) kilometres radius from the farthest client.

3.5.1.9. The Supervision Framework for the Social Work Profession in South Africa (2012) The Supervision Framework (2012) operationalizes the norms and standards for welfare services (2011) as they pertain to supervision. The Supervision Framework (2012) provides that employers of social workers must have a context

specific supervision policy which covers the following areas amongst others; theoretical models underpinning supervision, ratio of supervisor to supervisee, requirements for personal development plan for the social worker, and requirements for supervision contract.

Parallel provisions are also found on the international front where Kadushin and Harkness (2002) indicated that supervisors are obligated to provide information to supervisees, to identify errors made by supervisees, oversee the social workers' efforts to develop and implement comprehensive planned interventions, to know when the supervisees' clients must be reassigned, transferred or have services terminated, and to know when supervisees need consultation. The supervisor must also monitor the boundaries between the social workers and clients and to review and critique the social workers' case records among others.

The legislative and policy frameworks should be viewed against the structural and resource constraints on supervision practice in South Africa. Engelbrecht (2015; 2013) critiqued the movement towards standardisation and indicated that although standards are useful to clarify service rendering, they are not a panacea. Standards cannot take the place of proper planning, execution of service rendering and performance of social work function. Standards cannot by themselves translate into desired performance, they are merely statements about a desired outcome.

Bradley *et al* (2010: 780) provided a profile of a supervisor in South Africa which was published two years before the Supervision Framework (2012). A typical South African social worker supervisor was someone who:

- was female, aged over 30 years old with at least five years experience of frontline work and was registered with the SACSSP;
- lacked formal training in supervision, but had undergone in-service-training as a supervisor;
- was employed in a middle management position; and her work consisted of diverse management tasks for which she accepted responsibility;

- was responsible for the supervision of at least 10 social workers who had caseloads of up to 140 households despite the recommended caseload of 1:60 in the Department of Social Development's 2006 Service Delivery Model.

- due to low staffing levels she had to assume responsibility for some of the cases, but also spent more time orientating new social workers;

- was likely to spend more time on managerial tasks other than supervision;

- was co-responsible for all statutory services delivered by social workers and had to co-sign their reports;

- might be stationed more than 200 kilometres away from her supervisees, leading to telephonic supervision and other informal contacts;

- during individual supervision, focus was on control of worker's activities and handling serious cases;

- might on a quarterly basis conduct group supervision which was mainly focused on staff development;

- might be aware that her supervisees had need for support in their work, especially relating to trauma counselling and debriefing; she may not have had the time to address these needs and might even display symptoms of burn-out herself.

Some later studies revealed that the negative impact of the resources and structural constraints tended to remain even after the introduction of Norms and Standards for Social Work (2011) and Supervision Framework (2012) (Mokoka, 2016; Taetske et al, 2014; Nhedzi and Makofane, 2015; Ngwenya and Botha, 2012). No meaningful social work and supervision can take place when the structural and other resources constraints remain unresolved (Parker, 2017). Bradley *et al.* (2010) provided the standard that supervision should constitute 80% of the manager's job. In reality, most of supervision ends up being done informally without meeting the 80% standard. Informal supervision does not allow for proper communication and joint consideration of issues because it is not legally and contractually binding on the parties.

It is opportune at this point to refer to the minutes of the Department of Social Development Portfolio Committee of 25 October 2006 where the rationale for the norms and standards for social work were discussed at the National Parliament. The then Chief Director for Human Capital, Mr Van Vuuren gave a presentation on the recruitment and retention of social service professionals. The minutes in a brief synopsis provided that:

"the purpose of the briefing is to address the Portfolio Committee on the following: development of capacity in the national and provincial departments of Social Development; relationships between different social development professionals; and recruitment and retention strategy for social workers. He listed the current issues at hand, namely: the sector is not well organised, lack of norms and standards for delivery of social services, the need for a human resources plan, high demand for social workers both within governmental departments and Non-Governmental Organisations (NGOs); overlapping of roles and responsibilities, exodus of social workers to other sectors and other countries, fragmentation in training and utilisation of other social service professionals, the impact of new legislation on the demand for services such as Children's Act, Older Persons Act and substance abuse legislation…."

The noble intentions of National DSD in 2006 do not seem to have been realised yet in the current social work and supervision practices in South Africa. The determination of norms and standards has not resolved the structural and resource constraints that impact on the performance of social work and supervision (Engelbrecht, 2013; 2015; Bradley *et al*, 2010).

There have been some significant strides made in the recruitment of social workers since the implementation of the social work recruitment scholarship programme of the DSD (Simpson, 2015). The central applications office of Kwazulu Natal Province Universities reported in January 2015 that Social Work was one of the most popular fields of study sought by prospective students, together with Education and Nursing (Jansen and Cox, 2015). Simpson (2015) ascribed the popularity to study Social Work to factors such as the certainty of a job at the end of one's studies.

A report in the Daily Dispatch Live Newspaper of 29 January 2016, however, showed that the social work scholarship graduates were not being absorbed into social work posts within the DSD. Minister of DSD, Ms Bathabile Dlamini explained this negative report by saying that of the 9266 students who had graduated from the social work recruitment scholarship since its inception, 6762 had been appointed into full time employment at the end of 2015, and 2504 had not been absorbed. The unemployed graduates' statistics for the three biggest rural Provinces from 2011 to 2014 were that: Kwazulu Natal had 716, Limpopo, 635 and the Eastern Cape, 587 unemployed recruitment scholarship graduates. It would seem that the social work recruitment scheme has started to unravel, while the needs of rural communities have worsened (Picketty, 2013).

The DSD spokesperson responded to the reports by indicating that the DSD had planned to re-cost and re-evaluate the scholarship programme without giving a clear answer on how the situation of those unemployed graduates would be addressed. The DSD did not clarify what those scholarship holders who were still enrolled at Universities should expect upon completion of their studies.

The opposition party's shadow Minister for Social Development, Democratic Alliance's Ms Masango made the following remarks after demanding that Minister Dlamini speeds up the process of absorbing the graduates:

"The DSD promised jobs to students who successfully completed their degrees through government scholarship for social work related studies. The students have upheld their end of the deal. This falls short of the commitment that DSD made and shows extremely poor planning by Minister Dlamini. In shutting these 2504 students out of employment, the department will deprive South African communities of their desperately needed services. The levels of vulnerability in SA are dangerously high due to a range of factors, including the economy, the cost of living, and the drought."

There seems to be a problem of misalignment between recruitment, supply and utilisation of social workers in South Africa.

3.5.1.10. The Limpopo DSD Strategic Plan for 2015 to 2020;

The Strategic Plan 2015 to 2020 sets the tone for the work of the DSD Province-wide for the 5 years of the strategic plan. The 5 years of a Strategic Plan is linked to the electoral cycle. The Strategic Plan implements the electoral mandate of the ruling party. The Member of the Executive Council (MEC) within a Province and/or a Minister in a National Department interprets this electoral mandate into a budget over the period of the Strategic Plan. The Strategic Plan for the DSD in this regard applies to Limpopo Province.

The study of the Strategic Plan is relevant to understand the DSD's plans for social work and supervision over the period of 5 years, in terms of budget prioritisation.

3.5.1.11. The Limpopo DSD Annual Performance Plan for 2016/2017 (APP);

The APP is an annualised 5 year strategic plan. The APP consists only of those programmes that have been expressly budgeted for and the budget has been presented to the Provincial Legislature for the particular financial year. The APP applies to the whole Province of Limpopo and it is used for purposes of reporting against the Strategic Plan to the Provincial Legislature. The APP is relevant to understand which aspects of the 5 year Strategic Plan will be prioritised in the APP, and by implication, the work that social workers will be required to perform during the financial year.

3.5.1.12. Social Work Services Operational Plan for Vhembe DSD for 2016/2017;

The Operational Plan is a business plan for the implementation of the APP, and it includes both the core programmes budgeted for and other expenditure items of an administrative nature that are ordinarily budgeted for in Programme 1(Administration). Programme 1 is where the core service delivery mandate of the DSD is supported by

providing a budget for administrative support services. The Strategic Plan and the APP apply to the whole province while the operational plan is Vhembe District specific in this instance.

3.5.1.13. Resolution 1 of 2009 of the Public Health and Social Development Sectoral Bargaining Council;

This Resolution is a Collective Agreement between the National DSD and the employee representatives within the Bargaining Council for employees within Health and Social Development sectors. The Collective Agreement provides for social workers to move into higher job grades and higher salary levels after at least 4 years of achieving above satisfactory performance rating in their work. The main objective of the Collective Agreement is to implement the Social Work Occupation Specific Dispensation (OSD) stimulus to ensure growth and retention of social workers by guaranteeing a career path for them through performance linked salary increments. The growth in rank includes the growth of social workers into supervisory positions.

3.5.1.14. Public Service Act, 1994 (Proclamation 103 of 1994) (Public Service Act, 1994).

Section 197 of the Constitution provides for the establishment of the public service. The Public Service Act is the legislation enacted to give effect to the Constitutional provision (that is, section 197). The Public Service Act provides for the structures and organisation of the public service. The social workers employed by the DSD are appointed in terms of the Public Service Act and its 2001 Regulations. The Regulations also provide for the grading of public sector jobs and for the management of performance within the public service amongst others. Job evaluation determines the salary level at which a public sector job will be paid.

3.5.1.15. The Children's Act, 2005 (Act No. 38 of 2005) (Children's Act)

The Children's Act was enacted primarily to give effect to section 28 of the Constitution and in particular, clause (2) which provides that:

"A child's best interests are of paramount importance in every matter concerning the child"

The Children's Act prescribes that social workers must provide services to children and families in need of care with the correct levels of oversight and supervision. The various services provided in terms of this Act imply that supervision will be provided to the social workers. The various investigations and reports required for services such as foster care, adoption, case reviews, supervision, family preservation, probation, and child custody require co-signature by the relevant supervisor before they can be processed further or finalised. The Children's Act also provides for the establishment of a Sex Offender Register against which the suitability of persons who may come into contact with children for the purposes of the Act is established.

3.5.1.16. Social Assistance Act, 13 of 2004 (Social Assistance Act);

The Social Assistance Act is the national legislation that is provided for in section 27(1)(c) of the Constitution and it provides that:

"Everyone has the right to have access to social security, including, if they are unable to support themselves and their dependants, appropriate social assistance".

The Social Assistance Act regulates the provision of social assistance/ social relief in the form of monetary grants to qualifying recipients. The Act and its Regulations also provide for the minimum norms for an application for the social grants, such as the requirement for a court order to extend foster care grants beyond the age of 18 years for such beneficiaries.

3.5.1.17. Sexual Offences Act, 32 of 2007 (Social Assistance Act).

The Sexual Offences Act is important due to its protection measures for children and mentally disabled persons. It prohibits the employment, business operation, foster parenting, caregiving, curatorship of children and mentally disabled persons, to persons who have been convicted of a sexual offence against a child or a mentally disabled person. The Act provides for the establishment of a National Register of Sex Offenders. This register and the one established in terms of the Children's Act must be consulted when social workers make care arrangements where court orders have to be issued pursuant to the implementation of the Children's Act.

3.6. THE STATUS OF SOCIAL WORK SUPERVISION IN THE UNITED KINGDOM (UK), UNITED STATES OF AMERICA (USA), NEW ZEALAND, AND AUSTRALIA

The practice of social work and social work supervision in these countries is characterised by the standardisation and the use of policy frameworks, and norms and standards. These are measures such as the Australian Supervision Standards (2014), New Zealand Supervision Policy Standards (2015); USA Best Standards in Social Work Supervision (2013), and the UK Supervision Policy (2011).

These norms and standards provide rules and regulations on the minimum benchmarks that the practice of social work supervision must adhere to. The rules and regulations provide for, but are not limited to; the minimum qualification to be a supervisor, appointment of supervisors, frequency of supervision, minimum qualification for supervisees, the length of supervision, levels of seniority, values, models of supervision and independence, among others.

Social work supervision practices in the UK, USA, New Zealand, and Australia need to be understood within the context of managerial discourses of a neoliberalist ideology that influenced social and public policy during the 1980s (Abramowitz, 2012; Egan, 2012b; Dominelli, 1996; Beddoe, 2010). The provision of human and social services was transformed considerably with the introduction of economic rationalism in the USA, Australia, New Zealand, and the UK. Economic rationalism was premised on the

primacy of fiscal management and the belief that better efficiencies could be brought into human and social services by reducing social expenditure (Egan, 2012b; Abramowitz, 2012; Dominelli, 2004; Adam and Hess, 2000). To achieve this goal, government services were to be delivered by private, non-statutory providers (Egan *et al*, 2012). Until that time, the private sector was not considered to be appropriate agent to service the interests of the public and the vulnerable in society (Adams and Hess, 2000).

Economic rationalism within social work led to the deregulation and contracting out of social services from the governments (Adams and Hess, 2000; Dominelli, 1996). This move ushered in the managerial approach to social work and social work supervision rather than a professional one (Egan, 2012b). A managerial approach was meant to ensure fiscal efficiencies and ensure risk management. A risk management dominated social services environment necessarily required the development of standards and protocols to regulate social work practice in order to manage risks (Egan *et al*, 2016a; Hughes and Pengelly, 1997). Social work was shunned as a great source of risk because its implementation depended on the exercise of discretion and subjective notions of the social workers (Hamilton-Smith, 2011). The role of social work supervision changed to focus more on regulating the profession and to comply with the organisational demand of fiscal efficiency (Egan, 2012a; Cornes, Manthorpe, Huxley and Evans, 2007)

Abramowitz (2012) pointed out that the damaging effects of neoliberalism in the **United States of America** was mainly in collapsing the middle class and swelling the ranks of the poor and vulnerable. The outsourcing of public services led to the downsizing of middle management positions where supervisors fell (Schrofell, 1999) and this affected professional autonomy and the practice of supervision. Social work supervisors had to operate within the tension state of being managers and resource allocators on the one hand, and safe guarding professional standards on the other (Abramowitz, 2012). The helping professions were forced to do more with less under these circumstances (Abramowitz, 2012). Most of those in need ended up going without (Abramovitz, 2012). Egan (2012b) noted that during the era of heightened managerialism of public services

in the USA, there was a decrease in professional standards, limited supervision training, increased claims for unethical practice, too much documentation requirements, use of outcomes measures, and evidence-based practice.

Spolander and Martin (2015) posited that due to the global effects of managerialism, social work in the **United Kingdom** was no longer practiced in its pure form. Rogowsky (2011) regarded this effect as the deformation of the profession. The government of Margaret Thatcher significantly changed the manner in which social services were delivered in Great Britain (Egan, 2012b; Hamilton-Smith, 2011). The delivery of social services became market driven, with a greater emphasis on efficiency measures, and in most cases, to the detriment of social service provisioning (Haly, 2010). Dominelli (2004) noted that, with the outsourcing of social service provision, the role of a social worker was reduced to that of a case manager. The result was a movement away from relational and reflective social work practice, to the management of care packages delivered by the private sector. Social workers became subjected to greater managerial control, de-professionalisation and loss of professional autonomy (Egan, 2012b; Spolander and Martin, 2015; Harlow *et al*, 2012; Rogowski, 2012; Dominelli, 1996).

Egan (2012b) found that the **New Zealand** managerialism went further than its American and British counterparts. The pursuit of accountability and competition in the delivery of social services, focused on the use of standards, predetermined objectives and auditing (Egan, 2012b). This pursuit downgraded the professional status of social work in that anyone other than a professional social worker could be assigned to manage a predetermined objective, and in particular to manage the private provider who would be providing the service. The predetermined objectives would in most instances be cross cutting rather than discipline specific. Egan (2012b) further pointed out that supervision was not even included in some of the standards, leading to increased focus on administration and management in supervision, and not on professional imperatives (O'Donoghue, Baskerville and Trlin, 1998). The provision of supervision was not government mandated, and it was left to the discretion of the welfare organisations to decide whether or not supervision would be provided (Egan, 2012b; O'Donoghue *et al*, 1998).

New Zealand is an example of what can go wrong when extreme forms of managerialism are enforced in social work and supervision (O'Donoghue, 2004). The emphasis in supervision was on the management, control and oversight, rather than professional development, leading to reduced availability of supervision and supervisors in the New Zealand welfare system (O'Donoghue, 2004. Eventually and naturally, cross disciplinary supervision where social workers were supervised by non-social workers became prevalent due to this separation between managerial and professional aspects of supervision (Hutchings, Cooper and O'Donoghue, 2014; Beddoe, 2010).

It is important to note at this point that the model adopted in Vhembe DSD has similarities to the New Zealand model. Planning in the DSD is based on predetermined objectives and targets usually expressed as *"the number of…"*. Further characteristics of the New Zealand model expressed in Vhembe DSD is the fact that the performance of the supervision function was not part of the targets to be reported on to the Provincial Legislature. As it was indicated herein before, the provision of supervision in New Zealand was not government mandated. A non-social work manager was in charge of the Vhembe DSD at the time of executing this study. Although the non-social work manager does not supervise social workers on professional social work matters by law, such a manager holds greater authority and influence, even on social work matters. As a result, Vhembe DSD had not appointed social work supervisors despite the continued appointment of new social workers from the DSD social work scholarship. The non-social work manager was less likely to see the appointment of supervisors as a necessity (Engelbrecht, 2015).

Australian social work and supervision also went through similar developments as in the USA, Great Britain and New Zealand (Egan, 2012b; Gray, 2011). The Australian government also saw value in removing itself from direct social service provisioning. The private sector competed for contracts to render social services, and social workers and supervisors managed the contractors without doing the work themselves (Gray, 2011). In a highly contracted service rendering environment, the service user is no longer the focus, the focus is more on procedures, Reporting Frameworks and contracts management (Egan, 2012b; Gray, 2011). Service users, who were supposed to be the

primary focus of the social work, could easily become collateral damage and fall through the cracks of social welfare within a managerialist environment (Haly, 2010). The new client becomes the contractor or the private sector.

The tension and contradiction between managerial and professional approaches has been the subject of study in Australian social work (Gray, 2011; Beddoe, 2010, Grauel, 2002, among others). The studies confirmed the negative effects of managerialism in Australian social work practice, but also acknowledged the need to reclaim professional social work supervision practice even in the prevailing neoliberal maagerialist environment. To this effect, Gray (2011) reported with hope that despite an increasingly restrictive neoliberal welfare system, social workers continued to work across varied practice domains and continued to adapt to changing welfare needs of these service contexts.

Despite this hopefulness from the Australian discourse, Mak (2013) found that the impact of neoliberalist managerialism has reduced social work and supervision to maintaining the status quo, without improving the economic conditions of the vulnerable. Egan (2017) indicated that neoliberalism is designed to intensify existing situations that perpetuate inequality in societies. Spolander *et al* (2014) observed, in a six-country study (South Africa, England, Italy, Russia, Finland and India) on the impact of neoliberal economic reform on social work, that government strategies to reduce social and economic inequality were being challenged so that the status quo of lack for the majority should remain in place. Social work tends to be used as a form of social control to maintain the status quo, and this will persist unless the fundamentals of neoliberal economics are changed to include a stronger social democracy focus (Spolander *et al*, 2014). Picketty (2013) proposed a similar solution, particularly in noting that the developmental agenda of the post 1994 South African state was choking under neoliberalism where the gap between the rich and the poor continued to widen despite the new democratic dispensation. As indicated by Engelbrecht (2015), the norms and standards on their own do not change the unequal power relations that exists between clients, social workers and bureaucracies.

Social work still lacks the ability to tilt the scales for the benefit of clients even in these advanced democracies of the USA, the UK, New Zealand and Australia. There are notable parallels between the Australian model and the performance Planning and Reporting Frameworks of the South African Government. Most of the government services in the various departments are delivered through outsourced contracts. For an example, Vhembe DSD had wholly outsourced elderly care services, and victim empowerment programmes to the NGOs at the time of this study (Vhembe DSD Operational Plan, 2016/2017). The Department of Justice and Constitutional Development outsources government litigation to private Bars of advocates (State Attorney's Act, No 56 of 1957), and the DSD, through the South African Social Security Agency (SASSA), had outsourced the grant payment function to a private provider. The professionals within these departments would then be responsible for managing the private providers to whom the service was outsourced; thus separating their professionalism and their managerial functions, and becoming generalist managers in the process.

3.7. PURPOSE, IMPORTANCE AND FUNCTIONS OF SUPERVISION IN SOCIAL WORK

There is adequate evidence from research on the significance and importance of supervision in social work (Bol Deng, 2013; Egan, 2012a; Egan, 2012b; O'Donoghue and Tsui, 2012; Kadushin and Harkness, 2014; 2002). It is the cornerstone of the social work profession (Egan, 2012b; Lawler, 2015). Supervision must enable and support workers to build effective professional relationships, develop good practice and exercise both professional judgment and discretion in decision making (Skills for Care, 2007).

 According to the National Association of Social Workers (NASW) (2013), the purpose of supervision is to enhance the worker's professional skills, knowledge, and attitudes in order to achieve competency in providing quality client care and assists in professional growth, development and improved outcomes. Skill building, the development of a professional identity and professional competence are some of the outcomes

associated with supervision (Carpenter, Webb, Bostock and Coomber, 2012, Poole; 2010; Openshaw, 2012; Wenger, 2009)

The United Kingdom Supervision Policy (2011), identified four characteristics of supervision which underline the importance thereof: to improve the quality of decision-making and interventions, to enable effective line management and organizational accountability, to identify and address issues related to caseloads and workload management, and to help identify and achieve personal learning, career and development opportunities (BASW, 2011).

3.7.1. PROVIDING SUPERVISION IS EFFICIENT AND EFFECTIVE ETHICAL PRACTICE

Supervision is necessary for safe, and ethical social work practice and is an integral part of the employer's duty of care (Powell, 2010; Thomas, 2015; 2010). Supervision assists with identifying challenges in the earliest stages of work, as well as preparation for readiness to deal with possible risks. Supervision assists with identifying training and development needs, education, capacity-building opportunities, and options in order to increase social worker effectiveness (Aasheim, 2011; Thomas, 2015).

Frequent supervision is very important for new social workers (Donnellan and Jack, 2015; Rothstein, 2001). Supervision is important for purposes of professional development and ethical practice (Niven, 2014; Hughes, 2010; Morrison, 2005). In an environment of increasing demands (longer waiting lists, more demands for social work services, larger caseloads, and more demands for accountability), supervision provides support to help the social worker handle stress by providing encouragement, reassurance, and autonomy (Thomas, 2015; 2010; Parker, 2010).

Regardless of the challenges that supervisors may experience in their daily work, Gray, Field and Brown (2010); Thomas (2015; 2010); Bouliane, Luarin, and Firket (2013) re-emphasise the reason for the need of supervision in the helping professions. These authors give reasons such as: the ability of supervision to contribute to service development; decision making; management of personal and professional development; integrating training and coaching; managing emotional impact of the work; reflection on

practice and improvement of performance; project management and delegation of work; and to inform about and discuss change.

Effective supervision is a significant and important contributor to strong service delivery teams (Maidment and Beddoe, 2012; Gray *et al*, 2010). Effective and ethical working environments are required to ensure effective and ethical social work practice, to align organisational and social work objectives, protect the interests of the service users and to promote good standards or practice and quality services (IFSW, 2012).

3.7.2. USES OF SOCIAL WORK SUPERVISION (NASW: 2013)

Supervision is an opportunity for discussion on current social work practice and to debrief on the past experiences. It enhances knowledge and skills through the practice of skills, discussion of pertinent research, feedback on job performance, and development of greater self-awareness (NASW, 2013; Manthorpe, Moriarty, Hussein, Stevens and Sharpe 2015).

Supervision provides the supervisor with expert power which is based on the supervisor's competence (Kadushin and Harkness, 2014; Howe and Gray, 2012; Holloway and Brager, 1989). Supervision is one factor available to supervisors that is more reliable in legitimating their role or extending their influence over those being supervised (Wonnacott, 2012; Tsui, 2004).

Supervision provides a regular, structured process in which one practitioner reviews and explores their work with another to achieve mutually beneficial goals from the interaction (Beddoe and Egan in Connolly and Harms (2013). The supervisee's performance and motivation can be monitored and improved (Niven, 2014; Maclean, 2012; Morrison, 2005). Professional ethics are reviewed, practised, and internalised into daily practice through the provision of supervision (NASW: 2013). Supervision occurs within a relationship and both the supervisee and the supervisor have a mutual obligation to

ensure that it is effective and enriching (Beddoe and Egan in Connolly and Harms, 2013).

Summers (2010) stressed on the necessity of supervision and indicated that in some instances, much of the daily care of clients will be provided by workers whose training needs have escaped detection. Without supervision, the needs of the vulnerable cannot be protected (McPherson and Macnamara, 2017).

Gray et al (2010) as well as Kadushin and Harkness (2014) underlined the point that professional supervision is at the heart of health and social care. High quality supervision is one of the most important drivers in ensuring positive outcomes for people who use social care and children's services (Johnston, Noble and Gray, 2016; Brown, 2014).

From a SET perspective, supervision has a crucial role to play in the development, retention and motivation of the workforce (Chiller and Crisp, 2012; Bond and Holland, 2011; Healy, Meagher and Cullin, 2009; Redmond, Guerin, Nolan, and Egan, 2010). Supervision also provides valuable training and development opportunities. With a good and enabling supervisor, personal growth and development are maximised and the supervisee becomes more confident and more able to work independently (Runcan, 2013). This relieves pressure on the supervisor in the long run (NASW: 2013). Supervision is one of the mechanisms that supports learning and development in the supervisee, as well as professional and personal safety (NASW, 2013). Gray *et al* (2010) view a supervision session as a valuable opportunity for learning and development Godden, 2012). Although the primary aim of professional supervision is to provide the best possible support for service users, secondary benefits have also been found in increased worker retention, reduction of work stress and job satisfaction (Openshaw, 2012; Hansung and Stoner, 2008; Dickinson and Painter 2009; Scannapieco and Connel-Carrick, 2007; Himle, Thyness and Jayarante, 1989).

Supervision provides constructive feedback on past and current performance and assists in setting growth related goals (Holman, 2009). The value of supervision for the supervisee is in its transformative role of providing the supervisee an opportunity to excel even beyond the norm (Field and Brown, 2016; Shohet, 2008). Supervision assists with advocacy and contributes to interdisciplinary team service approaches and objectives (Beddoe and Davys, 2016; Shohet, 2008).

Supervision ensures that supervisees obtain advanced knowledge so that their skills and abilities can be applied to client population in an ethical and competent manner (Butterworth and Faugier, 2013; Driscoll, 2007). Some areas of knowledge, and the application of that knowledge to clients can only be translated during the supervisory process. Supervision provides guidance and enhances the quality of work for both the supervisor and the supervisee, and ultimately, the client (NASW, 2013; Godden, 2012; Franklin, 2011).

Supervision is critical in the helping professions and it is an indispensable key to accountability (Min, 2012; Lynch, Hancox, Happel and Parker, 2011; Bradley and Kottler (2001:21). Supervision has the potential to be the most instrumental factor affecting future development of the helping professions (Shulman and Safyer, 2014; ABECSW, 2002).

Good supervision, and not the availability of social work code of ethics or practice standards; is the primary guidance for social workers in ethical decision making (Engelbrecht, 2015). This means that provision of adequate and quality supervision could be a superior means of modelling professional behaviour in social workers rather than overreliance on available standards and norms.

3.7.3. SUPERVISION BENEFITS TO SUPERVISEES AND THE EMPLOYER ORGANISATION (NASW: 2013)

Supervision is an essential resource for social workers for their professional competency and identity (Kadushin and Harkness, 2014; Poole, 2010; Falender and Shafranske, 2008). With these and other outcomes, supervision gets validated as a sustainable ingredient of social work practice (Falender and Shafranske, 2008). Providing sound, helpful supervision through a trained, qualified, committed supervisor on a regular basis is the best antidote for practitioner anxiety about carrying out clinical activities (Truter and Fouche, 2015; Munson; 2012; Munson 1993:32; Holge-Hazelton and Tulinius, 2012).

Through supervision, the supervisee can have access to the modelling of a professional perspective resulting in improvement in work performance, independence and competence within the workplace (Taylor, Bogo, Lefevre and Teater, 2016; Dulmus and Sowers, 2012). Employees provided with quality supervision are more organised and efficient, which increases work productivity (NASW, 2013).

The value of social work supervision is linked to outcomes such as learning, professional identification, professional growth, mentoring, dealing with job stress and burnout (Caras and Sandu, 2014). Because of these outcomes, supervision is arguably a mainstay of agency and other practice situations (Smith, 2011). Supervision is a prerequisite to quality social services organisations (Caras and Sandu, 2014) and an indicator of the quality of social work practices in an organisation (Smith, 2011).

Supervision can be viewed as a collaboration with new possibilities for supervisees such as having access to supportive, collaborative and empowering organisational climate, transformational leadership styles, that encourage learning, problem solving, risk taking, and innovation (Baldwin, 2016; Cleak, Rouslton and Vreugdenhil, 2016; Engelbrecht, 2010b; Hughes, 2010; Austin and Hopkins 2004).

Mor Barak *et al* (2009) conducted a meta-analysis of 27 research articles published between 1990 and 2007 and developed a conceptual and theoretical framework on the impact of supervision on worker outcomes. The conceptual framework divides the supervisory function into three dimensions of task assistance; social and emotional supervisory support, and supervisory interpersonal interaction. The task aspect focused

on educating, training and developing workers so that they are equipped to perform their jobs. The social and emotional supervisory support dimension deals with responding to worker's emotions and job related stress. The interpersonal interaction aspect deals with workers' perception of the quality of their relationship with the supervisor.

In the Mor Barrack *et al* (2009) study, beneficial outcomes such as desirable worker cognitions, behaviours and attitudes were found to have the greatest potential to aid organisations in meeting their goals. Beneficial outcomes in turn lead to job satisfaction, organisational commitment, and effectiveness on the job. Detrimental outcomes such as job stress, role conflict, role ambiguity and role overload were found to impede worker effectiveness and service quality. Gillespie (2013) in his book on burnout among social workers considered both personal and job related variables to understand the causes of job stress. Mor Barak *et al* (2009) concluded that where the supervisory dimensions are packaged into effective supervision experience, they can buffer the negative effects of the detrimental outcomes. Similar findings and assertions were made by Williamson (1996), McPherson and Macnamara (2017) and by Donnellan and Jack (2014).

Satisfaction with supervision received has been consistently viewed as having an influence on the social workers' perceptions of their professional competence. Satisfaction with supervision and experience are seen as being strongly connected to perceived competence as a social worker (Pack and Cargill, 2014; Howe and Gray, 2012; Cohen and Laufer,1999). Supervision is thus a potential determinant of competence.

Social support and guarantees of job autonomy have been found to reduce the social workers' intention to leave their work due to job stress (Calitz, Roux and Strydom, 2014; Jones, 2014; Healy *et al*; 2009; Hansung and Stoner, 2008). Research consistently supports the correlation between employer-provided supervision and increased staff retention (Franklin, 2011; Healy *et al*, 2009; McDonald, Postle and Dawson, 2008). Being supported through quality supervision can result in workplace contentment and commitment (NASW, 2013)

Effective supervision produces motivated, confident employees who can be mentors and better peers to others in the organisation (NASW: 2013). Absent or poor quality supervision within organisations has been linked to new social workers' lack of confidence in their knowledge and skill development (Franklin, 2011; Healy *et al*, 2009). Under these conditions, new social workers struggle to formulate ideas about client development as well as change process (NASW: 2013).

3.7.4. SUPERVISION BENEFITS TO CLIENTS (NASW: 2013)

Although different groups may have different goals for supervision, the needs of clients are still seen as the central purpose of supervision (Reid and Westergaard, 2013; Australian Association for Social Work, 2014 (AASW, 2014). For instance; for practitioners the main purpose of supervision could be stress management, supervisors may see monitoring of performance as important; but both still see the need to provide effective services to the clients as the most central purpose (Powell, 2010).

The NASW (2013) noted that quality supervision ensures efficient, effective delivery of services. Supervision decreases complaints and concerns about the service and general performance through the identification of an employee's training and development needs. Effective supervision results in increased staff retention which ensures continuity of care for clients.

Gray *et al* (2010) view this benefit to service users by seeing supervision as an accountable process which supports, assures and develops the knowledge, skills and values of an individual, group or team. A lack of skilled workers reduces service users and other agencies' confidence in social workers (Buckley, Whelan, Carr and Murphy 2008; Robinson, 2013).

3.8. THE SUPERVISION NEEDS AND EXPECTATIONS OF SOCIAL WORKERS

3.8.1. Need to be developed and formed into a professional social worker

Supervision is important to the professional development of social work practitioners. It also ensures the development and maintenance of high standards of social work practice (Godden, 2012; Openshaw, 2012). Stephenson (2005) observed that social workers need to be confident, resilient, determined, articulate and professional. Good quality supervision is required to ensure the achievement of these qualities of an effective social worker

Being formed into a social work professional requires the internalisation of the social work body of knowledge and the ethical code for the profession (Mowery, 2009; Hair, 2012). A code of ethics incorporating a code of conduct is a hall mark of a profession (NASW, 2013). It prescribes behaviour of a professional in serving and protecting clientele, colleagues and the society at large (Openshaw, 2012; Reamer, 2002).

A code of ethics is required to protect a profession from being complacent where it could be assumed unquestioningly that its members would never ill-treat, abuse, insult or neglect clients, and that they should automatically know better than to behave unethically towards clients (Summers, 2010:8). Compliance with professional standards can be achieved through various enforcement measures such as prosecution, advocacy and awareness (Reid and Westergaard, 2013).

The supervisor is responsible to ensure that practitioners under him or her provide competent and ethical practice (Austin and Hopkins, 2004; Cousins, 2004). Supervisors are ethically obligated to do everything possible to help the supervisee to succeed and ensure that the supervisee does not harm clients. Although a supervisee can be held to the same standard of care and skill as that of the supervisor, a supervisee is legally regarded as an extension of the supervisor, and the two are considered as a single person (SACSSP Guidelines, 2007). A supervisee's incompetence is an indictment of the supervisor (Kadushin and Harkness, 2014; NASW, 2013).

Although supervisors may not offer direct services to client, they do indirectly affect the level of service offered through the impact of supervision (Kadushin Harkness, 2014; 2002; Coleman, 2003). The supervisor is responsible for work that is assigned and delegated to supervisees, and the supervisor becomes responsible for decisions and

actions of supervisees (Kadushin and Harkness, 2014). When action is taken by the supervisee, the supervisor is legally assumed to have reviewed and sanctioned it (SACSSP Guidelines, 2007). This means that if an action was performed incompetently, the supervisor is responsible for having entrusted the implementation of the decision to the supervisee whom he or she should have known was not competent to perform it (Kadushin and Harkness, 2014).

On that basis, direct liability may be charged against a supervisor when inappropriate recommendation carried out by a supervisee are detrimental to the client (NASW, 2013). Direct liability can also be charged when a supervisor assigns duties to a supervisee who is inadequately prepared to perform them (NASW, 2013).

The state of affairs described above is supported by the common law doctrine of vicarious liability. The doctrine states that the superior is responsible for the acts of his or her agents within the scope of their employment. The social work supervisor is by law vicariously liable for acts or omission committed by the supervisee in the performance of the social work role. The supervisor will not be vicariously liable if the supervisee's offensive act or omission was wilful or gross. In such a situation, the supervisee would be personally liable.

The professional formation of the supervisee also involves the insulation of the supervisee from legal risks by ensuring the prevention of such legal risks. The following activities by the supervisor can be used to manage risks (NASW, 2013):

(i) Ensure that the services provided to clients by supervisees meet or exceed standards of practice. Required supervision documentation must be generated and maintained by the supervisor;

(ii) Monitor supervisee's professional work activities;

(iii) Identify actions that might pose a danger to the health and/or welfare of the supervisees' clients and take prompt and appropriate remedial measures;

(iv) Identify and address any condition that may impair a supervisee's ability to practise social work with reasonable skill, judgment and safety;

(v) Be proactive in preventing boundary violations that should be discussed at the beginning of the supervisory relationship. A supervisor should not supervise family members, current or former partners, close friends, or any person with whom the supervisor has had therapeutic or familial relationship. In addition, a supervisor should not engage in a therapeutic relationship with a supervisee (NASW, 2013).

It is a good risk management measure to ensure compliance of supervisees with regulatory requirements. In South Africa, no person may practise as a social worker unless he or she has been duly registered by the SACSSP. Supervisors must ensure that all their supervisees are in good standing with the relevant regulatory requirements.

3.8.2. Need for reflective supervision grounded in the educational supervision

In terms of the definition of supervision in this study; three themes within supervision are identified. These are the administrative, educational and supportive functions of supervision. Due to a dominance of the managerialist approach to public administration, supervision has as a result focused more on the administrative function to the neglect of the supportive and educational functions (Spolander and Martin, 2015; Bradley et al, 2010). The education function is the one that is primarily responsible for the transmission of skills, knowledge and attitudes for the supervisee to reach practice competence. There is agreement among professional commentators that supervision needs to reclaim its educational foundations (Wonnacot and Morrison, 2010) and thus insulate the effects of the managerialist focus on the profession (Openshaw, 2012; Franklin, 2011; Carrol, 2010).

In their study of challenges of social workers practising in the rural areas of South Africa, Alpaslan and Schenck (2012) found that for those working in remote rural areas, supervision was either not provided or where it was provided, the focus was mainly on maintaining agency standards rather than development of knowledge and skills. This observation seems to confirm the findings of Engelbrecht (2010a) about the dominance of administrative supervision. In the case of rural South Africa, the likelihood is that

supervision is not being provided, but semblance of administrative supervision is present as the likeliest form of supervision available for social workers as a general rule.

Gooden (2012) indicated that social workers in the UK commented about the lack of education in supervision saying that they: *"regretted the fact that their supervision was dominated by case management, action planning and targets and they were more likely to be amongst the group calling for a process which included the opportunity to reflect, develop, learn and unburden"*

The preferred outcome for supervision practice, is for a balance. The primary aim of supervision should not be about audit adherence with no time left to explore the quality of assessment decision making and intervention (O'Donoghue *et al*, 1998). Bradley et al (2010) are of the view that what should be happening is that supervision should go beyond compliance checking but should focus more on reflection, personal development, exploration and critical analysis of practice. Truter and Fouche's (2015) approach is to promote resilience in social workers through reflective practice. This is resilience in the face of difficulties, structural, lack of resources or otherwise.

Bradley et al (2010) in pursuance of a solution to managerialism argue for a paradigm shift. They posit that it can also be argued in defence of managerialism that supervision has never been entirely a professional domain, but it should be viewed as the *forum* where the practice conflicts can be resolved (Engelbrecht, 2015). Austin and Hopkins (2004) and Bradley *et al* (2010) confirm that professionalism and managerialism can co-exist, and that social workers have to adapt to the fact that supervision is practiced within an agency context. In an endeavour to resolve these conflicts, social work supervision can be reconceptualised and practiced in a manner that promotes the educational aspect, even within the managerialist paradigm.

Johnston *et al* (2016) developed a model of supervision which addresses the relationships and interactions involved in a work environment, as well as the financial, political and managerial environment in which the work is carried out. The Johnston *et al* (2016) model promotes the idea of a win-win, and not an either reflexive supervision

or managerialist public management. The bottom-line is that the Social Work profession must still find space to form social work professionals through educational supervision within a supportive environment, but still meet the administrative requirements of the organisation (Mbau, 2005).

Beddoe (2011) posited that outsourced supervision can be useful to ensure that the supervisees receive educational and supportive supervision, in a quest to avoid the effects of managerialism within an organisation. An external supervisor is in a position to focus on the issues related to the ability of the supervisee to perform the job rather than to count the number of cases opened and closed, thus ensuring the provision of the educational aspect to supervision.

3.8.3. Need for a supportive supervisory relationship

A positive and supportive relationship between the supervisor and the supervisee is the primary medium through which human service professionals learn how to do their jobs (Egan et al, 2016b; Manthorp *et al*, 2013; Austin and Hopkins, 2004; Peach, and Horner, 2007). Godden (2012) defines social work supervision as a process by which an organisation provides support and guidance to social workers. Shohet (2008:60) sees the importance of a supportive relationship in terms of its transformative value which needs deep trust as the basis of contracting.

Without a supportive and effective relationship, a supervisory contract will not on its own overcome an imbalanced power relationship between supervisor and supervisee (Ingram, 2013; Shohet and Wilmot, 1991; Clare, 1988). Reid and Westergaard (2013) said that the supervision contract should be the basis for a supervisory relationship but the contract will only be effective when there is a good underlying relationship between the supervisor and supervisee (Shohet and Wilmot, 1991).

The responsibility to establish trust in the relationship lies with the supervisor, it may be difficult if the supervisee is unable to trust or behaves in an untrustworthy manner (Egan et al, 2016b; Austin and Hopkins, 2004). Trust and safety are important elements of the supervisory relationship and they are important for the supervisee to thrive (Ingram,

2013). Safety, in particular, allows the supervisee the freedom to make mistakes without the danger of an excessively judgmental response from the supervisor. Although the essence of the supervisory task is the transmission of skills, it is just as important to pay attention to the relationship environment within which the transfer takes place (Egan *et al*, 2016b; Austin and Hopkins, 2004). A context of trust within the supervisory relationship promotes safe practice, and a satisfying supervision experience (Egan *et al*, 2016b)

Instrumental and informational support offered by supervisors may reduce psychological strains and in turn lessen burnout and job dissatisfaction (Himle *et al*, 1989). Mutuality of the supervisory relationship is the most important aspect of supervision. The experience of supervision can be viewed as a mutual experience of support (Beddoe, Davys and Adamson, 2014; Hensely, 2002). When supervisees rate the supervisory relationship higher, they are more likely to report higher levels of job satisfaction, whereas low job satisfaction leads to generally poorer client outcomes (Meyer, 2016).

High levels of perceived emotional support from a supervisor contributes to greater job satisfaction for social workers (Mor Barak *et al*, 2009). This means that to increase positive outcomes for social workers in their work, supervisors need to take into account the moderating effect of supportive supervision on work load and job satisfaction (Weigelt, 2016; Mor Barak *et al*, 2009). Supportive supervision was also found to have the same effect and specifically in reducing negative worker outcomes such as anxiety, depression, somatic complaints, and burnout among others (Weigelt, 2016; Mor Barak *et al*, 2009).

Supportive supervision can mitigate against the effects of high work load on job satisfaction (Mor Barak *et al*, 2009). Supportive supervision has a direct and positive effect on job satisfaction regardless of job stress (Webb and Carpenter, 2012). Summers (2010:11) advocates for the creation of a support structure within which excellence in service delivery can flourish. Schroffel (1999) found similar findings to Weigelt (2016) on the effect of clinical supervision on job satisfaction that workers were more satisfied with their jobs when they were more satisfied with their supervision.

Satisfaction with supervision was realised when it matched their supervisor's supervision style.

In the studies by Schroffel (1999) and Weigelt (2016), of the four supervisory styles of authoritarian, laizzes faire, didactive-consultative and insight oriented, the preferred supervision was the insight oriented. It was also found that increased age led to preference for either didactic-consultative or insight oriented forms of supervision. Schroffel (1999:103) underlined the finding by other researchers that older workers want to experience greater clinical awareness, and they get troubled when they do not get this from their supervisors. For them it is not the amount of supervision, but more the quality, hence the inclination towards insight and didactic orientations.

Supportive supervision generally produces more effective learning than non-supportive or negative supervision (Munson, 2012; Munson, 1993: 29).

3.8.4. Need for a conducive supervision environment (organisational structure/hierarchy, contract, supervisory styles and power).

3.8.4.1. Structure/hierarchy

The provision of structure represents an approach to supervision in which task accomplishment and the structuring of the subordinate's work are central (Robinson, 2013; Carpenter et al, 2012; Poole, 2010; Holloway and Brager, 1989:86). Provision of structure entails a constellation of activities that may include clarifying supervisee's role and purpose, specifying job description, developing supervisory contract, coordinating supervisees' actions and evaluation of their work (Munson, 2012; Munson, 2002; Munson, 1993).

3.8.4.2. Supervisory contract

Munson (2012; 1993:12,13) indicated that for supervision to be effective, it must be structured, regular, consistent, case oriented and it must be evaluated. As a right, a social work supervisee is entitled to a supervisor who supervises consistently and at regular intervals (Munson, 1993). There has to be growth oriented supervision that respects personal privacy, supervision that is technically sound and theoretically grounded, and that can be evaluated on criteria that are made clear in advance (Munson, 2012; Munson, 1993:38).

The requirement of provision of a structure is realised within the context of a supervisory contract. Supervision becomes effective to both parties if there is an explicit contract (Supervision framework, 2012; Hawkins and Shohet, 2012: 34; Austin and Hopkins, 2004; Cooper and Lesser, 2011), while Hughes and Pengelly (1997) and the Supervision Framework (2012) regard the supervisory contract as a necessary starting point to any supervisory relationship.

The content of the contract can consist of aspects such as methods, types, the style of supervision, the goals of supervision, and responsibilities of each partner (Mokoka, 2016; The College of Social Work, 2014; Counselling Connection, 2010; Hawkins and Shohet, 2012; Reid and Westergaard, 2013). The agreement needs to provide sufficient safety and clarity for the supervisee and supervisor to know where they stand (Supervision Framework, 2012; Godden, 2012; Shohet, 2008; Tsui, 2004). Hawkins and Shohet (2012) emphasise the protective role of the contract and the ability to explore within the contract environment, techniques and skills while being aware of their limitations and difficulties. Bradley *et al* (2010), Gray *et al* (2010) and Day (2014) advocate for a supervision environment that creates opportunities for learning and that takes into account how people learn.

3.8.4.3. Supervisory leadership styles

The choice of leadership styles and supervision types by supervisors becomes very relevant so that the benefit is maximised (Booth, 2014). In structuring, supervisors could incorporate of the different types of supervision such as one-on-one, group and peer supervision depending on judgments about the value to be derived (Kadushin and

Harkness, 2014; Munson, 2012; Reid and Wetergaard, 2013). For an example, Reid and Westergaard (2013) give a contrast between group and individual supervision where individual supervision can be seen to have the potential to ensure that the supervisee's agenda is met. However, the lone supervisee may be reluctant to expose weaknesses without the safety of numbers in his or her peers in a group setting. Therefore, as a process matter, the supervisory relationship needs to be structured in ways that have the highest possibility to yield superior outcomes (Booth, 2014).

3.8.4.4. Supervisory authority and power

The supervisory relationship is characterised by a power and authority differential between the supervisor and the supervisee (Booth, 2014; Leung, 2012; Austin and Hopkins, 2004). Supervisory authority is inherent in the supervisory relationship and must be recognised as such (McPherson and McNamara, 2017; Copeland, Dean and Wladkowski, 2011; Hughes and Pengelly, 1997). Kadushin and Harkness (2014) view authority as the sanctioned use of power to issue directives, exercise control and require compliance from supervisees. The right of authority is given to the supervisor through the agency administrative structure and from the social work profession itself (Kadushin and Harkness, 2014; Holloway and Brager, 1989:30). Power and authority must not be abused or denied by the supervisor, but must be used to ensure that both parties to the supervisory relationship know what is expected of them (McMahon; 2017; Kadushin and Karkness, 2014; Cousins, 2010; Reamer, 2009; Austin and Hopkins 2004; Pritchard, 1995).

Power differential between the supervisor and supervisee has to be acknowledged at the outset, including the recognition of any other perceived differences in power arising from aspects such as race, gender, and age (Fisher and Ury, 2012; 2010; Hughes and Pengelly 1997). Acknowledged power provides a baseline which can be referred back to if difficulties arise later, either in exploring differences or in mediating boundaries.

For effective social work supervision, the authority and power of the supervisor must be protected from sabotage either arising from the supervisor's inability to exercise power

or from the environmental contexts (Kadushin, 1992b; Curry, 2016). Some examples of sabotage are the games that supervisors and supervisees can play such as games of abdication and games of power (Kadushin, 1968). These games have the effect of re-focusing the supervisory relationship to other outcomes that are not beneficial to meeting the goals of supervision (Cousins, 2010; Reamer, 2009).

3.8.4.5. Supervisory Monitoring and Oversight

External monitoring of the profession can also promote the achievement of an optimal supervision. It was found in a study by Gray (1990) that the need to achieve licencing as a supervisor has been associated with increased frequency of access to supervision. Supervised clinical experience is one of the requirements for licensing in Western countries (Social Work Guide, 2015). The externally imposed requirements on the behaviour and practice of social work provide an accountability structure which can be used to mature? the profession and provide better clarity on what constitutes effective and efficient levels of supervision. The South African Supervision Framework (2012) does not go further enough to require that supervisors must be licenced, although such requirement for licencing would be beneficial to mitigate the effects of managerialism, and ensure better compliance with norms and standards.

3.8.5. Expectation of social workers to be inducted into work processes and procedures

Social workers need to be inducted into how the work of a social worker gets done. This denotes knowledge of typical processes and procedures to do the work. The social worker needs to fully understand and appreciate the social work body of knowledge, the policy, and legal framework applicable to their work. This understanding and knowledge is about the social work helping process together with the various theoretical underpinnings of the profession (Mag, 2016).

The induction includes an appreciation of the various roles of social workers which can at times be conflicting (Zur, 2016; Moriarty, Baginsky and Manthorpe, 2015; Counselling

Connection, 2010). These are roles such as facilitator, gatekeeper, regulator, advocate, partner, risk assessor and manager, and agent of social control (Zur, 2016; Moriarty, Baginsky and Manthorpe, 2015; Counselling Connection, 2010). Closely connected to these roles, is the requirement to exercise discretion when responding to complex needs, promoting independence and autonomy, addressing adversity and social exclusion, and prevention and early intervention (The College of Social Work, 2014).

Another procedure for supervisees to be inducted in is document and records management. Documentation is an important legal tool that verifies the provision of services. Supervisors should assist supervisees in learning how to properly document client services performed, regularly review their documentation, and hold them to high standards (NASW, 2013; KBL781, 2010).

Supervision sessions must be documented. As a standard in the Supervision Framework (2012), each supervisory session should be documented separately by the supervisor and the supervisee. Documentation of supervised sessions should be provided to the supervisee within a reasonable time after each session as feedback and evidence.

Management of the termination of a professional relationship is another process area for inducting supervisees into their work. Ending the supervisory relationship is just as important as starting it (Lombard, 2010; Reamer, 2006). A supervisor should devote attention to the management of termination in order to model correct behaviour around endings in general (Reamer, 2006). All pending documentation must be completed by the time of the termination (Reamer, 2006). It is unprofessional and unethical to leave processes incomplete without reasonable explanation and without proper transitional arrangements (NASW, 2013; Reamer, 2006). One of the main transgressions adjudicated on by the SACSSP (discussed in chapter 1) and for which social workers were found guilty is to terminate services with clients and the agency abruptly and without due regard and care.

Social workers are legally bound to handle issues on termination of services with care to protect clients, minimise risks and avoid abandonment (Felton and Polowy, 2015;

Reamer, 2006). To this effect, the NASW Social Work Dictionary defines termination as: *"The conclusion of the social worker-client intervention process; a systematic procedure for disengaging the working relationship. It occurs when the goals are reached, when the specified time for working has ended, or when the client is no longer interested in continuing. Termination often includes evaluating the progress toward goal achievement, and working through resistance. The termination phase also includes discussion about how to anticipate and resolve future problems and to find additional resources to call on as future needs indicate"* (Barker, 2003:428).

3.8.6. Specific needs of beginning social workers

Beginning practitioners need to have access to good supervision to feel secure in their new role (O'Donoghue, 2012; Openshaw, 2012; Chenot *et al,* 2009; Healy *et al*, 2009; Lambie and Sias, 2009). When supervision is inadequate due to the lack of required expertise, beginning practitioners can feel alone and insecure in their execution of professional activities (Smith and Shields, 2013; Hoge, Migdole, Farkas, Ponce, Hunnicutt, 2011; Manthorpe, Moriarty, Rapaport, Clough, Cornes, and Cliff, 2008). Supervision provides a channel to appreciate the emotional and educational needs of newly qualified and experienced practitioners who are exposed to the demands of high-risk judgment and practice (Clare, 1988).

Having regular supervision with a qualified practitioner is extremely vital for professional development and ethical practice (Bol Deng, 2013; Openshaw, 2012; Supervision Framework, 2012). As mentioned earlier, the concerns raised by the Vhembe DSD senior social workers could also easily relate to the social work training received or its adequacy. Regardless of this possibility, supervision is ultimately responsible for the competence of the social worker (Chiller and Crisp, 2012; Munson, 2012). The NASW (2013) provides that the supervisor is responsible for providing direction to the supervisee. Godden (2012) indicated that research and practice demonstrate that social workers are more effective if they receive good quality supervision.

Beginning social workers need to be protected from inadequate supervision (Anwar, 2017; Rhinehart, 2015). Inadequate supervision happens when supervisors fail to give clear and direct feedback and when they fail to establish an open atmosphere for discussing mistakes, or offer encouragement for taking risk (Donnellan and Jack, 2015; Greer, 2002:138; Tepper, 2000). Other characteristics of inadequate supervision include avoidant behaviour, sexist and demeaning behaviours, and when supervisors do not adhere to ethical guidelines. When supervision is inadequate, the supervisory relationship gets compromised, it is weakened and may even disintegrate and put clients at risk (Kline, 2014; Smith, 2012).

Greer (2002) provides guidelines on the qualities in a supervisor that supervisees aspire for, and listed qualities such as supervisor's depth of knowledge and practical expertise necessary for training practitioners, empathy, genuineness, self-disclosure, to supervisee development amongst others. In their studies of how social workers transition to supervisory roles, Kadushin and Harkness (2014; 2002) found that new supervisors relied on their previous casework experience, while their previous clinical experience was considered to be a major source of credibility with their subordinates. This finding supports the need of new social workers to be supervised by someone who has relevant and adequate experience. The discussion also gives credibility to Munson's (1993:41; 2012) list of expectations that a supervisee can have about the supervisor:

"the supervisor is a master, is able to guide learning by virtue of superior knowledge and skill, is able to transmit knowledge that integrates theory and practice activity, has in-depth knowledge that can be applied to practice with precision, is able to apply research knowledge and methodology to practice, is confident in their knowledge, but open to questioning, is able to accept criticism without becoming defensive, is fair, honest, candid, but supportive and patient, can provide cases that are appropriate, but challenging, is appropriate in appearance, courteous, and clear in communication; is thorough in providing orientation to the agency or setting, is prepared for conferences and avoids wasting previous supervision time, is involved in the agency, the community, and the profession, is knowledgeable about the agency, the

community, and the profession, is knowledgeable about the code of ethics and faithfully adheres to its tenets".

3.8.7. Expectation of a supervisory relationship by senior social workers

Research studies (Hair, 2012; Pritchardt, 1995) and the Supervision Frameworks (2012) of the DSD have sounded a warning of the consequences of neglecting to provide supervision to middle and senior managers, while focus is placed on frontline staff. It is a service standard in South Africa that even senior social workers must receive supervision in the form of consultation level supervision in the Norms and Standards (2011) and the Supervision Framework (2012).

The consequences of the omission to provide supervision to social work managers are that they will be unsupported and end up being incompetent. Their incompetence will be transferred to front line staff who in turn will fail to deliver quality service to clients. The consequences of such service failures can be tragic and irreversible, both for users of social services, for the staff, and for the organisation. These arguments confirm the need for supervision to all staff regardless of experience and rank (Carpenter *et al*, 2012). The lifelong need for a supervisory relationship may include the need for supervisory practices such as supervision in the narrow sense, consultation, coaching and mentoring (Supervision framework, 2012; Engelbrecht, 2012).

Beddoe (2011) found in a study of outsourced supervision solutions in New Zealand that the need for external supervision is most pronounced where the administrative function was the dominant mode of providing supervision within an agency. External supervision could also be an option where there was not enough internal capacity to provide the reflective supervision. Educational and supportive supervision focus more on the needs of the supervisee to reflect on practice and to improve knowledge and skills (Barishirinia, 2013).

3.9. CONCLUSION

Chapter 3 focused on the review of literature on social work supervision, emphasising on the functions, purpose and supervision needs of social workers in general. Literature has shown that supervision is the mainstay of professional growth for social workers. It maintains a positive brand image for the organisation, and is indispensable for client satisfaction.

A threat to social work practice in the form of managerialism was discussed in detail on how it changes the face of social work and deforms it. It was shown that managerialism is a global phenomenon. The focus of social work under managerialism is the management of the service rather than to serve the client. As the client is no longer the centre of social work, supervision takes the form of monitoring rather than the education, support and growth of the supervisee.

Social workers have specific needs such as to be formed into a professional social worker, to be grounded in educational aspect of supervision (Mbau, 2005), and ongoing supervisory support (Hair, 2012).

CHAPTER 4. RESEARCH METHODOLOGY

4.1. INTRODUCTION

Grinnel (2008) stated that research is a structured inquiry that utilises acceptable scientific methodology to solve problems and create new knowledge that is generally applicable. The purpose of this chapter is to present the methods, models and

procedures to investigate and answer the research question on the supervision expectations of social workers in Vhembe District of Limpopo Province. The chapter discusses the research design, the research approach, the research process, and research ethics.

The aim of this study was to describe the supervision expectations of social workers in Vhembe District of Limpopo Province. The objectives of this study were:

4.1.1. To describe the supervision expectations of social workers in relation to literature on social work supervision;

4.1.2. To ascertain the experiences, practices, and supervision expectations of social workers in Vhembe District as follows:

- by exploring and describing the social worker's perceptions of their current supervision experiences;

- by describing the expectations of the social workers' regarding the ideal supervisory practices and experiences.

4.1.3. To describe the relationships between demographic variables and the indeterminate perceptions of social workers of their supervision experiences and expectations;

4.1.4. To make recommendations on the performance of the supervision function by developing a model of social work supervision for Vhembe District.

4.2.   RESEARCH DESIGN, APPROACH AND STRATEGY.

4.2.1. RESEARCH DESIGN

Research methodology is the overarching systematic theory-based analysis of the procedures applied to a field of research study (Kothari and Gard, 2014; Kothari, 2004). Methodology is the 'how to' strategy of conducting research and it encompasses concepts such as research design, target population, sample size and sampling procedure, data collection instruments and data analysis procedures (Kumar, 2011).

According to Kothari (2004), research design is a plan, a roadmap and blueprint strategy of investigation to obtain answers to research questions while Kumar (2011) views research design as a procedural plan that is adopted by the researcher to answer questions validly, objectively and economically. The research design for this study was an explorative/descriptive design. Explorative design is used to gain insights for future investigation of a research problem area (Rubin and Babbie, 2010). Descriptive research presents a picture of the specific details of a situation, social setting, or relationship (Neuman, 2011; Kumar, 2011). Thus, the study aimed to explore and describe the baseline supervision experiences of the social workers, and then identify how much they deviate from the norm, thus determining their supervision needs/expectations.

4.2.2. RESEARCH APPROACH, AND TYPE OF RESEARCH ENQUIRY

The research approach used for this study combined quantitative and qualitative approaches, using semi structured mode of enquiry. Quantitative studies quantify the variations in a phenomenon, situation, problem or issues in order to ascertain the magnitude of the variations. Qualitative studies on the other hand, are primarily used to describe a situation, phenomenon, problem or event through the use of variables measured on nominal or ordinal scales. Qualitative analysis establishes the variations in the situation, phenomenon or problem without quantifying it (Kumar, 2011; De Vos, Delport and Fouche, 2011).

The first distinguishing feature in the research approach for this study was a survey that consisted of a questionnaire that used both closed and open ended questions. By combining quantitative with qualitative methods, the weaknesses of surveys could be mitigated against (Kumar, 2011; Rubin and Babbie, 2010 and 2007; Grinnel, 2008; Beri, 2008; Earnhart, 2002). All the social workers appointed by the DSD in Vhembe during the survey data collection phase were invited to participate in the survey aspect of the study.

The use of closed and open ended questions in the questionnaire design ensured that the respondents were both structured in their responses and they could also give

narratives of their own views on the issues under investigation. The questionnaire also used contingency questions where a similar question is repeated in the same instrument to ensure that responses could be reliably validated (De Vos *et al*, 2011).

The second feature of the research approach, was a purely qualitative dimension which consisted of structured interviews with supervisors and supervisees. To ensure adequate coverage, strength of the design and triangulation of data, the second aspect of the design was a structured interview schedule conducted with 10 supervisors and 10 supervisees selected using non-probability purposive sampling method.

Triangulation is a research design that uses different research techniques in the same study to confirm and verify data gathered in different ways (McMurray, 2004: 263). This could refer to a combination of both qualitative and quantitative methods to gather data for an overall interpretation that focuses on a variety of different factors (Taylor, 2006:235). Triangulation results in a stronger research design, which leads to more valid and reliable findings (Nykiel, 2007). De Vos *et al* (2011) classify the quantitative aspect of the research design as a cross sectional survey design, and the qualitative aspect, as collective-case study design.

4.2.2.1.   Characteristics of the Research Approach

The research approach had 3 distinguishing characteristics normed on Creswell's (2007) characterisation, which were:

The use of multiple sources of data: The researcher gathered data from different sources rather than relying on a single source. The first source of data was the literature review, which also assisted in the design of the survey questionnaire as the second source of data. The third source of data was the structured interviews with 2 samples consisting of 10 social work supervisees and 10 supervisors. The fourth source of data were the Department of Social Development's planning documents, other related government policy frameworks, and pieces of legislation.

Respondents' meanings: The structured interviews were useful to allow respondents to ascribe meanings to the trends that were observed from the survey findings. The structured interviews, and the themes that developed, illuminated the findings from literature study and the survey. The themes that developed were further validated with the study of the Departmental planning and policy frameworks.

Holistic view of phenomena: The respondent's descriptions and meanings and the multiple sources of data provided a holistic picture of the supervision experiences and the expectations of social workers in Vhembe District of Limpopo Province.

4.3.   RESEARCH PROCESS

The research process is concerned with how the research design and approach shaped the formulation of the research problem, the choice of population and samples, data collection, analysis and interpretation.

4.3.1. Formulating a research problem and development of research topic (Parker, 2017)

The researcher's interest in the research area was prompted by anecdotal comments by senior social workers from Vhembe District (Vhembe DSD) that the standards of social work practice in their workplace were declining or had declined. The nature of the problem of falling standards was described in terms of social workers behaviours that had deviated from ethical norms. The social workers were reported to have written sub-standard psychosocial reports, terminated services abruptly, stole from clients and failed to demonstrate courteous behaviour towards clients among others.

The researcher then referenced the disciplinary records of the South African Council of Social Service Professions (SACSSP). Indeed, there were instances were social workers were disciplined and given appropriate sanctions for prohibited transgressions in terms of the ethical code. Some of the sanctions were that the guilty social workers

could not practice as social workers for a certain period while receiving supervision as part of the sanction. Evidence of having received supervision was a condition for the sanctioned social workers to be admitted back into the profession.

The researcher proceeded to study literature on both social work and social work supervision and found adequate South African and international literature specifically on the importance and uses of social work supervision in the professional development of social workers. There was also information on the structure of social welfare provisioning in South Africa, the developmental paradigm to social welfare, the persistent problem of poverty, social and economic inequality, and the impact of neoliberal economics on social policy.

The researcher concluded that the allegation that the standards of the social work profession had fallen was linked to the supervision practices at Vhembe DSD. Mbau (2005) had found that Vhembe DSD did not invest in educational and supportive supervision, more time was spent on some form of administrative supervision. Even that administrative supervision was a deviant form of administrative supervision that mostly focussed on the reporting of performance. The writing of sub-standard psychosocial reports and abrupt terminating of services suggested that there were challenges with the execution of the educational and supportive supervision at the DSD.

The topic of the research was refined until it was finally coined as the *"Supervision expectations of social workers in Vhembe District of Limpopo Province"*. The foundational conceptualisation was that for every instance of poor or inadequate execution of functions by social workers or by the employer, there was a corresponding supervision need or expectation for the social workers.

Furthermore, the preliminary review of literature provided an idea of the conceptual framework to guide the entire research. The first aspect of the framework focused on the effects of neoliberal economics on the social policy side of social work. Then, the framework continued to focus on the developmental perspective based on the notion that South Africa's social welfare provisioning is premised on human and social development. Another aspect of the framework was the fact that the social workers who

were reported to be presiding over the falling standards, were employees of the Vhembe DSD, and thus involved in a mutual relationship with the employer, with one impacting the other and shaping each other's behaviours. The fourth part of the framework drew from the fact that social work is regulated and that the regulatory framework was important to define the required growth and development of social workers and prescribe the minimum norms and standards for the profession. The conceptual framework was expanded on in chapter 2 of this study.

4.3.2. Data collection methods

4.3.2.1. Collection of survey data

The survey data collection method was a self-administered questionnaire. The questionnaire was developed based on the literature review and the norms and standards for social work and social work supervision. The questionnaire consisted of nine (9) sections (sections A to I); namely A. Demographics, B. Supervision Infrastructure, C. Purpose of Supervision, D. Process of Supervision, E. Types, Styles and Models of Supervision, F. Supervision Outcomes, G. Self-Evaluation, H. Readiness of respondents when they first entered the work environment, I. Additional Comments.

Multiple data gathering measures were used to reach the respondents for the survey. The respondents were reached through their work clusters, visits to their work spaces, and when they attended meetings. Work clusters refer to the clustering of social work offices that are situated close to each other being treated as one entity or unit. Three to four social work offices in close proximity to each other form a cluster. The organisation of offices into clusters is primarily for convenience.

The pre-signed informed consent forms with all the explanations and contact details of the researcher were attached to each questionnaire. All the questionnaires were in English. There was no need to translate the research instrument into various vernacular languages because the respondents were social workers could read and understand the English language.

4.3.2.2. Data collection for structured interviews

The structured interviews were meant to triangulate and strengthen the data reliability and validity. As it will be shown in the discussion on population and sampling that will follow, Vhembe DSD had a shortage of social work supervisors. The respondents' ability to describe and analyse their supervision experiences could have been limited by their lack of access to adequate supervision. Thus, the interviews were necessary to clarify and confirm the trends from the quantitative findings.

The findings from the quantitative data collection revealed trends and patterns which were then translated into questions to guide the interviews. The questions for the structured interviews were:

The respondents in the quantitative aspect of this study in relation to social work norms and standards, supervision frameworks, social work supervision ethics, legal issues in social work:

- *have uneven knowledge and experiences regarding the norms and standards for social work (2011). Would you say that you share this view?*
- *have uneven knowledge and experience regarding Supervision Framework (2012). Do you share this view?*
- *have uneven knowledge and experience of supervision ethics. Do you share this view?*
- *have uneven knowledge of legal issues in social work practice. Would you say that you share this view?*

The respondents in the quantitative aspect of this study in relation to supervision arrangements, office space and conditions of services:

- *have identified their supervisor as a social worker, but they experience the supervisor as not helpful. What is your view on this sentiment?*

- *have reported that they are less likely to get supervision. What is your view?*

- *have complaints about their work environment in relation to office space and conditions of service of a human resources management nature. What is your comment on these findings?*

- *believe that social work supervision is necessary for professional growth, but they can't seem to link their professional competence and client satisfaction to the supervision they received. Is this perception a fact or fiction?*

- *have a four year social work qualification, have worked for a period of between 3 and 20 years, practice generic social work, earn a salary of between R200 000.00 to R400 000.00 per year. What is your comment on this assertion?*

- *have suggested improvements to the execution of the supervision function in Vhembe District such as: appointment of supervisors, training of social workers, review of the Reporting Framework, more and better access to supervision, office space, among others. How do you propose that the supervision function can be mainstreamed into the service delivery agenda of the Vhembe DSD.*

Meetings of 1 hour 30 minutes or more were arranged with each of the interview respondents. A composite list of questions derived from an analysis of the quantitative findings was used to design the structured interviews. The same set of questions was used with both supervisors and supervisees. Data became saturated after the 6th interview with supervisors and after the 5th interview with supervisees. Although data saturated at this stage, the rest of the participants were reached by telephone for purposes of checking if the themes that had developed represented their views as well (Groenewald, 2004). The telephone interviews provided the data to confirm, clarify and expand on the transferability and confirmability of the qualitative data.

4.3.3. Data management and data analysis

4.3.3.1. Quantitative data management and analysis

Quantitative data consisted of data from the survey questionnaire. Firstly, all the responses generated from a mixed methods survey were reduced to the same numerical language in the form of measurement scales such as nominal, ordinal, and ratio levels of measurement. This meant that responses to open ended questions such as *"what suggestions for effective supervision do you propose?",* first had to be put into number categories or number codes and were then placed on one of the three levels of measurement, either, nominal, ordinal or ratio.

Secondly, the researcher spent time cleaning the codes. This involved checking the categories of all variables to detect impossible codes and correcting logically impossible combinations. For an example, the coding for gender is 1 for male and 2 for female; in this case, an example of an impossible code is where a female is coded as 1.

An example of a faulty cross combination is one where the respondent had indicated that he/she did not share office space, but complained elsewhere of working in overcrowded spaces in the open ended questions. Cleaning the codes ensured the validity, credibility and meaningfulness of the data.

Thirdly, a programme for the management and analysis of the data was written by the researcher on microsoft-excel. The questionnaire responses were loaded into the programme for further data manipulation and analysis. Various cross combinations were analysed; such as, how often social workers of a certain level of working experience received supervision, the salaries earned by the various ranks of social workers, the work experience of a social worker and the type of supervision needs expressed, among others. Some of the main independent variables were work experience, and rank, and these were used to establish trends on the nature of supervision needs that existed among social workers in Vhembe District.

Quantitative data from the survey questionnaire was analysed in terms of simple frequency distributions, percentages, averages, modes, descriptive narratives and regression analysis. Structured interviews were used to interrogate the meaning of the

quantitative findings and to contextualize and verify the descriptive statistics from quantitative data.

4.3.3.2. Qualitative data management and analysis

Creswell's (2013; 2009) thematic model was used in the qualitative data analysis. Each interviewee's information was recorded both manually and with an audio recorder. Each respondent's information was transcribed in writing, verbatim and kept separate. Each subsequent interviewee was used to validate data collected from the previous interviewees. Once all the transcriptions were done, the analysis was then conducted. The transcriptions were read through several times, while making notes to start identifying meanings that emerged from the transcripts. From the notes, summaries were generated.

The researcher proceeded to identify similarities from the individual summaries and identified the emergent major and minor themes. To bring logic and to authenticate the themes and sub-themes, various documents of the DSD were studied since there was a lot of reference to the structural organisation of the DSD in most of the themes. These were the planning and policy documents of the DSD, both national and provincial. The main specific documents studied for this purpose were (among others):

- The Limpopo DSD Strategic Plan for 2015 to 2020;
- The Limpopo DSD Annual Performance Plan for 2016/2017;
- Social Work Services Operational Plan for Vhembe DSD for 2016/2017;
- Resolution 1 of 2009 of the Public Health and Social Development Sectoral Bargaining Council;
- Children's Act, 38 of 2005;
- Social Assistance Act, 13 of 2004;
- Sexual Offences Act, 32 of 2007.

The interpretation of the document study was integrated into the summaries and checked with the interviewees to ensure that the interpretations were consistent with their views and experiences. The study of the documents provided clarity and context to both the findings from the questionnaire and from the structured interviews.

The themes and sub-themes are fully presented and analysed in chapter 6 of this study. Actual verbatim excerpts from the narrative/transcripts were used to highlight the meanings that the respondents gave to the themes and sub-themes.

4.4. RELIABILITY, VALIDITY, OBJECTIVITY AND BIAS OF THE SURVEY QUESTIONNAIRE

The survey questionnaire was piloted on two (2) social work supervisors and two (2) supervisees from Capricorn District. Capricorn District is one of the four Districts under the Limpopo DSD. The pilot was conducted under the similar conditions in which the survey was to be conducted, that is., at the workplaces of the social workers. The interview instrument was not piloted since the interviews were meant to refine the survey findings.

The pilot helped to check the appropriateness of the questionnaire design itself, including wording of questions and scales, and the overall flow of the questionnaire. The pilot also helped to test the tools for data analysis. The pilot respondents suggested that the follow-up questions on the instrument be reduced, and that there should be an open-ended section at the end to solicit for *"any other comments"* from the respondents. The questionnaire was accordingly adjusted in line with the feedback from the pilot.

The validity of the measures used for the questionnaire were face-validity and content-validity. On the face of it, the instrument looked like it was measuring the broad topic of social work supervision. The questionnaire was based on the identified nine (9) focus areas as described in paragraph 4.2.3.2. The actual questionnaire design as it was refined by the feedback from the pilot test had ensured that the collected data was valid and reliable. The strength of this assertion was established during the interviews.

4.5. POPULATION AND SAMPLING

4.5.1. Participation in the survey aspect of the research

All social workers appointed by the DSD in Vhembe District at the time of data collection, were invited to participate in the survey part of the research design. The DSD

Supervisory Framework (2012), Norms and Standards for Social Welfare Services (2011), SACSSP Guidelines (2007) mandate that all social workers must receive supervision in one form or another, that is; in the form of direct and structured supervision, mentoring, consultation or coaching. The intensity of the supervision varies depending on the experience of each social worker and the requirements of the normative framework.

For the purposes of this study, all the social workers qualified to be the research participants in the quantitative survey because the study was interested in the supervision expectations of social workers. In terms of the law, all social workers must receive supervision, and the social workers' experiences and expectations was the subject matter of this study.

At the point of data collection from August 2016, there were three hundred and ninety four (394) formally appointed social workers at Vhembe DSD. Of these, fifty (50, 12.6%) were social workers with one or other form of formally recognized seniority. Thirteen (13) of the 50 senior social workers were formally appointed as supervisors (that is, 3.29% of 394 were formally appointed as supervisors), Thirty seven (37, 9.39%) senior social workers were seconded to work as supervisors. Another category of senior social workers (N=9) were referred to as programme coordinators. These were senior social workers involved in the administration and management of social work services. This left a total of 335 social workers as eligible to be regarded as supervisees in the strict sense, and sharing thirteen (13) formally appointed supervisors.

A total of two hundred and five (205) social workers volunteered to participate in the study.

The percentage response rate of 205 respondents is 52%. A response rate of 50% is acceptable for survey research (Meterko, Restuccia, Mohr and Brennan, 2015; Babbie, 2010; SurveyMonkey, 2009; Fincham, 2008). The use of a survey method allowed the research study to cover a reasonably large range of variability of experiences in the social workers from Vhembe District who participated in the study.

4.5.2. Sampling procedure for interviews to discuss survey trends and patterns from the quantitative data

A non-probability purposive sampling technique based on availability was used in the selection of 10 supervisees and 10 supervisors for structured interviews. The interviews were used to validate the findings from the quantitative data collection (Rubin and Babbie, 2010; De Vos *et al*, 2011; Neuman, 2011). The motivation for this approach was that any social work supervisor and supervisee from Vhembe District should have an opinion on the trends and patterns from the survey data collection. For the purposes of the structured interviews, a supervisor was a social worker who was part of the 50 designated senior social workers, and a supervisee is any social worker who was not part of the 50 designated seniors as described in paragraph 4.4 above.

4.6. QUALITY CRITERA AND VERIFICATION OF QUALITATIVE DATA

Credibility: Credibility refers to the confidence in the 'truth' of the findings (Lincoln and Guba, 1985), and it gives assurance that the research question is correctly identified and described (Creswell, 2009). This study achieved credibility in that the accuracy of the quantitative findings was triangulated with the structured interviews. The same set of questions were used for both the supervisors and supervisees. The transcriptions were read several times to ensure that the correct summaries were generated. Subsequent interviews were used to collect further data and to content-check the information gathered from previous interviews. The findings, analysis, interpretations and

discussions were corroborated by the literature and conceptual framework throughout the study.

Transferability: Transferability refers to the extent to which the findings have applicability in other settings (Lincoln and Guba, 1985). Each respondent's perspective was captured in full and not paraphrased in the summaries. Although qualitative research does not seek to generalise the findings, anyone who participated in the study would be able to identify and confirm the information upon reading it (Krefting, 1991). The study ensured that there was transferability of the findings by extracting as quotes some of the rich descriptions by the respondents and integrating them in the research report.

Dependability: Dependability is concerned with whether the findings are consistent and repeatable (Lincoln and Guba, 1985). The information on the study procedures and processes must be detailed such that another researcher can repeat the study with the guidance of similar decisions and processes and reach comparable results (Anney, 2014; Rubin and Babbie, 2010; Pereira, 2012). This study achieved the dependability criteria by doing the relevant literature study and identifying the critical variables associated with supervision experiences and expectations. The data from the survey was confirmed and validated using structured interviews with respondents, and such respondents could be referred to as experts on the subject matter. The study of the planning and policy frameworks of the DSD and the cross verification of data ensured dependability of the data. The procedures followed were also clearly described.

Confirmability: Confirmability deals with the degree of neutrality or the extent to which the findings of a study are shaped by the respondents themselves and not the researcher's bias, motivation or interest (Lincoln and Guba, 1985; Shosha, 2012; Moustakas, 1994). This study achieved confirmability by keeping the transcripts, consent forms, data collection instruments, and field notes for reference purposes. Direct quotes of the respondents are included in the research report. The literature review and conceptual framework were used to support the views of the respondents and not the other way round. Adherence to the ethics of research ensured that the human participants were protected. To this end, the Research Ethics Committee of the

University of Limpopo granted permission for the study to be conducted. Furthermore, the Research Ethics Committee of the Limpopo Provincial Government also granted permission for the research to be conducted at Vhembe DSD. Thus, the study, its methods and processes were properly authorised.

4.7. ETHICAL CONSIDERATIONS

The researcher observed certain ethical standards and requirements to avoid harm to the respondents (Mouton, 2001; Strydom, 2011). Specifically, the respondents' participation in the study was subject to their informed consent. The informed consent covered areas such as:

- invitation to participate in the study and stating the title of the study, the purpose, and relevance thereof;
- disclosure that the research is part PhD studies in social work at the University of Limpopo;
- a statement of the benefits of the research in improving supervision practices;
- a statement delineating the social workers who are eligible to participate; that is, all the social workers in Vhembe District who were employed by the Department of Social Development;
- an indication of how long it would take to complete the questionnaire, and/or the interview;
- a statement that gave assurance that despite all the social workers having been invited to participate, participation was voluntary, inclusive of the right to withdraw at any point and an option not to respond to some questions;
- a statement that there were no intended risks, discomforts, deceptions or costs to participation;
- a statement about confidentiality that the respondents were not asked to identify themselves in the questionnaire unless they chose to do so themselves. Respondents were informed that some of the answers to the open-ended questions could be used as quotations in the study and that they could indicate

anywhere on the questionnaire if they were opposed to being quoted in the study.

- a statement that respondents would not be identified in the thesis, or any presentation, publication, or discussion, however, the results of the study may be published in professional journals or presented at professional conferences. It was a condition of being granted permission to conduct the study that the findings of the study would be made available to the Vhembe DSD;

- a statement that there was no financial incentive or compensation for participating in the study;

- a statement that the respondents have a right to information regarding the procedures and results of the study;

- a statement that respondents must immediately report any harm, actual or perceived that arose from their participation in the study to the researcher for correction, debriefing, mediation or mitigation; and

- attachment to the questionnaire and disclosure to interviewees of actual proof that the researcher was granted permission to conduct the research, firstly by the University of Limpopo Research Ethics Committee, and by the Research Ethics Committee of the DSD.

Accordingly, the respondents who participated in this study did so voluntarily, and this can explain the 52% response rate for the quantitative survey. The respondents freely gave information to both structured and unstructured questions with honesty. There were no requests for debriefing although the subject matter was painful to some of the social workers, particularly the issues on conditions of service and other structural impediments to their work.

4.8.   SIGNIFICANCE OF THE RESEARCH

The study's significance was identified in at least 4 ways:

- the reception and the utilisation of the enabling policy frameworks was tested in the survey and interviews. The level of compliance with the prescribed supervision norms was revealed and analysed.

- the findings of the study can be used to mitigate against the inherent risks of delivering social welfare services within a bureaucracy. Social workers provide social services in environments that are unpredictable and their work is also non-uniform and it is performed within a confidential environment. Clients can be easily harmed if there is no supervision. The study investigated whether these inherent risk factors were being addressed in the supervision experiences of the respondents.

- the anecdotal comments of social work practitioners in Vhembe District were investigated within the broader context of how the supervision function was being performed, received and utilised. Where relevant, chapter 8 of this study addresses how deviations can be corrected and mediated.

- the study made recommendations on the performance of the supervision function by developing a model of social work supervision for Vhembe District.

4.9. ASSUMPTIONS AND DELIMITATIONS OF THE STUDY

4.9.1. Assumptions

In conducting this study it was assumed that:

- social workers attended a tertiary education institution and they are in possession of the minimum academic qualification to be registered as a social worker by the South African Council for Social Service Professions (SACSSP);
- social workers' tertiary education training exposed them to supervision both theoretically and practically;
- social workers were employed as such at the Vhembe DSD and they were performing work in terms of the job description of a social worker;
- the enabling policy documents are known by social workers and that they were used to structure social work and supervision practices; and
- each participant would answer the questions honestly.

4.9.2. Delimitations

The study was delimited to all social workers in the Vhembe District of Limpopo Province who were employed by the Department of Social Development (DSD), regardless of their places of work or fields of specialisation. This parameter left out social workers who were employed in the non-governmental sector or in any other sector outside of the DSD.

The study was delimited to the perceptions, experiences, preferences, needs and expectations of the social workers in Vhembe DSD.

4.10. LIMITATIONS AND ADVANTAGES OF THE RESEARCH DESIGN

4.10.1. Limitations

Surveys require sufficiently large samples to increase the confidence levels within which to describe the characteristics of the population (Grinnel 2008:263).

The idea of limiting the sample to all the social workers in Vhembe District and not in the whole of Limpopo Province might impact on the requirement of a large sample for survey research to be effective. The use of descriptive design as the primary purpose of the study limited the generalisability of the findings to other groups of social workers in other areas. An acceptable response rate for surveys of 52% was achieved for this study from which trends and patterns were observed and they were tested in subsequent stages of the research.

4.10.2. Advantages

The advantages of the design is the triangulated approach consisting of interviews, mixed methods survey, large data set with large variability of information. The study of planning documents of the DSD also assisted to validate the data from the interviews

4.11. CONCLUSION

Chapter 4 described how concepts such as research designs, target population, sample size and sampling procedure, data collection instruments and data analysis procedure are used in this research study. Furthermore, the chapter described in detail the methodological decisions adopted for this study and the rationale for choices to use both qualitative and quantitative approaches. The research steps were outlined in terms of how they connected and interacted with each other to answer the research questions of the study. The following chapter, presents the quantitative findings, the trends and patterns observed from the quantitative data.

CHAPTER 5:   PRESENTATION AND ANALYSIS OF QUANTITATIVE FINDINGS

5.1. INTRODUCTION

Chapter 5 presents the quantitative findings from the survey questionnaire. The survey questionnaire consisted of nine (9) sections (sections A to I); namely A. Demographics, B. Supervision Infrastructure, C. Purpose of Supervision, D. Process of Supervision, E. Types, Styles and Models of Supervision, F. Supervision Outcomes, G. Self-Evaluation, H. Readiness of respondents when they first entered the work environment, I. Additional Comments.

The researcher intended to explore and describe the supervision expectations of social workers in Vhembe District of Limpopo Province. By understanding the baseline supervision practices of the social workers, a determination could be made of whether those practices were conformed to the supervision norms or not. Any deviation from the norm is a potential ground for determination of a supervision need or expectation.

In responding to the various items about supervision expectations, the respondents were able to identify their supervision gaps and aspirations. The objectives of the study were:

5.1.1. To describe the supervision expectations of social workers in relation to literature on social work supervision;

5.1.2. To ascertain the experiences, practices, and supervision expectations of social workers in Vhembe District as follows:

- by exploring and describing the social worker's perceptions of their current supervision experiences;
- by describing the expectations of the social workers' regarding the ideal supervisory practices and experiences

5.1.3. To describe the relationships between demographic variables and the perceptions of social workers of their supervision experiences and expectations;

5.1.4. To make recommendations on the performance of the supervision function by developing a model of social work supervision for Vhembe District.

Of the 394 social workers who were in the employ of Vhembe District Department of Social Development (Vhembe DSD) in August 2016, two hundred and five (205) volunteered to participate in the survey. The percentage response rate of 205 respondents is 52%. A response rate of 50% is acceptable for survey research (Babbie, 2010; SurveyMonkey, 2009; Fincham, 2008). The survey results are presented and analysed in pivot tables, frequency counts, percentages, averages, descriptive notes and where appropriate, regression analysis.

5.2. SURVEY FINDINGS AND ANALYSIS

5.2.1. SOCIO-DEMOGRAPHIC INFORMATION

Supervision is an important function in social work. It ensures the development of a social worker from a novice to a mature and independent worker for the benefit of the client, the profession and the employer organisation (NASW, 2013). Thus, social workers are entitled to be exposed to adequate supervision experiences to achieve qualitative professional growth and to comply with the ethics of their profession (Mowery, 2009).

The socio-demographic variables that were analysed included the respondents' age, gender, work experience, income, academic qualification, rank, frequency of supervision, and distances from town and from the supervisors' offices.

5.2.1.1. Table 1: Age of respondents and their work experience

Work Experieence	Age of respondents in years									
	20 to 29		30 to 39		40 to 49		50 to 59		Grand Total	
	N	%	N	%	N	%	N	%	N	%
3 years or less	6	2.9	3	1.5	1	0.5		0.0	10	4.9
3+ to 6 years	37	18.0	60	29.3	2	1.0		0.0	99	48.3
6+ to 15 years	2	1.0	42	20.5	28	13.7		0.0	72	35.1
15+ to 20 years		0.0		0.0	10	4.9	3	1.5	13	6.3
21+ years		0.0		0.0	1	0.5	10	4.9	11	5.4
Grand Total	45	22.0	105	51.2	42	20.5	13	6.3	205	100.0

Table 1 shows that most of the respondents (105, 51%) were between the ages of 30 to 39 years, and the majority of the respondents (99, 48%) had work experience of 3 to 6 years, followed by those with work experience of 6 to 15 years (72, 35%). The regression model used to determine the nature of the relationship between age and work experience only found a significant relationship between work experience and the age range of 50 to 59 years old (F=27.7) The analysis of variance (ANOVA) tables for the relationships between the variables are in **Appendix 4.**

The declaration of social Work as a scarce and critical profession in 2003 in terms of The Scarce Skills Policy Framework for the Public Service (2003) and the Recruitment and Retention Strategy for Social Workers (2005) may have caused the increase in the number of social workers of ages between 20 to 49 years old. Simpson (2015) noted that the student enrolment in South African Universities had more than doubled since 1994. Increased access to social work education has been made possible by the scholarship scheme of the DSD, and social work had become an attractive option for higher education students. Vhembe DSD has benefitted from this increase in the increased number of graduates since the institution of the Recruitment and Retention Strategy (2005)

The South African Human Resources Development Strategy (1994:11) identified the need for capable human resources to support the developmental agenda of post-apartheid South Africa and indicated that:

 "The Government's economic policies require human resources development on a massive scale. Improved training and education are fundamental to higher employment, the introduction of more advanced technologies, and reduced inequalities. Higher labour productivity will be the result of new attitudes towards work and especially new skills in the context of overall economic reconstruction and development. New and better management skills are urgently required".

5.2.1.2 Table 2: Rank of the respondents and their work experience

Respondents' work experience	Social work graduate on internship		Social Worker		Senior Social worker and appointed as Supervisor		Senior Social worker and not appointed to act as Supervisor		Senior Social worker seconded as supervisor		Grand Total	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
3 years or less	5	2.4	5	2.4		0.0		0.0		0.0	10	4.9
3+ to 6 years		0.0	97	47.3	1	0.5	1	0.5		0.0	99	48.3
6+ to 15 years		0.0	33	16.1	6	2.9	22	10.7	11	5.4	72	35.1
15+ to 20 years		0.0	1	0.5	2	1.0	6	2.9	4	2.0	13	6.3
21+ years		0.0		0.0	2	1.0	6	2.9	3	1.5	11	5.4
Grand Total	**5**	**2.4**	**136**	**66.3**	**11**	**5.4**	**35**	**17.1**	**18**	**8.8**	**205**	**100.0**

Table 2 shows that the modal rank among the respondents was that of 'social worker' (136, 66%). The regression model found no significant relationship between work experience and respondents' rank (F=0.96 for rank of social worker, and F=0.1 for senior social worker).

There were ninety seven (97, 47%) respondents with work experiences of between 3+ to 6 years. The other category which was of concern were the thirty three (33,16%) respondents with experience of between 6 to 15 years who still went by the title of social worker with no recognised seniority. One social worker responded to the open ended questions of the survey by saying that due to the failure to implement performance management and development system (PMDS) and the Occupation Specific Dispensation for Social Workers (OSD) (both are explained under qualitative findings in

Chapter 6), he/she was still stuck at the same entry level salary notch seven years down the line. There was little upward mobility for these respondents.

The details regarding the acceptance of the null hypotheses were that; there were thirty five (35, 17%) respondents who were ranked as senior social workers but they were not appointed as supervisors, while only eleven (11, 5.4%) were formally appointed as supervisors. The category of seconded supervisors (18, 8.8%) consisted of senior social workers who volunteered to supervise others without being formally appointed as supervisors or paid as supervisors. They formed part of the senior social workers who were not appointed formally as supervisors, totalling fifty three such senior social workers (53, 25.9%) in this study.

The fact that there were only thirteen (13, 5.9%) appointed supervisors for the whole population of social workers is of concern. The low number of supervisors led to a high ratio of supervisors to supervisees. From discussions in chapter 1, it was shown that the ratio could be as high as 1:25 on average. The normative ratio is 1:10 if the supervision is the primary responsibility of the supervisor, 1:6 if the supervisor is responsible for other management responsibilities apart from supervision, and 1:15 for consultation level supervision.

Social Exchange Theory (SET) is relevant to understand the negative impact on the social workers' career paths to work in a job that does not provide rewards in the form of senior rank (Colquitt *et al*, 2014). The number of years worked was an input that social workers made but they did not get a corresponding benefit of growth. This meant that the net worth that the social workers associated with their work was low. It is a typical state of diminishing returns, where more and more effort is required to obtain less value (Rouse, 2014).

Chiller and Crisp (2012) identified as crucial the role played by supervision in the development, retention and motivation of staff. Runcan (2013) views the role of a supervisor as an important factor to maximise personal growth and development in the supervisee. The social workers in this study did not seem to be growing and developing in their professional ranks regardless of how long they had been working.

5.2.1.3 Table 3: Respondents' work experience and annual salary

Respondents work experience	Respondents' annual salary in South African Rands									
	Less than 150 000		150 000 to 200 000		201 000 to 400 000		401 000 to 600 000		Grand Total	
	N	%	N	%	N	%	N	%	N	%
3 years or less	9	4.4		0.0	1	0.5		0.0	10	4.9
3+ to 6 years		0.0	26	12.7	73	35.6		0.0	99	48.3
6+ to 15 years		0.0	7	3.4	65	31.7		0.0	72	35.1
15+ to 20 years		0.0		0.0	13	6.3		0.0	13	6.3
21+ years		0.0	2	1.0	6	2.9	3	1.5	11	5.4
Grand Total	**9**	**4.4**	**35**	**17.1**	**158**	**77.1**	**3**	**1.5**	**205**	**100.0**

Table 3 shows that most of the social workers regardless of length of work experience earned salaries that ranged between R201 000.00 to R400 000.00 per year. The regression model revealed that work experience did not determine salary level for these respondents (F=0.53). A total of one hundred and fifty one (151, 73.7%) respondents with work experience of between 3+ to 20 years earned within the salary range of R201 000.00 and R400 000.00 per year.

Work experience should have been a determinant of salary level as it was envisaged in Resolution 1 of 2009 of the Health and Social Development Bargaining Council. Tanner (2017) indicated that entry level salaries are acceptable for employees who are at the entry levels of their careers, and not for senior ones. In order to keep the employees motivated, they need to view their workplace as an environment where they can achieve growth, not stagnation.

In terms of SET pillar of the conceptual framework, social workers will respond positively to their workplace when they are valued in terms of conditions of services and opportunities for professional growth granted to them. Because human relationship are based on reciprocation in SET (Blau, 1964), each individual in the relationship will

provide benefits to the other so long as the exchange is equitable and the units of exchange are important to the respective parties. The respondents in this study did not seem to be getting any equitable benefits from their length of work experience. Length of work experience was a cost for these respondents because their salary structure flattened at R201 000.00 to R400 000.00 and stopped growing.

5.2.1.4 Table 4: Rank of respondents and their annual salary

Respondents' annual salary in South African Rands	Respondents' rank											
	Social work graduate on internship		Social Worker		Senior Social worker and appointed as Supervisor		Senior Social worker and not appointed to act as Supervisor		Senior Social worker seconded as supervisor		Grand Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Less than 150 000	5	2.4	4	2.0		0.0		0.0		0.0	9	4.4
150 000 to 200 000		0.0	32	15.6		0.0	2	1.0	1	0.5	35	17.1
201 000 to 400 000		0.0	100	48.8	10	4.9	31	15.1	17	8.3	158	77.1
401 000 to 600 000		0.0		0.0	1	0.5	2	1.0		0.0	3	1.5
Grand Total	5	2.5	136	66.3	11	5.3	35	17.1	18	8.8	205	100.0

Table 4 shows that the salaries of the respondents tended to average between R201 000.00 to R400 000.00 regardless of the rank (158, 77%, F=0.00014). In terms of Resolution 1 of 2009, a social worker at grade 3 (salary level 9) can supervise other social workers. This category of supervisors (social worker grade 3) was most lacking in the Vhembe DSD workforce due to social workers not being promoted into supervisory positions.

The lack of growth in rank means that those social workers were not growing as envisaged in the developmental perspective pillar of the conceptual framework for this study. Developmental perspective is useful to explain how social workers develop and mature in their professional roles (Stoltenberg and Mcneil, 2010; Stoltenberg and McNeil, 1997). The failure by Vhembe DSD to implement the OSD and PMDS to facilitate professional growth is negative social exchange outcome for the respondents as described in SET (Karanges et al, 2014).

The value of social work supervision is linked to outcomes such as learning, professional identification, professional growth, mentoring, dealing with job stress and burnout (Caras and Sandu, 2014). Supervision was identified in literature as an essential resource for social workers for their professional competency and identity (Kadushin and Harkness, 2014). Supervision assists with identifying education, capacity-building opportunities, training, development needs and options in order to increase social worker effectiveness (Aasheim, 2011; Thomas, 2015).

From Tables 1, 2, 3 and 4, the demographic variables of age, and work experience do not lead to senior rank and higher salary. Thus, supervision was not contributing to bring about any meaningful growth of the respondents.

5.2.1.5 Table 5: Respondents' rank and highest educational qualification

	Respondents' highest academic qualification							
	3 year degree		4 year degree		Masters		Grand Total	
Respondents' rank	N	%	N	%	N	%	N	%
Social work graduate on internship		0.0	5	2.4		0.0	5	2.4
Social Worker		0	133	64.9	3	1.5	136	66.3
Senior Social work and appointed as Supervisor		0	10	4.9	1	0.5	11	5.4
Senior Social worker and not appointed to act as Supervisor	2	1.0	33	16.1		0.0	35	17.1
Senior Social worker		0	18	8.8		0.0	18	8.8

seconded as supervisor											
Grand Total	**2**	**1.0**	**199**	**97.1**	**4**	**2.0**	**205**	**100.0**			

The majority of the respondents (199, 97%) held a four year university qualification in social work regardless of rank. There were two (2, 1%) senior social workers who were not appointed as supervisors who held a three year qualification. The three year social work qualification has been discontinued in South Africa (Government Gazette No 34020, Government notice No. R.101, published on 18 February 2011). All social workers must now present with a four year qualification to be able to register with the SACSSP as social workers. There were four (4, 2%) social workers who had Masters' degree qualifications. The nature of these Masters qualifications is assessed in the structured interview analysis in chapter 6.

Academic qualification did not determine the rank of the respondents either. A Masters' or a Doctoral degree in Social Work is not a pre-requisite for growth in rank since the social work professional status only requires the four year Bachelor's degree in Social Work.

5.2.1.6. Table 6: Gender of respondents

Gender of respondents	Social work graduate on internship		Social Worker		Senior Social and appointed as Supervisor		Senior Social not appointed as Sup		Senior Social worker seconded as Supervisor		Grand Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Female	4	2.0	97	47.3	6	2.9	23	11.2	11	5.4	141	68.8
Male	1	0.5	39	19.0	5	2.4	12	5.9	7	3.4	64	31.2
Grand Total	**5**	**2.4**	**136**	**66.3**	**11**	**5.4**	**35**	**17.1**	**18**	**8.8**	**205**	**100.0**

Table 6 shows that more females (68%) than males (31%) participated in the study. The modal rank for both genders was that of a social worker. From Tables 1, 2, 3 and 4 it can be deduced that gender was not a determinant of rank or salary. There was equitable distribution of the disadvantages between both male and female respondents.

5.2.1.7 Table 7: Respondents' work setting and job function

Respondents' work setting	Respondents' job function											
	Admin/ Supervisory		Generic Social Work		Hospital Social Work		Probation		Other job Function within DSD		Grand Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Tradition Social Work setting (generic)	6	2.9	78	38.0		0.0	1	0.5		0.0	85	41.5
Child/Youth Care		0.0	13	6.3		0.0	3	1.5		0.0	16	7.8
DSD Regional	10	4.9	5	2.4		0.0		0.0		0.0	15	7.3
Health setting	1	0.5	54	26.3	3	1.5		0.0	2	1.0	60	29.3
Magistrate's office	2	1.0	7	3.4	1	0.5	13	6.3		0.0	23	11.2
Other work setting in DSD		0.0	6	2.9		0.0		0.0		0.0	6	2.9
Grand Total	**19**	**9.3**	**163**	**79.5**	**4**	**2.0**	**17**	**8.3**	**2**	**1.0**	**205**	**100**

Table 7 shows that a total of one hundred and sixty three (163, 79.5%) respondents were performing generic social work as their primary job function. Seventy eight (78, 47.9%) of those who were performing generic social work were placed in traditional social work settings while fifty four (54, 33%) were employed in health settings. The majority of those placed in magistrate's courts were employed in probation services (13, 56.5%). The majority of the respondents who worked in health settings were performing generic social work within a health host-setting owned by the provincial Department of Health. One of the complaints raised by the respondents in Table 55 below regarding the physical environment of their work is that the DSD must build its own physical infrastructure such as offices and stop 'squatting' in other departments' buildings.

The bulk of generic social work is concerned with social work in the child and family welfare sector. This implies that more supervisors were required to supervise in areas of child and family welfare, which require the implementation of the Children's Act, 2005. Supervision is a significant contributor in ensuring positive outcomes for people who use social care and children's services (Johnston et al, 2016; Brown, 2014).

5.2.1.8. Table 8: Distance between respondents' office and the nearest town

Respondents' work experience	Distance of respondents' office to the nearest town in kilometres											
	Less than 5km		5 to 10 km		11 to 20 km		21 to 30 km		31+ km		Grand Total	
	N	%	N	%	N	%	N	%	N	%	N	%
3 years or less	2	1.0	3	1.5	1	0.5	1	0.5	3	1.5	10	4.9
3+ to 6 years	23	11.2	18	8.8	19	9.3	13	6.3	26	12.7	99	48.3
6+ to 15 years	19	9.3	14	6.8	11	5.4	7	3.4	21	10.2	72	35.1
15+ to 20 years	6	2.9		0.0		0.0	3	1.3	4	2.0	13	6.3
21+ years	4	2.0		0.0	2	1.0	2	1.0	3	1.5	11	5.4
Grand Total	54	26.4	35	17.1	33	16.2	26	12.3	57	27.9	205	100.0

Table 8 reveals the spatial distribution of the respondents' work stations. Most respondents (151, 73.7%)'s workplaces were situated at distances from 5 to more than 31 kilometres from the nearest town. A distance of 5 kilometres is still far from the nearest town because it is not a walking distance. The majority of the work stations could be described as rural and semi-rural.

Rurality has been found to have a negative impact of the provision of social work supervision. Alpaslan and Schenck (2012) in their study of challenges of social workers practicing in the rural areas of South Africa found that working in remote rural areas, supervision was either not provided or where it was provided, it focused on the submission of documents, and not on the development of skills for practice.

5.2.1.9. Table 9: Distance between respondents' office and the supervisors' office and frequency of supervision

Times per month of scheduled supervision in the past 6 months (Hair, 2008)	Distance between respondents' offices and supervisors' offices in kilometers											
	Less than 5km		5 to 10 km		11 to 20 km		21 to 30 km		31+ km		Grand Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Zero times	36	17.6	12	5.9	21	10.2	3	1.5	5	2.4	77	37.6
Once	33	16.1	25	12.2	8	3.9	3	1.5	11	5.4	80	39.0
Twice	8	3.9	7	3.4	2	1.0	4	2.0	1	0.5	22	10.7
Thrice	1	0.5	2	1.0	10	4.9		0.0		0.0	13	6.3
More than 3 times	4	2.0	4	2.0	2	1.0		0.0		0.0	10	4.9
No response	3	1.5		0.0		0.0		0.0		0.0	3	1.5
Grand Total	**85**	**41.6**	**50**	**24.5**	**43**	**21.0**	**10**	**5.0**	**17**	**8.3**	**205**	**100.0**

Table 9 shows that the majority of the respondents' offices are situated between 5 to 31 or more kilometres from their supervisors offices (120, 58.5%). Overall, it was established that distance from the supervisors office did not determine frequency of scheduled supervision (F= 13.9). Being far or closer the one's supervisor's office did not determine the frequency of supervision that the respondents received.

Furthermore, the distances were vast and this meant that most of the respondents would need transportation to reach the supervisor or for the supervisor to reach them. Without transportation as reported Table 55 below, the work cannot be efficiently done. In Table 55 the respondents reported that they did not have access to work tools such as government vehicles or their own subsidy cars to be able to perform the work. Bradley *et al* (2010) found in a study of a profile of a South Africa supervisor that the supervisor could be stationed at more than 200 kilometres away from the supervisee, leading to telephonic and other informal types of supervision. Social workers need to have access to their supervisors in order to have their rights to supervision met as provided for in the Norms and Standards for Social Work (2011) and the Supervision Framework (2012). Newly qualified social workers need to access supervision twice a month for 3 years before they can be regarded as consultation level supervisees. Bol

Deng (2013) and Openshaw (2012) stressed the importance of having regular supervision with a qualified supervisor to achieve professional development and ethical practice. The respondents in this study did not have access their supervisor whether their offices were situated closer or farther away from their supervisor's office.

5.2.2. PROCESS OF SUPERVISION (CONTRACTING, FREQUENCY, TIMING OF SUPERVISION), IMPACT AND PURPOSE OF SUPERVISION

5.2.2.1. Table 10:   Whether respondents had supervision contracts, and whether contracts were written or oral

Respondents' work experience	No supervision contract		Had supervision contracts				Grand Total	
			Whether contract were written or oral					
			Oral		Written			
	N	%	N	%	N	%	N	%
3 years or less	6	2.9	1	0.5	3	1.5	10	4.9
3+ to 6 years	29	14.1	11	5.4	59	28.8	99	48.3
6+ to 15 years	26	12.7	8	3.9	38	18.5	72	35.1
15+ to 20 years	5	2.4	5	2.4	3	1.5	13	6.3
21+ years	8	3.9	1	0.5	2	1.0	11	5.4
Grand Total	74	36.1	26	12.7	105	51.2	205	100.0

Table 10 shows that one hundred and five (105, 51%) respondents reported that they had written supervision contracts, while twenty six (26, 12.7%) had oral contracts. Table 53 below shows that respondents expressed a need for better access to, frequent and relevant supervision. It would appear then that the contracts, whether written or oral, did not lead to compliance with the Supervision Framework (2012) in the form of meaningful supervision experience.

Furthermore, the Supervision Framework (2012) requires that there must be a supervision contract, and the contract must be in writing. The fact that seventy four (74, 37%) respondents in this study did not have supervision contracts shows that the organisation did not comply with both the Norms and Standards for Social Work (2011) and the Supervision Framework (2012). Oral contracts are just as non-compliant in terms of the Norms and Standards for Social Work (2011).

Cooper and Lesser (2011), and Hawkins and Shohet (2012) indicated that supervision becomes effective when it is structured, regular and consistent and practiced within the context of a supervisory contract. In his discussion of findings of a case study on the status of social work supervision in South Africa, Engelbrecht (2010a) indicated that supervisors and supervisees were more likely to follow no identifiable supervision process and were more likely to not be aware of principles, techniques and styles to be used. This situation describes the kind of supervision that is not guided by a supervision contract. Ellis (2010) indicated that the supervisor must work on establishing and maintaining a supervisory relationship, based on a written contract. Development of the supervisee was most likely to be hampered under those haphazard supervisory arrangements at Vhembe DSD.

5.2.2.2. Table 11: Number of times per month that respondents had scheduled supervision in the past 6 months and work experience (Hair, 2008)

Respondents' Work experience	Zero times		Once		Twice		Thrice		More than 3 times		Grand Total	
	N	%	N	%	N	%	N	%	N	%	N	%
3 years or less	2	1.0	4	2.0	1	0.5	1	0.5	2	1.0	10	5.0
3+ to 6 years	28	13.9	45	22.3	12	5.9	7	3.5	4	2.0	96	47.5
6+ to 15 years	31	15.3	26	12.9	7	3.5	5	2.5	3	1.5	72	35.6
15+ to 20 years	8	4.0	3	1.5	1	0.5		0.0	1	0.5	13	6.4
21+ years	8	4.0	2	1.0	1	0.5		0.0		0.0	11	5.4
Grand Total	77	38.2	80	39.7	22	10.9	13	6.5	10	5.0	202	100.0

Table 11 shows that the frequency of supervision experiences among the respondents was not evenly distributed. Eighty (80, 39.7%) respondents indicated that they received one scheduled supervision session once in the past six months. The second highest number of responses (77, 38.2%) were of those who did not receive scheduled supervision session per month in the past six months (Hair, 2008).

The frequency and access to supervision is uneven regardless of the work experience of the respondents (F=0.2). Of the seventy seven (77, 38.2%) who did not receive supervision in the previous six months, twenty eight (28, 33%) of them were entry level consultation level supervisees (work experience of 3+ to 6 years). The use of *"in the past 6 months"* was meant to capture variations in supervision experiences to account for consultation level supervisees. Table 48 below shows that consultation supervisees are not supported by having access to consultation level supervision.

Supervision Framework (2012) requires that senior social workers must receive supervision in the form of consultation, while Hair (2012) noted that senior social workers should not be neglected in terms of supervision provisioning. There is a real threat that they can feel uncared for and unsupported (Maier, 2009) when they are not apprised of new developments in their field. Lack of supervision prevents them from getting up to date information to make professionally sound decisions (Maier, 2009).

5.2.2.3. Table 12: Respondents' level of access to supervision and their knowledge of social work norms and standards (2011)

Times per month of scheduled supervision in the past 6 months (Hair, 2008)	Level of knowledge of norms and standards for social work (2011)									
	Good knowledge of norms and standards for social work		Aware of norms and standards document but have little knowledge of its content		Aware of norms and standards document but no knowledge of the content		Not aware of norms and standards		Grand Total	
	N	%	N	%	N	%	N	%	N	%
Zero times	44	21.5	18	8.8	14	6.8	1	0.5	77	37.6
Once	37	18.0	32	15.6	5	2.4	6	2.9	80	39.0
Twice	16	7.8	5	2.4	1	0.5		0.0	22	10.7
Thrice	10	4.9	3	1.5		0.0		0.0	13	6.3
More than 3 times	8	3.9	1	0.5	1	0.5		0.0	10	4.9
No response	3	1.5		0.0		0.0		0.0	3	1.5
Grand Total	118	57.6	59	28.8	21	10.2	7	3.4	205	100.0

The regression model for the findings in Table 12 revealed that frequency of supervision determined knowledge of norms and standards for social work (F=29.43). This finding is significant for its possibilities on options that the Vhembe DSD could use to improve compliance and competence of the social workers. However, this finding had to be compared with the other similar relationships between variables in the study. It was of concern that forty four (44, 21.5%) respondents reported that they had good knowledge of social work norms and standards, but they had no access to supervision in the past 6 months.

Both supervisor and supervisee development would be enhanced when frequency of supervision is scientifically related to better knowledge of social work norms and standards (Supervision Framework, 2012). Hawkins and Shohet (2012) and Hair (2008) noted that the need for skilled supervisors who are available to provide the right level of supervision and the required frequency has increased within the field of social work. When the frequency of supervision leads to superior knowledge of the norms and standards for social work means that there is reciprocity between the supervisee and the organisation.

5.2.2.4. Table 13:   Respondents' level of access to supervision and their perceptions of their own competence as social workers

Times per month of scheduled supervision in past 6 months (Hair, 2008)	Respondents' perception of their own competence as social workers									
	High competence as a social worker		Minimal to limited competence as a social worker		Very low to non-existent competence as a social worker		Can't assess own competence as a social worker		Grand Total	
	N	%	N	%	N	%	N	%	N	%
Zero times	33	16.3	42	20.8	2	1.0		0.0	77	38.1
Once	37	18.3	32	15.8	5	2.5	3	1.5	77	38.1
Twice	14	6.9	8	4.0		0.0		0.0	22	10.9
Thrice	9	4.5	4	2.0		0.0		0.0	13	6.4
More than 3 times	5	2.5	4	2.0		0.0	1	0.5	10	5.0
No response		0.0	3	1.5		0.0		0.0	3	1.5
Grand Total	**98**	**48.5**	**93**	**46.0**	**7**	**3.5**	**4**	**2.0**	**202**	**100.0**

Table 13 shows that 48.5% of the respondents reported that they had high competence levels as social workers, and of those, 16.3% did not receive any scheduled supervision in the past 6 months. Thirty seven (37, 18.3%) had received such supervision once per month in the past six months (Hair, 2008). The regression model however, confirmed the null hypothesis that for these respondents, frequency of access to scheduled supervision did not determine perception of competence as social workers (F=15.9).

One of the limitations of this study identified in chapters 1 and 4, was that; due to the lack of supervisors at Vhembe DSD, a possibility existed that the respondents did have adequate capacity to evaluate their current supervision experiences, hence the need for triangulation. Wonnacot (2012) commented on the public outcry in England about the quality of social work practice as a result of high-profile inquiries into the deaths of children who were under the care of social workers. The inquiries had called into question the capacity of social workers to critically analyse their practice and manage complex dynamics (Wonnacot, 2012). The inquiries further suggested that supervision practices needed to move beyond checking and accountability reporting, to a process that helped the social workers to think, explain and understand their work. Wonnacot (2012:17) quoted from the 2009 report on the inquiries that: *"Regular, high quality, organised supervision is critical, as are routine opportunities for peer learning and discussion. Currently not enough time is dedicated to this…."*.

In this study of Vhembe DSD social workers, there were reports (Table 13) by respondents of having limited to zero supervision contact, but also having perceptions of being competent. Table 2 above revealed that the majority of the respondents were at the rank of 'social worker' and typically with work experience of 3 to 6 years. These are the respondents who believed that they operated at high levels of competence as social workers while their supervision arrangements were not always assured. This could suggest that respondents' capacity to evaluate themselves in relation to their profession was limited, thus increasing the potential risk of client care.

5.2.2.5. Table 14: Respondents' assessment of their own supervision outcomes and their access to schedules supervision

Times per month of scheduled supervision in past 6 months (Hair, 2008)	Respondents' own supervision outcomes as an expression of professional confidence and integration of theory and practice									
	High confidence in own professional identity and high integrated practice		Able to act professional somewhat but still anxious about integrating theory and practice		Not sure of own professional identity and still need supervision all the time		Not getting Supervised		Grand Total	
	N	%	N	%	N	%	N	%	N	%
Zero times	22	10.7	24	11.7	16	7.8	15	7.3	77	37.6
Once	38	18.5	21	10.2	17	8.3	4	2.0	80	39.0
Twice	12	5.9	7	3.4	3	1.5		0.0	22	10.7
Thrice	10	4.9	1	0.5	2	1.0		0.0	13	6.3
More than 3 times	7	3.4		0.0	3	1.5		0.0	10	4.9
No response	0	0.0	3	1.5		0.0		0.0	3	1.5
Grand Total	**89**	**43.4**	**56**	**27.3**	**41**	**20.0**	**19**	**9.3**	**205**	**100.0**

Table 14 shows that although the category of respondents who reported to have good professional identity and good integration of theory into practice was in the majority (89, 43.4%), a higher number reported to perform at a lower level of professional confidence and integrated practice (97, that is, 56 + 41). This finding suggests that the respondents' benefit from supervision was not guaranteed. The frequency of access to supervision did not necessarily lead to respondents having high confidence in their own professional identity and high integrated practice per the regression model (F=3.36). There is a need to find an explanation on why respondents who had no access to supervision in the past six months could also report that supervision helped them to have the high confidence.

Kadushin and Harkness (2014) view supervision as a requirement for social workers' professional competency and identity. Other social work writers see supervision as an antidote to deal with practice related anxieties of the supervisee (Munson, 2012; Munson, 1993). Table 14 at best shows that there was no consistent spread of benefit from supervision, whereas Table 48 below shows that supervision was not always

taking place at the correct levels if at all. Being a social worker in the position of the respondents meant that one's professional experiences were most likely to be sub-standard.

5.2.2.6. Table 15: Respondents' views of client supervision outcomes and frequency of access to scheduled supervision

Times per month of scheduled supervision in past 6 months (Hair, 2008)	Respondents' view on the impact of supervision received and client outcomes											
	Clients are satisfied		No relationship between supervision and client satisfaction		Minimal impact between supervision received and client satisfaction		No comment on client satisfaction		Not receiving individual supervision		Grand Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Zero times	35	17.1	14	6.8	6	2.9	7	3.4	15	7.3	77	37.6
Once	35	17.1	14	6.8	24	11.7	7	3.4		0.0	80	39.0
Twice	11	5.4	7	3.4	4	2.0		0.0		0.0	22	10.7
Thrice	10	4.9		0.0	3	1.5		0.0		0.0	13	6.3
More than 3 times	7	3.4	3	1.5		0.0		0.0		0.0	10	4.9
No response	3	1.5		0.0		0.0		0.0		0.0	3	1.5
Grand Total	**101**	**49.4**	**38**	**18.5**	**37**	**18.1**	**14**	**6.8**	**15**	**7.3**	**205**	**100.0**

Table 15 shows that a hundred and one (101, 49.4%) respondents were of the opinion that their clients were satisfied with their services as an outcome of supervision received by the respondents. Eighty nine (89, 43.4%) had experiences that deviated from this preferred middle ground (that is, 38+39+14=89). Most of those who reported that clients were satisfied reported having received supervision once or not at all in the past 6 months. The regression model, however, confirms the null hypothesis that there was no relationship between frequency of supervision and client outcomes for these respondents (F=13.75).

Harkness and Hensely (1991) in a study of the effects of supervision on client satisfaction found that a particular kind of client focused supervision led to clients reporting significantly greater satisfaction with services received. The findings

suggested that supervision affects clients, and that client satisfaction improves if supervisors asked questions about client problems and how supervisees intervened with a view to improve client outcomes. This study shows that for supervision to produce positive client outcomes, such supervision must be purposefully geared to impact on client satisfaction. One cannot say with confidence if this principle applies to Vhembe DSD.

5.2.2.7. Table 16:   Frequency of supervision and respondents' level of social work functioning in supervisee developmental terms

Times per month of one hour scheduled supervision in past 6 months (Hair, 2008)	Respondents' own level of social work functioning as a function of supervision developmental stages							
	Can work independently regardless of client's presenting problem		Partial independent functioning		Still need coaching, teaching on how the work must be done		Grand Total	
	N	%	N	%	N	%	N	%
Zero times	25	12.2	38	18.5	14	6.8	77	37.6
Once	45	22.0	16	7.8	19	9.3	80	39.0
Twice	12	5.9	10	4.9		0	22	10.7
Thrice	7	3.4	1	0.5	5	2.4	13	6.3
More than 3 times	7	3.4		0	3	1.5	10	4.9
No response		0	3	1.5		0	3	1.4
Grand Total	96	46.9	68	33.2	41	20.0	205	100.0

Table 16 revealed that fifty two (52=[38+14], 25%) of those who received no supervision, reported that they either operated and partial independence or they still needed coaching and teaching to function effectively. Thirty five (35=[16+19], 17%) of those who received one session once in the past six months (Hair, 2008) reported that they operated at partial independence or that they needed coaching and teaching on how the work must be done. The spread of the frequency of supervision was not consistently aligned with the Supervision Framework (2012). A high number of respondents were not receiving supervision. A significant relationship was established between likelihood of respondents operating at partial independent functioning or needing more coaching and unpredictable supervision access (F=22.7). Meanwhile, the

null hypothesis was accepted for the relationship between ability to work independently and the low frequency of access to supervision for these respondents (F=8.3). When social workers receive supervision at a frequency that is below the norm, their ability to work independently is hampered (Hughes, 2010; Morrison, 2005).

In terms of the Stoltenberg and McNeil (1987)'s Integrated Development Model (IDM), the respondents' level of development tended to vacillate between level 1 and level 2 of supervisee development. This is a supervision need for these respondents; that is, to operate at a supervisee development level that is commensurate with the length of their work experience and in line with the Supervision Framework (2012).

5.2.2.8. Table 17: Respondents' work experience and frequency of informal supervision

Respondents' Work experience	Frequency of informal supervision per month										
	Zero times		Once		Twice		Thrice		More than thrice		Grand Total	
	N	%	N	%	N	%	N	%	N	%	N	%
3 years or less	1	0.5	2	1.0		0.0		0.0	7	3.6	10	5.1
3+ to 6 years	21	10.7	24	12.2	16	8.1	10	5.1	24	12.2	95	48.2
6+ to 15 years	15	7.6	12	6.1	7	3.6	4	2.0	30	15.2	68	34.5
15+ to 20 years	3	1.5		0.0	3	1.5	3	1.5	4	2.0	13	6.6
21+ years	6	3.0		0.0		0.0	1	0.5	4	2.0	11	5.6
Grand Total	**46**	**23.3**	**38**	**19.3**	**26**	**13.2**	**18**	**9.1**	**69**	**35.0**	**197**	**100.0**

Table 16 above showed that the respondents were not accessing supervision in line with the Supervision Framework (2012). Table 17 suggests that there could be more supervision that is not accounted for because it happened informally. A total of one hundred and fifty one (151, 76.6%) had received informal supervision between once to more than three times per month in the past 6 months. This is supervision that is taking place outside the Supervision Framework (2012) standards.

If most of the supervision is happening informally, it becomes relevant to test the informal supervision's significance on the variables that deal with the competence and

functioning of the respondents as social workers. Engelbrecht (2010b), Bradley *et al* (2010), Alpaslan and Schenk (2012) all reported that it was typical that most social work supervision in South Africa happened informally. The regression model for this study also revealed that there was no significance between work experience and frequency of informal supervision (F=0.83).

5.2.2.9.   Table 18:   Frequency of informal supervision and respondents' perception of their own competence as social workers

Frequency of informal supervision per month	Respondents' perceptions of their own competence as social workers									
	High competence as a social worker		Minimal to limited competence as a social worker		Very low to non-existent competence as a social worker		Can't assess own competence		Grand Total	
	N	%	N	%	N	%	N	%	N	%
Zero times	27	13.4	17	8.4	2	1.0		0.0	46	22.8
Once	7	3.5	28	13.9		0.0	3	1.5	38	18.8
Twice	13	6.4	13	6.4		0.0		0.0	26	12.9
Thrice	8	4.0	10	5.0		0.0		0.0	18	8.9
More than 3 times	38	18.8	23	11.4	4	2.0	1	0.5	66	32.7
No response	5	2.5	2	1.0	1	0.5		0.0	8	4.0
Grand Total	**98**	**48.5**	**93**	**46.0**	**7**	**3.5**	**4**	**2.0**	**202**	**100.0**

Table 18 and the following three Tables (19, 20, and 21) intended to test whether the respondents were benefitting from the informal supervision that they received. The regression model revealed that there was no significant relationship between informal supervision and the respondents' perception of their own competence as social workers (F=0.24, in Table 18). Informal supervision is not a recognised as a valid supervision method in the Supervision Framework (2012).

5.2.2.10.　Table 19. Frequency of informal supervision and respondents' own supervision outcomes

Frequency of informal supervision per month	Respondents' own supervision outcomes as a function of professional confidence and integrated practice									
	High confidence in own professional identity and high integrated practice		Able to act professionally but still anxious about integrating theory and practice		Not sure of own professional identity and still need supervision all the time		Not getting Supervised		Grand Total	
	N	%	N	%	N	%	N	%	N	%
Zero times	19	9.3	10	4.9	6	2.9	11	5.4	46	22.4
Once	6	2.9	15	7.3	14	6.8	3	1.5	38	18.5
Twice	13	6.3	3	1.5	9	4.4	1	0.5	26	12.7
Thrice	10	4.9	4	2.0	4	2.0		0.0	18	8.8
More than 3 times	33	16.1	24	11.7	8	3.9	4	2.0	69	33.7
No response	8	3.9		0.0		0.0		0.0	8	3.9
Grand Total	89	43.4	56	27.4	41	20.0	19	9.4	205	100.0

The regression model for the findings in Table 19 revealed that informal supervision is not a factor in the supervision outcomes of the respondents (F=0.9). Informal supervision did not determine the professional identity, confidence and integrated practice of the respondents. In spending more time in informal supervision arrangements, the respondents were not deriving any benefit, it was as if they were not receiving any supervision at all. The respondents' access to informal supervision can qualify as harmful supervision characterised by inadequacy of supervision (Beddoe, 2017; Ellis, Berger, Hanus, Ayala, Swords and Siembor, 2013; Hunter, 2009). Thomas (2015) indicated that as the work of the social worker is characterised by large caseloads and more demands for accountability, supervision should be used to support and help the social worker to handle stress by providing encouragement, reassurance, and appropriate autonomy. The lack of supervisors at Vhembe DSD left the

respondents in this study vulnerable to the effects of inadequate supervision such as lack of growth in rank, salary grade, and competence as professionals.

5.2.2.11. Table 20: Frequency of informal supervision and respondents functioning in terms of developmental stages

Frequency of informal supervision per month	Respondents' own level of social work functioning as a function of supervision developmental stages							
	Can work independently regardless of client's presenting problem		Partial independent functioning		Still need coaching, teaching on how the work must be done		Grand Total	
	N	%	N	%	N	%	N	%
Zero times	22	10.7	13	6.3	11	5.4	46	22.4
Once	6	2.9	18	8.8	14	6.8	38	18.5
Twice	16	7.8	6	2.9	4	2.0	26	12.7
Thrice	10	4.9	5	2.4	3	1.5	18	8.8
More than 3 times	34	16.6	26	12.7	9	4.4	69	33.7
No response	8	3.9		0.0		0.0	8	3.9
Grand Total	**96**	**46.8**	**68**	**33.1**	**41**	**20.1**	**205**	**100.0**

Informal supervision was not a factor in the respondents supervisory development stages in Table 20 (F=0.58). Although a total of ninety six (96, 46.8%) of the respondents reported that they operated at level 3 of supervisee development, a hundred and nine (109=[68+41], 53%) still operated at levels 1 and 2. Smith (2012) commented that poor supervision can be damaging to the profession of social work. Informal supervision is an example of poor supervision due to its lack of standards.

5.2.2.12. Table 21: Frequency of informal supervision and client outcomes

	Respondents' views on the impact of informal supervision on client outcomes											
Frequency of informal supervision per month	Client satisfied		No relationship between supervision and client satisfaction		Minimal between supervision received and client satisfaction		No comment on client satisfaction		Not receiving individual supervision		Grand Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Zero times	21	10.2	10	4.9	4	2.0		0.0	11	5.4	46	22.4
Once	7	3.4	3	1.5	19	9.3	6	2.9	3	1.5	38	18.5
Twice	7	3.4	11	5.4	7	3.4		0.0	1	0.5	26	12.7
Thrice	10	4.9	4	2.0	4	2.0		0.0		0.0	18	8.8
More than 3 times	48	23.4	10	4.9	3	1.5	8	3.9		0.0	69	33.7
No response	8	3.9		0.0		0.0		0.0		0.0	8	3.9
Grand Total	**101**	**49.2**	**38**	**18.7**	**37**	**18.2**	**14**	**6.8**	**15**	**7.4**	**205**	**100.0**

The regression model supported the acceptance of the null hypothesis (F=1.1) once more time for the data in Table 21. Informal supervision is not a factor in whether respondents view their supervision as being related to client outcomes or not. In fact, both scheduled and informal supervision did not lead to professional development, competent practice, of integrated functioning for the respondents in this study.

Vhembe DSD was a classical SET disaster for the parties (Blau, 1964, Xerri, 2012). The respondents were being short-changed in terms of skills and learning that they were entitled to, while the employer must have been suffering the effects of not investing in its employees. Examples of such effects are lowered employee morale, staff not feeling valued or important, and the employer being viewed as less attractive by prospective employees (Strutton, 2011). The anecdotal comments of the senior social workers as they were discussed in chapter 1 were validated. One such comment was that Vhembe DSD social workers struggled to prepare reports for presentation before other key stakeholders such as the Children and Criminal Court. It looked probable on these facts

that Vhembe DSD was not investing in skills development of its staff such that led to social workers writing sub-standard reports (Caspi and Reid, 2002).

5.2.3.   ANALYSIS OF ORGANISATIONAL MATTERS (ORGANISATIONAL COMPLIANCE, AND EVALUATION OF SUPERVISORS)

5.2.3.1. Table 22: Respondents' views on who are the supervisors in their organisation

Respondents' views on who are the supervisors in their organisation	Count of who gets to supervise	
	N	%
Don't know who are the supervisors at my workplace	10	5.0
Those formally appointed as supervisors	66	32.7
Those not formally appointed as supervisors but are supervising	126	62.4
Grand Total	**202**	**100.0**

Table 22 shows that most of the respondents (126, 62%) were aware that most of their supervisors were not formally appointed as supervisors. These were the seconded supervisors who got requested to do the supervision work without being remunerated. This category of supervisors was experienced as not being committed or the supervisees did not accord them the authority that goes with the rank of supervisor (see Table 48 below). This situation leads to the erratic performance of the supervision function.

5.2.3.2. Table 23:   Respondents' views of purpose of supervision at their workplaces

Respondents' work experience	Purpose of social work supervision as experienced by respondents									
	Administrative tasks, monitoring and compliance with organisational policies		Administrative, supportive and educational supervision		Emotional support of supervisees		Social work knowledge and skills of supervisees (educational supervision		Grand Total	
	N	%	N	%	N	%	N	%	N	%
3 years or less	6	3.0	1	0.5	1	0.5	2	1.0	10	4.9
3+ to 6 years	47	23.2	20	9.9	5	2.5	27	13.3	99	48.8
6+ to 15 years	33	16.3	22	10.8	1	0.5	14	6.9	70	34.5
15+ to 20 years	10	4.9	1	0.5		0.0	2	1.0	13	6.4
21+ years	8	3.9	3	1.5		0.0		0.0	11	5.4
Grand Total	**104**	**51.2**	**47**	**23.2**	**7**	**3.4**	**45**	**22.2**	**203**	**100.0**

Table 23 shows that out of the two the type of supervision that was mostly practiced was administrative supervision (104, 51%). This finding is consistent with other research studies that found that the administrative function tends to be more prominent than educational or supportive supervision in social work settings (Engelbrecht, 2015; Bourn and Hafford-Letchfield, 2011; Bradley *et al*, 2010; Engelbrecht, 2010a; Noble and Irwin, 2009; Hunter, 2009). Bradley *et al* (2010) specifically found that the supervisors tended to spend more time on the managerial tasks rather than supervision regardless whether the supervision was educational, supportive or educational. In fact, it can be argued that the supervision focus of Vhembe DSD is not administrative supervision considering the definition of administrative supervision used in the North Carolina Social Workers Association (NCSW) (2000:1)'s position paper on administrative supervision. Administrative supervision is defined as "*a learning process involving face-to-face regularly scheduled conferences with a qualified social work administrator, which are designed to promote the development of professional responsibility, knowledge, skill, and ethical conduct in the administration of social work/human service agencies or organisations. This is done through*

discussion of administrative tasks such as developing and implementing policies, procedures, and budgets, hiring, supervising, and evaluating employees at all levels of the organisation; representing agency/organisation in interfacing with the community and professional organisations as well as with governing boards or other sources of authority".

From the findings that have been presented so far, Vhembe DSD was not performing these administrative supervision functions. There was too much deviation from the norm that most of the respondents assessed themselves to be operating at levels 1 and 2 of supervisee development regardless of their length of work experience.

Furthermore, the supervisors at Vhembe DSD were not performing social work administration functions either if one considers the definition of social work administration of the NCSW (2000). Social work administration is defined as the management of material and human resources to meet the goals of the human service agency (NCSW, 2000). It differs from educational supervision in the focus on management of larger systems which provide the structure and support for direct or clinical services. Vhembe DSD was failing to manage the material and human resources in that the respondents reported that they were not provided with tools of trade, they were supervised by volunteer supervisors and Resolution 1 of 2009 was not being implemented.

5.2.3.3. Table 24: Respondents' view on supervision and professional development of supervisee

Social work supervision should focus on professional development of the supervisee	Count of whether supervisor is for professional development	
	N	%
Strongly agree	117	57.1
Agree	74	36.1
Disagree	8	3.9
Not sure	6	2.9
Grand Total	**205**	**100.0**

Table 24 shows that only eight (8, 3.9%) respondents did not agree that social work supervision is required for professional development of supervisees, while another six (6, 3%) could not make up their minds either way. The majority of the respondents (191, 93%) either strongly agreed or agreed that supervision was important for professional development. This shows that the respondents saw the need to have access to supervision for purposes of their own professional development. This was another expression of the supervision need for professional development for social workers in Vhembe DSD.

5.2.3.4. Table 25: Views on who needs supervision at Vhembe DSD

Who needs supervision at my workplace?	Count of who needs supervision	
	N	%
Supervision is for all social workers	169	86.2
Supervision is for new social workers only	27	13.8
Grand Total	**196**	**100.0**

Table 25 shows that despite the fact that the respondents did not seem to be receiving supervision at the right levels and type, an overwhelming majority (169, 82%) of the hundred and ninety six (196) respondents who responded to this question, reported that they believed that supervision was for all social workers. This is an unapologetic indication of the need and expectation to have access to frequent and relevant supervision by the respondents.

While beginning practitioners need to have access to good supervision to feel secure in their new role (O'Donoghue, 2012; Openshaw, 2012; Chenot *et al,* 2009), older social workers need supervision to be supported and to remain compliant and informed.

5.2.3.5. Table 26: Respondents' work experience and office sharing patterns

Respondents' work experience	Are respondents sharing office space?					
	No		Yes		Grand Total	
	No.	%	No.	%	No.	%
3 years or less	2	1.0	8	3.9	10	4.9
3+ to 6 years	7	3.4	92	44.9	99	48.3
6+ to 15 years	7	3.4	65	31.7	72	35.1
15+ to 20 years	2	1.0	11	5.4	13	6.3

21+ years	1	0.5	10	4.9	11	5.4
Grand Total	**19**	**9.3**	**186**	**90.7**	**205**	**100.0**

Table 26 shows that almost all the respondents (186, 90.7%) shared an office with another social worker. This indicated the lack of office space to accommodate social workers to perform their work. Office space is the primary venue where social workers meet with their clients. The lack of office space where social workers even had to share offices could have negative effects on downstream activities such as individual supervision, client confidentiality, individualisation and respect. It can be read into the SACSSP code of ethics paragraph 5.4.1. thereof which deals with confidentiality, that client confidentiality is not what the social worker can give to the client, but what the client deserves as a fundamental right.

The sharing of offices could be seen as an organisational culture issue because the respondents seemed to share offices regardless of rank and work experience. The situation can be demoralising for older social workers to have to share office space with novices and not have any privacy. Engelbrecht (2010a) indicated that poor working conditions and other structural work-related issues in South African social work supervision, overshadow supervision practices. Bradley *et al* (2010) found that social work supervision in South Africa was provided on a quarterly basis in a group format, and such supervision mainly focused on staff development. This kind of social work supervision fell short of the standard in the Supervision Framework (2012).

5.2.3.6. Table 27: Size of caseload of respondents

Measure of caseloads and number of files per respondent	Count of caseload and number files
Average number of files	69 files
Number of respondents with caseloads of 60 cases and less than 60 cases	90 respondents
Number of respondents with caseloads of cases higher than the norm of 60 cases	115 respondents

The DSD Norms and Standards for Social Work (2011) prescribe that a caseload of 60 files at any given time is acceptable for each social worker. In this study, as depicted in

Table 27, the average number of files per social worker was 69 files. Furthermore, one hundred and fifteen respondents (115) were handling more than sixty (60) files each while ninety (90) respondents were handling caseloads of sixty files and less. This means that there were more respondents who were handling more cases than it was prescribed in the norms. The reality of high caseloads for social workers in South Africa has been highlighted by authors (Bradely et al, 2010; Engelbrecht, 2010a).

Tables 11 and 16 above revealed that supervision was not practiced in line with the norms and in some cases supervision was not happening at all. There was a real risk that more clients were subjected to services that were not quality assured because of lack of supervision. Future research should focus on factors that militate against the speedy finalisation of matters such that they remained pending leading to high caseloads. It is notable that the respondents in the structured interviews identified tardiness in the implementation of foster care provisions of the Children's Act, 2005, which could be a factor in caseloads remaining high. Ngwenya and Botha (2012) in their study on foster care backlog cases in the Johannesburg office of the DSD identified several factors as the causes of backlog. These included; high demand for social work services, high staff turnover, lack of resources and inconsistent interpretations of the provisions of the Children's Act by Commissioners in the Children's Courts.

The DSD used to employ retired social workers (referred to as veterans) to assist with the performance of social welfare functions, however, at the time of this research, the veterans were working at the SASSA offices. They were assisting with activities such as updating the foster care database, extensions of foster care grants and other activities related to foster care services. The veterans could be deployed to supervise social workers due to their superior knowledge and experience, but the DSD had more pressing problems related to foster care provisioning in its SASSA offices.

5.2.3.7. Table 28: Additional comments by respondents on their supervision expectations

| Respondents' work experience | Additional comments by respondents | | | | | | | |
| | No comment | | PMDS is for compliance because it is not supported by supervision | | Supervisors must care for the profession | | Grand Total | |
	N	%	N	%	N	%	N	%
3 years or less	1	0.5	2	1.0	7	3.4	10	4.9
3+ to 6 years	12	5.9	55	26.8	32	15.6	99	48.3
6+ to 15 years	4	2.0	49	23.9	19	9.3	72	35.1
15+ to 20 years		0.0	8	3.9	5	2.4	13	6.3
21+ years		0.0	8	3.9	3	1.5	11	5.4
Grand Total	17	8.4	122	59.5	66	32.2	205	100.0

In Table 28, the respondents suggested that supervision was not taking place in terms of the applicable norms and standards. This finding could imply that there were no opportunities to learn the job from one's supervisor. PMDS was viewed as a system that was used purely for malicious compliance purposes and not to manage performance and identify development needs in the supervisee's performance.

There was also a strong sentiment that there was no development taking place as an outcome of performance management. Proposals were made in the structured interviews that the performance management and development system must be re-named performance management system (PMS) because there was no staff development taking place at the Vhembe DSD as an outcome of performance evaluation.

PMDS is a Government Policy that has been put in place primarily to implement section 195 of the Constitution of South Africa. Section 195 provides that the Public Service must be efficient in its use of resources, and that the Public Service must be development oriented. Thus, when the DSD fails to implement the 'development' aspect

of performance management, the DSD is in violation of this Government Policy. The DSD is in violation of its mandate to bring about efficiencies in the Public Service.

In organisations that are functional, performance appraisal is used to identify performance discrepancies, determine causes of the discrepancies, identify and analyse training needs of staff; and choice of interventions to be used (Herbert and Doverspike, 1990). Strutton (2011) indicated that there is a high cost in not training one's employees. Untrained employees lack precision and confidence in their work performance, leading to low productivity and loss of competitive advantage (Strutton, 2011).

5.2.3.8. Table 29: Respondents' level of knowledge of supervision framework (2012) and respondents' in-service training on social work supervision.

Respondents' level of knowledge of supervision framework (2012)	Were the respondents in-service trained on social work supervision?					
	No		Yes		Grand Total	
	No.	%	No.	%	No.	%
Good knowledge of supervision framework	28	13.7	54	26.3	82	40.0
Aware of Supervision Framework but little knowledge of content	39	19.0	51	24.9	90	43.9
Aware of supervision framework but not the content thereof	15	7.3	8	3.9	23	11.2
Have neither awareness nor knowledge of the supervision framework	10	4.9		0.0	10	4.9
Grand Total	**92**	**44.9**	**113**	**55.1**	**205**	**100.0**

Table 29 revealed that of the respondents who reported that they were trained in social work supervision (113) in their work places, an almost equal number (54, 48%) reported that they had good knowledge of the supervision framework, and another fifty two (51, 45%) were aware of the supervision framework but they had little knowledge of its content. This is a strange finding unless the training for some of the respondents was done before 2012, that is, before the promulgation of the Supervision Framework (2012). It is important to understand why the 51 respondents could report that they were

trained in supervision, but they were not knowledgeable about the Supervision Framework (2012). The structured analysis will explore on the supervision training practices in the Vhembe DSD. It is clear from Table 29 that having been trained in social work supervision does not necessarily imply having knowledge of the Supervision Policy (2011) and Framework (2012). Bradley *et al* (2010) indicated that a typical social work supervisor in South Africa was likely to have lacked formal training in supervision.

Human resources management practices that promote training of staff and the creation of a learning organisation can improve the attractiveness of the organisation to employees, both current and potential (Xerri, 2012). Such human resources practices represent a value or reward to the employee in SET terms while providing opportunities for professional development. Staff development is a factor in creating an empowering organisational climate that foster learning and innovation (Baldwin, 2016; Cleak et al, 2016)

5.2.3.9. Table 30: Respondents' views regarding time required for independent functioning as a social worker and knowledge of Supervision Framework (2012)

Respondents' level of knowledge of supervision framework (2012)	Time required for independent practice as a social worker											
	less than 1 year		1 to 2 years		2 to 3 years		3+ years		Don't know		Grand Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Good knowledge of supervision framework	7	3.4	2	1.0	20	9.8	2	1.0	51	24.9	82	40.0
Aware of Supervision Framework but little knowledge of content	5	2.4	15	7.3	2	1.0	6	2.9	62	30.2	90	43.9
Aware of supervision framework but not the content thereof	3	1.5	4	2.0	7	3.4		0.0	9	4.4	23	11.2
Have neither awareness nor knowledge of the supervision framework		0.0		0.0	6	2.9		0.0	4	2.0	10	4.9
Grand Total	15	7.3	21	10.3	35	17.1	8	3.9	126	61.5	205	100.0

In terms of the Supervision Framework (2012), the period required to reach the consultation level of supervisee development is 3 years. Accordingly, the respondents

who reported that they had good knowledge of the Supervision Framework (2012) (82, 40%) should have answered that 2 to 3 years are required to achieve independent practice as a social worker. Instead, Table 30 is showing that this category of respondents (51, 62% out of 82) indicated that they do not know how long it takes.

Not knowing how long it takes to achieve independent practice could be indicative of the lack of knowledge of the content of the Supervision Framework (2012). Lack of knowledge of supervision framework (2012) meant that the respondents did not know their supervision rights, entitlements and responsibilities. Not knowing their rights and entitlements as supervisees could represent a deficit in terms of the SET tally in the relationship with their employer. The employer was failing to provide the respondents with the requisites to function fully as social workers. The respondents' personal and professional goal setting were hampered as long as they did not achieve their professional growth milestones. To facilitate an environment that fosters workplace relationships, the parties must follow the rules and norms that support mutuality (Gefen and Ridings, 2002). The employer did not abide by the rules and the norms in failing to ensure that the respondents were aware of their professional growth entitlements.

5.2.3.10. Table 31: Discussion of ethical issues during the supervision session

Level of discussion of social work ethics during supervision session	Count of level of ethical discussion in supervision	
	N	%
Adequate discussion of ethics in supervision sessions	66	32.5
Minimum discussion of ethics in supervision sessions	93	45.8
No discussion of ethics during supervision sessions	30	14.8
Not receiving supervision	14	6.9
Grand Total	**203**	**100.0**

Table 31 is showing that of the two hundred and three (203) respondents that responded to this question, only sixty six (66, 32.5%) respondents had adequate discussion of social work ethics during supervision sessions while the majority, a hundred and twenty three (123, 61.4%) respondents had either minimal discussion or no discussion of ethical issues during supervision. The respondents could not rely on their supervision experiences to learn and practice the ethics of their profession.

Supervision is necessary for safe, sustainable, and ethical practice and is an integral part of the employer's duty of care (Powell, 2010; Thomas, 2015; 2010). Frequent supervision is very important for new social workers (Donnellan and Jack, 2015; Rothstein, 2001). No other activity is more important than supervision for purposes of professional development and ethical practice (Niven, 2014; Hughes, 2010; Morrison, 2005).

If the respondents in this study cannot rely on their supervisors to be inducted into correct ethical practices, their supervision experiences fall below the standard in Powell (2010), Thomas (2015), (NASW, 2013), and Niven (2014) that supervision is necessary for safe, sustainable, and ethical practice. Discussion of ethics during supervision is also a risk management strategy.

5.2.1.11. Table 32: Respondents' assessment of their supervisor's social work competence

Respondents' assessment of their supervisor's social work competence	Count of respondents views on their supervisor's social work competence	
	N	%
My supervisor's level of social work competence is very high	116	56.6
My supervisor has limited competence as a social worker	53	25.9
My supervisor's competence as a social worker is very low	20	9.8
I can't assess my supervisor's social work competences	16	7.8
Grand Total	**205**	**100.0**

Table 32 depicts that one hundred and sixteen (116, 56.6%) respondents assessed their supervisors' social work competence favourably while the rest (99, 48.3%) either could not assess their supervisors' social work competence or they assessed it as limited. The fact that there were respondents who thought that their supervisors were less than competent as social workers is of concern. This perception can negatively affect the practice of supervision. Supervisors must have more expertise and

experience than their supervisees as a rule (Bol Deng, 2013; Wonnacot, 2012; O'Donogue and Tsui, 2012).

5.2.3.12. Table 33: Respondents' assessment of their supervisors' knowledge of social work ethical code

Respondents' work experience	Respondents' assessment of their supervisors' knowledge of social work ethical code									
	My supervisor has adequate knowledge of social work ethical code		My supervisor has limited knowledge of ethics		My supervisor has very low knowledge of ethics		I can't assess my supervisor's compliance with the code of ethics		Grand Total	
	N	%	N	%	N	%	N	%	N	%
3 years or less	7	3.5	2	1.0		0.0	1	0.5	10	5.1
3+ to 6 years	56	28.3	24	12.1	5	2.5	8	4.0	93	47.0
6+ to 15 years	44	22.2	15	7.6	3	1.5	9	4.5	71	35.9
15+ to 20 years	9	4.5	3	1.5	1	0.5		0.0	13	6.6
21+ years	7	3.5		0.0		0.0	4	2.0	11	5.6
Grand Total	123	62.1	44	22.2	9	4.5	22	11.1	198	100.0

Table 33 shows that the majority (123, 62%) of those who responded to the questions (198 out of 205), assessed their supervisors to have adequate knowledge of the social work ethical code, while the rest, (75, 37.9%) assessed their supervisors to have low levels of knowledge of social work ethics or they could not assess such ethical competence of their supervisors. In Table 31 above, a hundred and twenty three (123) respondents had either minimal discussion or no discussion of ethical issues during supervision. This inconsistency needed to be explored in the structured interviews. How can supervisees view their supervisors as ethically upright when ethical issues do not get discussed during the supervision sessions?

5.2.3.13. Table 34: Respondents' views of their organisation's compliance with Norms and Standards for Social Work (2011)

Respondents' views on their organisation's compliance with norms and standards for social work	Count of respondents' views on organizational compliance with social work norms and standards	
	N	%
Organisation has high levels of compliance	20	9.8
Organisation has acceptable level of compliance	95	46.3
Organisation has low to very low levels of compliance	63	30.7
Do not know if the organisation complies or not	27	13.2
Grand Total	**205**	**100.0**

Table 34 shows that hundred and fifteen (115, 66%) of the respondents indicated that they viewed the DSD Vhembe to be having acceptable or high levels of compliance with norms and standards for social work, while sixty three (63, 30.7%) gave an assessment of very low organisational compliance. It has been shown in Table 12 that a significant number of respondents reported they had less than adequate knowledge of the norms and standards for social work. This finding in Table 12 needed to be explored in the structured interviews to establish how the same respondents who do not have adequate knowledge of the norms and standards for social work could be able to evaluate their organisation's compliance with the same policy that they could not confidently articulate.

Supervision is an organisational function (Kadushin and Harkness, 2014), and for the organisation to provide supervision, it must do so within a compliant environment (Claeyè, 2014; Norms and Standards for Social Work, 2011). When the organisation does not comply, it could be difficult for the social workers to identify best practices of how things should look like when they are functioning correctly and optimally.

5.2.3.14. Table 35: Respondents' views on their organisation's compliance with supervision framework (2012)

Respondents' views on their organisation's compliance with supervision framework	Count of respondents views on organizational compliance with supervision framework	
	N	%
Organisation has high levels of compliance with the supervision framework	23	11.4
Organisation has acceptable levels of compliance with the supervision framework	90	44.6
Organisation has low to very low levels of compliance with the supervision framework	67	33.2
Don't know if organisation complies with supervision framework	22	10.9
Grand Total	**202**	**100.0**

Table 35 depicts an interesting finding where the majority of the respondents of those who responded to the questions (202 out of 205), (113, 55.9%) viewed the DSD's compliance with the supervision framework as being within acceptable levels or high. Sixty five (67, 33%) viewed the department's compliance as being very low and another twenty one (22, 10.9%) could not make an assessment one way or the other. Most of these same respondents (123, %) in Table 50 below mentioned that social work has no future in Vhembe District mainly due to organisational non-compliance. This contradiction needed to be explored in detail in the structured interviews.

The norms and standards are about service delivery, organisational efficiency, monitoring and evaluation, and quality assurance (Claeyè, 2014; SACSSP Guidelines, 2007). Based in these research findings, Vhembe DSD is not achieving these norms and standards.

5.2.3.15. Table 36: Whether the supervisor also completes the supervisee's performance management system (pmds)

Respondents' work experience	Whether the supervisor also completes the supervisee's performance management and development system (PMDS)							
	I do not have a supervisor and I do not get performance assessed		My supervisor also manages my performance for purposes of pmds		My supervisor and my performance manager are separate		Grand Total	
	N	%	N	%	N	%	N	%
3 years or less		0.0	9	4.5	1	0.5	10	5.0
3+ to 6 years	1	0.5	88	43.8	9	4.5	98	48.8
6+ to 15 years	2	1.0	67	33.3		0.0	69	34.3
15+ to 20 years		0.0	13	6.5		0.0	13	6.5
21+ years		0.0	11	5.5		0.0	11	5.5
Grand Total	**3**	**1.5**	**188**	**93.5**	**10**	**5.0**	**201**	**100.0**

For the majority (188, 91.7%) of the respondents as shown in Table 36, their supervisor also did their performance appraisal for purposes of getting performance incentives. This arrangement could be detrimental to social workers because the performance of the whole social work function is so uneven that the performance evaluation is likely to be unreliable at Vhembe DSD. Performance management systems includes development interventions after areas of performance weaknesses had been identified in the supervisee.

The competencies are so unevenly distributed that the identification of development needs can pose a challenge. As indicated in Table 28 above, PMDS in Vhembe DSD was mainly for compliance because supervision was reported not to be taking place.

In their study about the conflict between performance assessment and supervision, Erera and Lazar (1994), concluded that there is high levels of role conflict and ambiguity between administrative and educational functions of social work supervision. One way to resolve this conflict is to separate the two tasks such that they should not be performed by the same person towards one supervisee.

Egan (2012b) indicated that because supervision in social work is a component of line management function, the supervisor may also undertake performance appraisal, and allocate work. This, according to Egan (2012b) can create a power imbalance and can be a source of conflict and dissatisfaction in the supervisory relationship. These potential conflicts make the use of a clear supervisory contract essential.

5.2.3.16. Table 37: Respondents level of knowledge of the norms and standards for social work (2011)

Respondents' work experience	Respondents' level of knowledge of the Norms and Standards for Social Work (2011)									
	Good knowledge of norms and standards for social work		Aware of norms and standards document but have little knowledge of its content		Aware of norms and standards document but no knowledge of the content		Not aware of the norms and standards for social work		Grand Total	
	N	%	N	%	N	%	N	%	N	%
3 years or less	2	1.0	3	1.5	3	1.5	2	1.0	10	4.9
3+ to 6 years	57	27.8	28	13.7	11	5.4	3	1.5	99	48.3
6+ to 15 years	42	20.5	24	11.7	4	2.0	2	1.0	72	35.1
15+ to 20 years	9	4.4	1	0.5	3	1.5		0.0	13	6.3
21+ years	8	3.9	3	1.5		0.0		0.0	11	5.4
Grand Total	118	57.6	59	28.8	21	10.2	7	3.4	205	100.0

The regression model for Table 37 revealed that work experience did not determine superior knowledge of social work norms and standards (F=0.49). Although the majority of the respondents (118, 57.6%) per Table 37 reported that they had good knowledge of the norms and standards for social work practice, it was of concern that eighty (80, 39%) respondents had little or no knowledge of the norms and standards. Another seven (7, 3%) of the respondents reported that they were not aware of the existence of the norms and standards for social work. Without awareness and knowledge of such a founding document for the profession of social work in South Africa, a social worker was less likely to provide services that are correctly benchmarked. Such services can be detrimental to the social work profession and its clients. The nature of induction programmes used at Vhembe DSD needed to be explored in the structured interviews.

Non-compliance with the norms and standards means that the social workers could not account for the work that they were doing. Supervision is critical in the helping professions and it is an indispensable key to accountability (Min, 2012; Lynch, Hancock, Happel and Parker, 2011). Good supervision has the ability to steer social work practice by the supervisee in a direction of accountable practice that complies with the norms (Shulman and Safyer, 2014). Holloway (1997) sees the role of a supervisor as incorporating imparting of expert knowledge and acting as a gate keeper to the profession, ensuring that the supervisee acts ethically and professionally.

5.2.4. LEVELS OF FUNCTIONING, SUPERVISION NEEDS AND SUPERVISION OUTCOMES

5.2.4.1. Table 38   Respondents' perception of their own competence as social workers and their work experience

Respondents' work experience	Respondents' perception of their own competence as social workers									
	High competence as a social worker		Minimal to limited competence as a social worker		Very low to non-existent competence as a social worker		Can't assess own competence as a social worker		Grand Total	
	N	%	N	%	N	%	N	%	N	%
3 years or less	2	1.0	6	3.0	1	0.5	1	0.5	10	5.0
3+ to 6 years	47	23.3	46	22.8	2	1.0	3	1.5	98	48.5
6+ to 15 years	38	18.8	28	13.9	4	2.0		0.0	70	34.7
15+ to 20 years	5	2.5	8	4.0		0.0		0.0	13	6.4
21+ years	6	3.0	5	2.5		0.0		0.0	11	5.4
Grand Total	98	48.5	93	46.0	7	3.5	4	2.0	202	100.0

Table 38 revealed that the length of work experience did not determine perceptions of competency as a social worker (F=0.53) among the two hundred and two (202) respondents who responded to these questions. Competency refers to being efficacious in performing social work functions (Parker, 2017). Supervision is expected to lead to the development of a professional identity and professional competence (Carpenter et al, 2012, Poole, 2010).

The category of respondents with work experiences of between 3 and 15 were supposed to be at the consultation level of supervision in terms of the Supervision Framework (2012), but they were not. Clients' rights to care are compromised when they are served by social workers who are not confident in their own professional identities (McPherson and Macnamara, 2017). Social workers who do not operate at the correct expected level of competence are described by Summers (2010) as those whose training needs have escaped the detection.

5.2.4.2. Table 39: Respondents' level of knowledge of norms and standards and their perception of competence as social workers

Level of knowledge of norms and standards for social work (2011)	Respondents' perception of their own competence as social workers									
	High competence as a social worker		Minimal to limited competence as a social worker		Very low or non-existent competence as a social worker		Can't assess own competence as a social worker		Grand Total	
	N	%	N	%	N	%	N	%	N	%
Good knowledge of norms and standards for social work	78	38.6	35	17.3	2	1.0		0.0	115	56.9
Aware of norms and standards document but have little knowledge of its content	18	8.9	41	20.3		0.0		0.0	59	29.2
Aware of norms and standards document but no knowledge of its content		0.0	16	7.9	1	0.5	4	2.0	21	10.4
Not aware of the norms and standards for social work	2	1.0	1	0.5	4	2.0		0.0	7	3.5
Grand Total	98	48.5	93	46.0	7	3.5	4	2.0	202	100.0

Table 39 shows that a total of fifty seven (57=[41+16], 27.8%) respondents who reported that they had minimal competence as social workers were aware of the norms and standards but they had little or no knowledge of its content. It was of concern even

when the response rate was 202 out of 205, that thirty five (35, 17%) respondents who assessed their knowledge of the norms and standards to be good, also assessed themselves at minimal competence as social workers. This could be suggesting that having knowledge alone did not lead to a habit of good practices. Social workers who had good knowledge of the norms and standards might be hampered to implement them due to other work environmental and structural factors affecting their workplace.

The NASW (2013) provides that the purpose of supervision is to enhance the worker's professional skills, knowledge, and attitudes in order to achieve competency in providing quality client care and assists in professional growth. Bol Deng (2013) on the other hand commented on the concept of competence as an outcome of supervision and pointed out that supervision improves the quality of decision making, and interventions, and helps to identify and achieve personal learning, career and development opportunities.

5.2.4.3. Table 40: Perceived impact of supervision on client satisfaction

Perceived impact of supervision on client satisfaction	Count of client outcomes	
	N	%
Clients are satisfied	101	49.3
Minimal impact between supervision received and client satisfaction	37	18.0
No comment on client satisfaction	14	6.8
No relationship between supervision and client satisfaction	38	18.5
Not receiving individual supervision	15	7.3
Grand Total	**205**	**100.0**

The Norms and Standards for Social Work (2011) provide for the importance of client feedback in line with Bathopele (people first) principles. The fact that there were respondents in Table 40 who could not link their supervision experience to the client satisfaction with their service, was an indictment on the employer. The employer had not created an organisational culture that complies with the constitutional principles of Bathopele (that is, 'people first')

Buckley, Whelan, Carr and Murphy (2008) said that a lack of skilled workers reduces service users' and other agencies' confidence in social workers. The NASW (2013) provided that supervision decreases the level of concerns by service users. Effective supervision results in increased staff retention which in turn ensures continuity of care for clients (Irish Association of Social Workers (IASW), 2016).

The likelihood was that the clients were not asked for feedback on the services rendered as required in the norms and standards. Ellis (2010) indicated that one of the roles of the supervisors is to protect supervisees and clients from harm. Collins-Camargo and Millar (2010) said that one of the outputs of clinical supervision should be positive outcomes for clients. Deaver and Shiflett (2011) posited that the goals of supervision must include the capacity for reflection in the exercise of discretion and making sound decisions while protecting the welfare of the client. The clients of the respondents in this study were not assured the right to be heard and to be protected from harm**.**

5.2.4.4. Table 41: Respondents level of knowledge of Supervision Framework (2012) and current level of functioning as social workers

Respondents' level of knowledge of supervision framework (2012)	Respondents' evaluation of own current level of functioning as a social worker							
	Can work independently regardless of the client's presenting problem		Partial independent functioning		Still need coaching, teaching on how the work must be done		Grand Total	
	N	%	N	%	N	%	N	%
Good knowledge of supervision framework but have no knowledge of its content	49	23.9	28	13.7	5	2.4	82	40.0
Aware of supervision framework but have little knowledge of its content	38	18.5	21	10.2	31	15.1	90	43.9
Aware of supervision framework but have no knowledge of its content	6	2.9	12	5.9	5	2.4	23	11.2
Have no knowledge of the Supervision Framework	3	1.5	7	3.4		0.0	10	4.9
Grand Total	**96**	**46.8**	**68**	**33.2**	**41**	**20.0**	**205**	**100.0**

Table 41 show that forty nine (49, 23.9%) respondents had good knowledge of supervision framework and they assessed themselves to be able to work independently regardless of the client's presenting problem. Furthermore, thirty three (33=[28+5], 16.1%) of those that had good knowledge of the supervision framework reported that they operated at partial independent functioning or they still needed coaching and teaching to work as social worker. Of the ninety (90, 43.9%) respondents who reported that they had little knowledge of the content of the supervision framework, thirty eight (38, 18.5 %) said that they were independent in their functioning as social workers, while fifty two (52 =[21+31], 25%) still needed coaching or they operated at a level of partial independence. These findings tended to reveal that there was inconsistent representation levels of functioning that complied with the norms among the respondents regardless of the nature of their exposure to the policy frameworks. A possibility exists that supervision is not taking place in line with the policy frameworks, or if supervision is taking place, these social workers were not making the connection between supervision received and their functioning as social workers.

Peet (2011) said that the most basic building blocks of every social service delivery team are the individual social workers, and the importance of good supervision becomes paramount. Vhembe DSD did not seem to have a plan to ensure that proper and compliant supervision was provided to the respondents.

5.2.4.5. Table 42: Respondents' work experience and respondents own supervision outcomes

Respondents' work experience	Respondents' own supervision outcomes as a function of supervision developmental stages									
	High confidence in own professional identity and high integrated practice		Able to act professionally somewhat but still anxious about integrating theory and practice		Not sure of own prof identity and still need supervision all the time		Not getting Supervised		Grand Total	
	N	%	N	%	N	%	N	%	N	%
3 years or less	4	2.0	2	1.0	4	2.0		0.0	10	4.9
3+ to 6 years	39	19.0	29	14.1	25	12.2	6	2.9	99	48.3
6+ to 15 years	35	17.1	16	7.8	11	5.4	10	4.9	72	35.1
15+ to 20 years	7	3.4	5	2.4	1	0.5		0.0	13	6.3
21+ years	4	2.0	4	2.0		0.0	3	1.5	11	5.4
Grand Total	89	43.4	56	27.3	41	20.0	19	9.3	205	100.0

Table 42 looks at the experience of the respondents and their assessment of their own supervision outcomes. There were eighty nine (89, 44%) respondents who reported that they operated at a high level of professional development due to the supervision that they received. At least seventy four (74, 83%) of the eighty nine (89) had work experience of 3 to 15 years.

Eighty one (81=[24+16+25], 39.5%) respondents with work experience of 3 to 15 years reported that they were either not sure of their professional identity and they still needed supervision, or they were not competent in the integration of theory and practice based on the supervision received. There were ten (10, 4.9%) respondents with 15 years up to more than 21 years of work experience who reported that they were still anxious about integrating theory and practice or that they still needed supervision all the time to perform their professional duties. This finding is concerning that very senior social workers could report that they had not benefitted from supervision in terms of professional growth (Peet, 2011).

5.2.4.6. Table 43:   Supervision needs of respondents and their supervision outcomes

Respondents' expressed supervision need	Respondents' own supervision outcomes as a function of supervision developmental stages									
	High confidence in own professional identity and high integrated practice		Able to act professionally somewhat but still anxious about integrating theory and practice		Not sure of own prof identity and still need supervision all the time		Not getting Supervised		Grand Total	
	N	%	N	%	N	%	N	%	N	%
Grow and Develop Professionally	42	20.5	33	16.1	19	9.3	5	2.4	99	48.3
Knowledge and Education	31	15.1	12	5.9	5	2.4	9	4.4	57	27.8
Supportive Supervision Environment.	16	7.8	11	5.4	17	8.3	5	2.4	49	23.9
Grand Total	**89**	**43.4**	**56**	**27.3**	**41**	**20.0**	**19**	**9.3**	**205**	**100.0**

Table 43 shows that of the ninety nine (99, 48.3%) respondents who identified growth and development as their most pressing supervision need, forty two (42, 20.5%) reported that they operated at a high level of professional confidence. Thirty three (33, 16.1%) struggled to integrate theory and practice while nineteen (19, 9.3%) required constant supervision. The demand for knowledge and education is also highest (31, 15.1%) among those who had high confidence in their own professional identity. Of the forty nine (49) respondents whose main supervision need was a supportive supervision environment, seventeen (17, 8.3%) indicated that they were not sure of their professional identity and that they needed supervision most of the time. This finding was explored further in Table 48 below where twenty four (24) respondents indicated that social workers who had completed three years of structured supervision and were elevated to consultation supervisees were not being supported. This finding can support the notion in the Norms and Standards for Social Work (2011) and the Supervision Framework (2012) that all social workers must receive supervision in one form or another.

5.2.4.7. Table 44: Respondents' supervision needs and their current level of functioning as social workers

Respondents' main supervision needs	Respondents' evaluation of own current level of functioning as a social worker							
	Can work independently regardless of client's presenting problem		Partial independent functioning		Still need coaching, teaching on how the work must be done		Grand Total	
	N	%	N	%	N	%	N	%
Grow and Develop Professionally	44	21.5	38	18.5	17	8.3	99	48.3
Knowledge and Education	33	16.1	13	6.3	11	5.4	57	27.8
Supportive Supervision Environment	19	9.3	17	8.3	13	6.3	49	23.9
Grand Total	**96**	**46.8**	**68**	**33.2**	**41**	**20.0**	**205**	**100.0**

Table 44 shows that the ratio of respondents who operated at less than full independence (109=[68+41], 53%) is higher than those that can work independently regardless of the client's presenting problem (96). This finding holds true for those respondents whose pressing supervision needs are growth and development, and supportive supervision environment. The findings could be indicative of the need to provide more training in social work concepts, provide relevant and frequent supervision and ethical competence as professionals (Mak, 2013; Wonnacott, 2012; Kadushin, 1992c:135).

5.2.4.8. Table 45:   Respondents' work experience and their current level of functioning

Respondents' work experience	Respondents' evaluation of own current level of functioning as a social worker							
	Can work independently regardless of client's presenting problem		Partial independent functioning		Still need coaching, teaching on how the work must be done		Grand Total	
	N	%	N	%	N	%	N	%
3 years or less	2	1.0	4	2.0	4	2.0	10	4.9
3+ to 6 years	43	21.0	28	13.7	28	13.7	99	48.3
6+ to 15 years	38	18.5	27	13.2	7	3.4	72	35.1
15+ to 20 years	7	3.4	4	2.0	2	1.0	13	6.3
21+ years	6	2.9	5	2.4		0.0	11	5.4
Grand Total	96	46.8	68	33.2	41	20.0	205	100.0

Table 45 revealed a disturbing finding that sixty four (64, 31%) respondents with work experience of above 3 years to more than 21 years had reported that they are operating at partial independence, and thirty seven (37=[28+]), 18%) still needed coaching on how the work must be done. In terms of the Supervision Framework (2012) all these respondents should be operating at full independence. These are social workers who should be at consultation level of supervision who should no longer need structured supervision (Stoltenberg and McNeil, 1987). The regression model revealed that the period of work experience does not lead to competent independent practice for these respondents (F=0.49).

5.2.4.9. Table 46: **Respondents' competence as social workers and respondents' evaluation of their own current functioning as social workers**

Respondents' perception of their own competence as social workers	Respondents' evaluation of their own current functioning as social workers							
	Can work independently regardless of client's presenting problem		Partial independent functioning		Still need coaching, teaching on how the work must be done		Grand Total	
	N	%	N	%	N	%	N	%
High competence as a social worker	64	31.2	29	14.1	5	2.4	98	47.8
Minimal to limited competence	26	12.7	35	17.1	32	15.6	93	45.4
Very low or not Competent	3	1.5	4	2.0		0.0	7	3.4
Can't assess own Competence		0.0		0.0	4	2.0	4	2.0
No response	3	1.5		0.0		0.0	3	1.5
Grand Total	**96**	**46.8**	**68**	**33.2**	**41**	**20.0**	**205**	**100.0**

Table 46 depicts that the relationship between respondents' self-assessment of competence as social workers is closely related to their self-assessment of current functioning in supervisee development terms. Ninety eight (98, 47.8%) respondents reported that they had high competence as social workers and ninety six (96, 46.8%) reported that they could work independently regardless of client's presenting problem. Thirty four (34 = [29+5], 16.6%) respondents with high competence as social workers also reported that they still needed coaching or they operated at partial independence.

The respondents' assessment of their competence does not conform to the norm for professional development in the Supervision Framework (2012). This finding needed further exploration in term of how a self-assessment of high competence could be paired with an expression of dependence for the same respondents.

5.2.4.10. Table 47: Respondents' knowledge of social work ethical code and client supervision outcomes

Respondents' knowledge of social work ethics	Respondents' views on the impact of supervision received and client outcomes											
	Clients are satisfied		Minimal impact on client satisfaction		No relationship between supervision and client satisfaction		No comment on client satisfaction		Not receiving individual supervision		Grand Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Adequate Knowledge of social work ethical code	84	41.0	18	8.8	16	7.8	7	3.4	10	4.9	135	65.9
Knowledge of social work ethical code limited	15	7.3	19	9.3	19	9.3	1	0.5	5	2.4	59	28.8
Knowledge of social work ethical code very low or no knowledge at all	2	1.0		0.0	3	1.5		0.0		0.0	5	2.4
Can't assess own knowledge of social work ethical code		0.0		0.0		0.0	6	2.9		0.0	6	2.9
Grand Total	**101**	**49.3**	**37**	**18.0**	**38**	**18.5**	**14**	**6.8**	**15**	**7.3**	**205**	**100.0**

Table 47 shows that the majority of respondents who reported that they had adequate knowledge of the social work ethical code also reported that their clients were satisfied with services rendered (84 out of 135, 62%). It is of concern that a total of sixty four (64= [59+5], 31%) respondents reported that they had limited knowledge of the ethical code or very low or no knowledge at all of the ethical code. Six (6, 3%) respondents reported that they could not assess their own knowledge of the code of ethics. This leads to a cumulative total of seventy (70, 34.1%) social workers in this sample who were practicing as social workers without the proper grounding in the ethics of their profession. It is of concern that this most fundamental aspect of being a professional social worker was not guaranteed in all the respondents to this study. The range of variation from the norm suggests that the knowledge of social work ethics is an important supervision need for these respondents.

The literature on ethical practice emphasises the importance of supervision that it is a significant aspect of the employer's duty of care (Powell, 2010; Thomas, 2015). The work environment must be ethical to render services that protect the rights and interests of clients (IFSW, 2012).

5.2.5. DISAGREEMENTS WITH VHEMBE DISTRICT SOCIAL WORK SUPERVISION PRACTICES, EVALUATION, AND SUGGESTIONS FOR IMPROVEMENT

5.2.5.1. Table 48:   Respondents' disagreements with supervision practices in Vhembe District

Respondents' disagreement/s with supervision in Vhembe District	Count of Disagreement with Supervision practice	
	N	%
Administrative focus and less education	38	18.5
Consultation level supervisees are not supported	24	11.7
No training on social work concepts provided	27	13.2
Seconded supervisors are neither committed nor credible	46	22.4
Supervision is erratic, infrequent, or not happening	40	19.5
Supervisors are not competent in their role	30	14.6
Grand Total	**205**	**100.0**

It will become clearer in Table 53 below that the respondents wanted to have better access to supervision. In this Table 48, forty six (46, 22.4%), forty (40, 19.5%) and thirty eight (38, 18.5%) respondents objected to supervision practices in Vhembe District on the grounds that there were no proper supervisors appointed, supervision being erratic and infrequent and administrative focus respectively.

Other disagreements with Vhembe DSD supervision practices were that consultation level supervisees were not supported (24, 11.7%) and that there was no training provided on social work concepts (27, 13.2%). These disagreements show that most dimensions of supervision were not being addressed in Vhembe DSD.

Organisational compliance with norms and standards is ultimately in the best interest of the organisation as whole (Foothuis and Bos, 2012). The best interest test makes

compliance a strategic issue for any organisation. The sources of disagreements with Vhembe DSD supervision practices by the respondents, are mostly rooted in the non-compliance of the employer organisation. There are high costs associated with non-compliance, such as dissatisfied customers, employees and damaged reputation for the organisation.

5.2.5.2. Table 49:   Respondents' view on whether the social work profession has a future in Vhembe District

Respondents' view on whether social work has a future in Vhembe DSD	Count of respondents' view on whether social work has a future in Vhembe DSD	
	N	%
Disagree (social work has no future)	127	62.0
Agree with reasons (social work has a future)		
Existence of social problems in communities	35	17.1
Resilience of social workers	43	21.0
Grand Total	**205**	**100.0**

The majority of the respondents (127, 62%) did not see a positive future for social work in Vhembe DSD as reflected in Table 49. Those who saw the profession as having a future, came to that conclusion because of the existence of social problems in communities in Vhembe District (35, 17%) and that the respondents viewed themselves as resilient (43, 21%). This response shows that the respondents continued to embrace the mission of service despite the many problems being experienced on the professional front. It was notable that the respondents did not identify the existence of the Vhembe DSD as their reason for social work to have a future. The respondents seemed to have disengaged from their employer such that the required Social Exchange Theory mutuality was no longer the basis of their relationship with the DSD.

5.2.5.3. Table 50:   Factors that impact negatively on the sustainability of the social work profession in Vhembe District

Respondents' view on factors that negatively impact on social work sustainability	Count of views of respondents	
	N	%
High ratio of supervisor to supervisee	28	13.7
Mass production of social work without resources	62	30.2
Low morale among social workers	23	11.2
Social workers feeling abused by subsidising government	40	19.5
Supervisees feeling left out	20	9.8
Management and supervisors experienced as uncaring	27	13.2
No response	5	2.4
Grand Total	**205**	**100.0**

In Table 50, the respondents' expressed opinions that social work could not be sustainable at Vhembe DSD under conditions of lack of proper planning for new human resources (62, 30.2%), low morale among social workers (23, 11.2%) social workers feeling abused (40, 19.5%) and respondents feeling uncared for by management (27, 13.2%). This situation shows that the respondents were experiencing their workplace as a series of costs, with no mutuality of benefits between the parties as provided for in SET (Karanges et al, 2014; Xerri, 2012; Wikhamn and Hall, 2012). Such a relationship is not sustainable unless something drastic is done to rebuild it (Blau, 1964).

The theme of lack of caring expressed by the respondents came out strongly in the open ended questions of the survey questionnaire. The theme was expressed as 'feeling abused by having had to subsidise government' (40, 19.5%), 'supervisees feeling left out' (20, 9.8%), and 'management being experienced as uncaring' (27, 13.2%). These outcomes are examples of job stress for the respondents. A study by Blomberg, Kallio, Krol and Saarinen (2015) on job stress among social workers in the Nordic countries found that the sources of work stress among social workers in the public service were extensive workload and role conflicts. Work stress was also found to be a determinant of the social workers' attitude towards their clients. Social workers may experience higher levels of stress and resulting in burnout than comparable occupational groups. One of the causes of such work stress is the organisation of the

work environment (Lloyd, King, Chenoweth (2002). Supervision and team support are protective factors (Egan et al, 2016b).

5.2.5.4. Table 51:   Suggestion for effective supervision for the social work profession in Vhembe District

Suggestions for effective supervision for the social work profession in Vhembe District	Count of suggestions for effective supervision	
	N	%
Appoint and train supervisors	63	30.7
Appoint persons who qualify to register with SACSSP	73	35.6
Create a learning organization	65	31.7
No response	4	2.0
Grand Total	**205**	**100.0**

In Table 51 the respondents suggested that the social work profession in Vhembe DSD will gain more in terms of effective supervision by appointing and training supervisors (63, 30.7%), by appointing persons who qualify to register with SACSSP (73, 35.6%) and by creating a learning organisation (65, 31.7%). The finding about the appointment of persons who qualify to register with the SACSSP is relevant considering that the structured interview findings below and social work literature (Engelbrecht, 2015) expressed the shortcoming of having leadership in the DSD who are not social work professionals having influence on the execution of social work functions. This finding is also an attack on neoliberalist managerialism which tends to undermine the relevance of professions by elevating a managerial discourse in public management and in social service administration.

Rogowski (2013) commented on the impact of neoliberalism in the United Kingdom that it subjugated the social work profession. Godden (2012) captured the experiences of social workers in England on the impact of managerialism on their work that they wanted more case reflection and less case management in their work. The respondents in this study expressed the need for the appointment of social work supervisors to supervise them and that the supervisors must be trained on how to perform the responsibility of a supervisor.

5.2.5.5. Table 52: Supervision type respondents found most beneficial

Supervision type respondents learned the most about social work	Count of supervision type most learned form	
	N	%
Individual	114	55.6
Group	44	21.5
Peer Consultation	27	13.2
None of methods practiced	20	9.8
Grand Total	**205**	**100.0**

Table 52 revealed that most respondents (114, 55.6%) benefitted from individual supervision the most. This indicates the preference for supervision that is deliberate, but in Table 17 above it was shown that more supervision happens through informal meetings. It is a supervision expectation of these respondents that individual supervision should be provided as a first line response so that social workers did not have to rely on informal arrangements for their supervision needs.

Effective supervision generates good outcomes for workers while absent, inadequate, or negative forms of supervision pose a threat to workforce stability, capacity, confidence, competence and morale (Lambley, 2013). Through regular, structured meetings with a supervisor, social workers can develop their understanding and improve their practice (Beddoe and Davys, 2016).

5.2.5.6. Table 53: Suggestions for effective supervision (for individual social worker)

Respondents' suggestions for effective supervision for the individual social workers	Count of suggestions for effective practice	
	N	%
Better access to supervision based on improved ratio of supervisor to supervisee	81	39.5
Frequent and relevant supervision	71	34.6
Training and workshop attendance	49	23.9
No response	4	2.0
Grand Total	**205**	**100.0**

In Table 53, respondents gave three suggestions for effective supervision for the individual social worker. Eighty one (81, 39.5%), seventy one (71, 34.6%), and forty nine (49, 23.9%) respondents indicated that effective supervision could be enhanced by improving the ratio of supervisor-supervisee, frequent and relevant supervision and training and workshop attendance respectively. These findings are showing that there is a need for a range of professional interventions to the respondents aimed at improving their professional effectiveness and ensuring their professional development.

Social Exchange Theory (SET) is relevant to understand these suggestions of the respondents regarding desired improvements to their supervision experiences and the corresponding benefit for the employer. The starting point is that social work practice is relationship-based and, at times, emotionally complex. This can place particular demands on the workforce, meaning that consistent and effective supervision must take place. Research suggests that good one-on-one supervision has the following features; it occurs regularly in a safe environment, it is based on a respectful relationship, and the process is understood and valued and is embedded in the organisational culture (Lambley, 2013). The organisational culture becomes one of excellence and efficiency.

Regarding the need for training and workshop attendance by the respondents, Davies (2014) indicated that providing the necessary training creates an overall knowledgeable staff. Such employees can take over from one another as needed, and they can work in teams or work alone (Davies, 2014). Continuous training keeps employees on the cutting edge of developments in social work body of knowledge, helps their organisation to be a leader and strong competitor within the social services sphere and other public sector social service organisations (Davies, 2014). Training of staff in the Vhembe DSD would help to reduce the inconsistent knowledge base among the respondents and it can help the DSD to compete with the best social welfare services NGOs. The respondents in the structured interviews viewed NGOs as better workplaces than the DSD in terms of engendering relevant to social work content in their practices.

5.2.5.7. Table 54: **Respondents' view on what should be done to enhance the image, practices and the social work profession for the individual social workers**

Views on what should be done to enhance the image, practices and the social work profession for individual social workers	Count of views on what should be done to enhance the image, practices and the social work profession for individual social workers	
	N	%
Provision of in-service training to staff	76	37.1
Training on social work concepts and supervision framework	68	33.2
Treat social workers with dignity	58	28.3
No response	3	1.5
Grand Total	**205**	**100.0**

In Table 54, the respondents expressed a need to comply with the supervision framework (2012) (68, 33%) and to be treated with dignity and respect (58, 33%). In Table 50 above, the DSD Vhembe management and supervisors were viewed as uncaring. This finding can enlighten an understanding of the feeling that social workers were not treated with dignity and respect. The majority of the respondents also expressed the need for in-service training (76, 37%) as a measure that can enhance the image of social work profession. Provision of in-service training is an aspect of continuous professional development and the building of a learning organisation which was discussed under Table 51 above.

Badu, Owusu and Saah (2009) found that teachers preferred in-service training because it focuses on making them efficient in their day to day work. The respondents in this study wanted to learn from their supervisors on how the work is done, but there were no supervisors appointed for this purpose.

5.2.5.8. Table 55: Respondents' view on what should be done to enhance the image, practices and the social work profession at the level of physical work environment

Respondents' view on what should be done to enhance the image, practices and the profession at the level of the physical infrastructure	Count of respondents' view on what should be done to enhance the image, practices and the profession at the level of the physical infrastructure	
	N	%
DSD to build its own structures and stop squatting in other Department's premises	49	23.9
Social workers to be provided with tools of trade to do the work	80	39.0
To improve official transport with subsidy vehicle scheme	28	13.7
Stop overcrowding in office to safeguard client confidentiality	38	18.5
No response	10	4.9
Grand Total	**205**	**100.0**

The need for a conducive physical environment was clearly articulated in Table 55. The respondents (108=[80+28], 52.7%) were doing their work without the required tools of trade such as computers, printers, faxes, telephones, mobile phones, and motor vehicles. Without the tools of trade, the work of social work cannot be efficiently done. This was partly the reason why the respondents felt that they had to use their own resources to subsidise the work requirements as shown in Table 50 above. Physical infrastructure inadequacies were another serious frustration. The respondents reported that they resented the fact that their Department did not have enough of its own office buildings (49, 23.9%). Another thirty eight respondents (38, 18.5%) resented the sharing of office space due to its negative impact on client's confidentiality. When the social workers share one office, their access to supervision can be impacted negatively. Furthermore, when the department does not appoint supervisors this could lead to the social workers who were already sharing offices not receiving any supervision due to the high ratio of supervisor to supervisees as shown in Table 50 above.

Spolander and Martin (2015); Rogowski (2013); Lombard (2008); Dominelli (1996) had established in relation to the United Kingdom and South Africa, that the infusion of neoliberalism into economic and social policy had resulted in the marginalisation of

social work service recipients through restrictions of services, budget cuts, and reduced role of preventive services. The non-availability of work tools such as transportation is an example of such restrictions. The other possibility could just be poor planning and poor leadership at the Vhembe DSD.

Caspi and Reid (2002) indicated that supervisees must be provided with support and resources to perform their work. If the resources are not provided, they would feel unsupported and increase the feeling that they do not matter and that their learning is not important for the employer. In this study, the lack of access to work tools affected all the respondents regardless of rank.

5.2.5.9. Table 56:   Respondents' view on what should be done to enhance the image, practices and the social work profession at the level of conditions of service of a human resources management nature

Views on how conditions of service can be improved	Count on how condition of service can be improved	
	N	%
The Department must appoint supervisors, auxiliary social workers, interns and support staff	10	4.9
The Department must comply with the Collective Agreement on job grading for social workers	68	33.2
The Department must implement the OSD and PMDS correctly	41	20.0
Job grading requirement must be reduced to 3 years, from 4 years	27	13.2
The starting salary of social workers must be revised up	25	12.2
The social work profession must be prioritised in the DSD	26	12.7
No response	8	3.9
Grand Total	**205**	**100.0**

Table 56 shows that the main concern with conditions of services among the respondents was the failure of the DSD management to implement the collective agreement on job grading (68, 33%). The demand for the correct implementation of OSD and PMDS (41, 20%) is an aspect of the same collective agreement on job

grading. Job grading is made possible through correct implementation of PMDS and OSD. The failure to implement the agreement had caused a backlog in the salary growth of the respondents that makes them think that the starting salary of the social workers should be revised up (25, 12%) and job that grading requirements be reduced from 4 to 3 years (27, 13%). The reason why Table 3 above showed that most of the respondents earning salaries between R201 000.00 and R400 000.00 and stagnating there regardless of their length of work experience was because of the failure of the department to comply with the job grading collective agreement. The full extent of the provisions of the agreement will be discussed below in the structured interview analysis.

Social workers with various periods of work experiences viewed this failure to implement the collective agreement on job grading as the main source of their conditions of service challenges. A collective agreement is a very powerful labour relations tool. It has the power to amend the contract of employment and to create new rights or limit rights for the employees (Sections 49-50 of the Basic Conditions Employment Act, 75 of 1997) (BCEA). The fact that the DSD is viewed as non-compliant with the agreement is very unfortunate.

Technically, the employees would be within their rights to exercise their contractual rights in terms of this agreement as they would have had to with any other agreement, that is; to sue for breach, to lodge unfair labour practice dispute, claim for interest, among others. If these respondents could exercise their rights in terms of the agreement, the DSD will not have a defence and it will be liable to pay them any legally due arrears with interest. The payment of interest on such arrears, and possibly legal costs, is fruitless and wasteful expenditure in terms of the Public Finance Management Act, 1 of 1999 (PFMA). Fruitless and wasteful expenditure means expenditure which was made in vain and would have been avoided had reasonable care been exercised. There is never a good explanation on why the DSD did not comply with an agreement that they entered into and signed up for the legal and financial obligations that the agreement imposed.

It is an established principle of South African labour law that although employees do not have an inherent right to be promoted to a higher post, the failure or refusal by the

employer to promote an employee into a higher post may constitute an unfair action by the employer (Erasmus, 2014).

5.2.5.10: Table 57: Respondents' expression of their most pressing training needs in Social Work content

Respondents' most pressing training needs in social work	Count of most pressing training need	
Clinical Practice focusing on casework, group work, child and family welfare	72	35.1
Well Rounded training inclusive of all the content in social work	50	24.4
Policy and Legislation pertaining to the practice of social work practice	25	12.2
Legal Aspects regulating the social work function	22	10.7
Theoretical approaches applicable to social work practice	15	7.3
Ethical Aspects in the profession of social work	12	5.9
Integration of theory and practice	7	3.4
Philosophy and Historical roots of the social work profession	2	1.0
Grand Total	**205**	**100.0**

Table 57 shows that the respondents' most pressing needs for training relate to social work clinical practice which focuses on case work, group work, child and family welfare, followed by training that is inclusive of all the social work content. Dunlap (2013) identified 10 essential skills that a well-rounded social worker needs to have to improve and intervene in his/her clients' lives. These are; organisational skills, advocacy and leadership, assessment skills, communication skills, problem solving skills, critical thinking skills, respect for diversity, intervention skills, documentation skills, and understanding human relationships.

The findings in Table 57 show that the respondents required the well-rounded skills to be able to perform their day to day responsibilities as social workers. Apart from the ten predominantly clinical skills listed by Dunlap (2013), a well-rounded social worker would need to be knowledgeable in policy practice, the law and legal aspects of social work, and the prevailing philosophy of social welfare provisioning at their workplaces.

5.3. SUMMARY OF THE MAJOR FINDINGS FROM THE QUANTITATIVE SURVEY AND CONCLUSION

Chapter 5 looked at various aspects of supervision expectations and found in brief as follows:

There was a general non-compliance with the norms and standards for social work and supervision, leading to inconsistent experiences for the respondents and different levels of compliance.

Variables such as age, rank and work experience did not lead to higher salaries for the respondents because the employer was not implementing the OSD and PMDS, and by implication, Resolution 1 of 2009. New supervisors were not coming through the system, and only thirteen (13) supervisors where appointed for a population of more than three hundred and fifty social workers.

Supervision tended to be performed in informal settings, rather than in deliberate and purposeful arrangements. Even the arrangement of letting senior social workers volunteer to provide supervision without remuneration is informal.

Respondents did not seem to know their supervision entitlements, and they had little or no confidence in assessing their experiences. The respondents were not adequately knowledgeable about social work specific concepts such as competence, social work functioning and supervision outcomes.

Respondents expected more individual supervision than other supervision arrangements, they also wanted better access to relevant supervision. The most expressed supervision need was to grow and develop as social workers. Frequent and relevant supervision was another supervision need.

The respondents also identified training in social work concepts, and in-service training and training in clinical social work practice as supervision needs. There was also an

expressed need for a full training intervention that focuses on all aspects of social work practice, including policy practice, legislation and social work administration.

Social workers have demanding jobs. The difficulties of the social work profession include increasing paperwork, unmanageable caseloads, and problems with difficult clients, as well as staff shortages and reduced availability of adequate supervision (NASW in Hansung and Stoner, 2008). The respondents in this study had an average caseload of 69 files, which was nine (9) cases above the prescribed norm, while supervision was not provided at the right level and standard.

The availability of the contract did not seem to solve the problem of poor supervision practices. The respondents indicated that PMDS is done while supervision did not take place. This implies that having a supervision contract does not always lead to having access to supervision and sound performance management and performance review. However, it is a supervision need of these respondents to have supervision contracts and to have those contracts assisting to structure the supervision experience for maximum benefit.

The respondents evaluated their supervisors poorly in terms of criteria such as ethics, competence, and functioning as social workers. Social workers need to be supervised by persons who are perceived to be competent in their knowledge and skills. Persons who qualify to register with the SACSSP were identified as necessary to be appointed as managers (Bol Deng, 2013).

There is a long-term supervision need that can be identified from the effects of lack of implementation of Resolution 1 of 2009. In the event that Vhembe DSD can in future start producing social work supervisors through the OSD and PMDS system, such supervisors are likely to have their own knowledge and capacity deficits arising from the long period of not getting promoted and not receiving proper supervision. The supervision needs and expectations of the respondents are likely to persist in the future even if interventions to correct the situation are done in the short term.

CHAPTER 6:   PRESENTATION AND ANALYSIS OF QUALITATIVE FINDINGS

6.1.   INTRODUCTION

Chapter 5 presented the analysis of quantitative results from the survey questionnaire. These are results from mixed methods data collection techniques consisting of open and closed ended survey questionnaire design. Large data sets from two hundred and five (205) respondents were collected and analysed using tables, frequency counts, regressions, narratives and relevant literature. Chapter 6 presents the qualitative results from the second aspect of the data collection, the structured interviews.

The aim of the study was to determine the supervision expectations of social workers in Vhembe District of Limpopo Province. The reason for the second data collection was to triangulate, strengthen, and increase data credibility and trustworthiness. (Rubin and Babbie, 2010; Rubin and Babbie, 2007; De Vos *et al*, 2011). Furthermore, there were certain aspects of quantitative data that needed further exploration, in particular, the causes of variability and inconsistency in the baseline supervision experiences of the respondents. Significant areas of non-compliance with the normative framework for social work supervision was observed, and as a result, a more qualitative method was needed to explore and understand the nature and causes of non-compliance.

The second aspect of data collection consisted of structured interviews with twenty social workers, broken down into ten (10) supervisors and ten (10) supervisees. According to Groenewald (2004), research interviews with between two and ten respondents is adequate to reach data saturation. The presentation and analysis of the qualitative data was done in the form of themes, sub-themes and summaries (Creswell, 2013; 2009). Actual quotations from the respondents are used to illustrate the identified themes.

6.2. BIOGRAPHICAL DETAILS OF THE INTERVIEW RESPONDENTS

Of the ten (10) respondents who were supervisees two (2) were males of ages 26 and 35 years. Their work experience was 4 years and 10 years respectively. Both were working in a traditional social work setting doing generic social work. The rest (N=8) were females; were in the age range of 28 to 35 years, with work experience of between 4 and 15 years. They were employed in traditional social work settings and secondary settings but they were all performing generic social work. Two of the respondents participated in the survey aspect of the research.

Of the ten (10) supervisors who participated in the structured interviews, one (01) was male, aged 45 years old. The rest were females with ages ranging from 35 to 58 years. Only one (01) of these respondents participated in the survey part of the study. These respondents are regarded as supervisors either by appointment, seniority, or due to their job function as programme coordinators. Their work experience ranged from twelve years (12) to forty years (45) years.

The questions that were used to triangulate the quantitative data were:

The respondents in the quantitative aspect of this study in relation to social work norms and standards, supervision frameworks, social work supervision ethics, legal issues in social work:

- *have uneven knowledge and experiences regarding the Norms and Standards for Social Work (2011). Would you say that you share this view?*
- *have uneven knowledge and experience regarding Supervision Framework (2012). Do you share this view?*

- *have uneven knowledge and experience of supervision ethics. Do you share this view?*

- *have uneven knowledge of legal issues in social work practice. Would you say that you share this view?*

The respondents in the quantitative aspect of this study in relation to supervision arrangements, office space and conditions of services:

- *have identified their supervisor as a social worker, but they experience the supervisor as not helpful. What is your view on this sentiment?*

- *have reported that they are less likely to get supervision. What is your comment on this sentiment?*

- *have complaints about their work environment in relation to office space and conditions of service of a human resources management nature. What is your comment on these findings?*

- *believe that social work supervision is necessary for professional growth, but they can't seem to link their professional competence and client satisfaction to the supervision they received. Is this perception a fact or a fiction?*

- *have a four year social work qualification, have worked for a period between 3 and 20 years, practice generic social work, earn a salary of between R200 000.00 to R400 000.00 per year. What is your comment on this assertion?*

- *have suggested improvements to the execution of the supervision function in Vhembe District such as: appointment of supervisors, training of social workers, review of the Reporting Framework, more and better access to supervision, office space, among others. How do you propose that supervision function can be mainstreamed into the service delivery agenda of the Vhembe DSD?*

6.3. THEMATIC PRESENTATION OF QUALITATIVE FINDINGS

6.3.1. Theme 1: Locating the social work supervision function within the broader organisational make-up of the DSD

Both respondents (supervisors and supervisees) indicated that the social work profession is not prioritised as the core deliverable of the DSD Limpopo. Instead it is the other support functions such as Monitoring and Evaluation, Corporate Services, Planning and Reporting, as well as Community Development; that are given priority. To this effect, the respondents pointed out that the relevant programme which deals with social work professional issues within the DSD has not been elevated into a budget programme at the District level in Vhembe District. The programme is referred to as Transversal Services. Transversal Services programme deals with aspects of the social work profession such as; training on social work content, social work norms and standards implementation, supervision framework implementation, social work ethics, implementation of legislation, and other legal issues that affect the profession of social work.

> *"Supervision and the core functions of the social work profession are not required to be reported on in the Annual Performance Plan and the Annual Report, instead they are relegated to the Transversal programme coordinator to report on them in a report that is not required by anyone important".*

> *"Without prominence of social work as a profession in the Department's budget structure, Social Work as a profession will eventually die out".*

The problem of the non-prioritisation of the social work profession and social work services is linked to the appointment of a District Head at Vhembe who is not a social work professional. This aspect of the theme is a critique of the philosophy of managerialism which espouse that any set of management skills are adequate to manage any public function.

> *"Our previous managers who were social workers are the ones who established the profession of social work in this part of South Africa in the mid-1970s. Even up to the*

early 2000s to the mid-2000s, the social work managers knew how to maintain the professional standards of social work and they could mediate any threats to the profession. They were also experienced as managers and they made better use of feedback from social workers on the ground."

"The non-social work manager does not think of the social work profession, and she cannot do so. She is a teacher by profession. Social work and teaching are very different professions from each other."

- **Document Study on DSD organisational structure and Plans**

To fully understand and validate the input by the respondents, an in-depth study of the planning documents of the DSD Limpopo was done. The planning documents studied are the five year Strategic Plan for 2015 to 2020, the Annual Performance Plan (APP) for 2016/2017, and the Social Work Services Operational Plan for Vhembe District for 2016/2017. The Strategic Plan and the APP apply to the whole Province while the Operational Plan is Vhembe District specific.

The Strategic Plan sets the tone for the work of the DSD province-wide for the 5 years which in terms of the planning frameworks of government, is linked to the electoral cycle. The strategic plan implements to electoral mandate of a ruling party, and the Member of Executive Council (MEC) or Minister interprets this electoral mandate into a budget over the period of the electoral cycle.

The APP is an annualised 5 year strategic plan. The APP consists only of those programmes that have been expressly budgeted for and such budget had been appropriated by the Provincial Legislature for the financial year. The Operational Plan is a business plan for the implementation of the APP, and it includes both the budgeted programmes and other expenditure items of an administrative support nature, ordinarily budgeted for in Programme 1 (Administration). Programme 1 is where the core service delivery mandate of the DSD is supported and it ordinarily consists of Corporate

Management, Human Resources Management, and Institutional Planning, among others.

From the Strategic Plan, the vision of the DSD is coined as: *"well cared for, socially developed, empowered and self-reliant people of Limpopo Province"*. This vision refers to the role of the DSD in creating citizenry that is self-reliant in the spirit of the goal of South Africa being a developmental State. It is important to note the relevance of the Children's Act, 38 of 2005 to the Strategic Plan. Children's Act 38 of 2005 is premised on the provision of developmental services in an integrated manner.

> The mission is described as: *"to transform our society by building conscious and capable citizens through the provision of integrated social development services"*. The core values for the Strategic Plan are human dignity, respect, integrity, equality, equity, and accountability.

The mission statement further points out the importance of social work professionals in the achievement of the mission of the DSD in stating that:

> *"the goals of the DSD will be achieved through the provision of integrated social development services. The provision of these services depend on the availability of social workers"*.

The relevance and importance of the social work profession was also acknowledged in the SWOT analysis where the availability of qualified social service personnel was identified as one of the strengths. Social service professionals is an umbrella term that is used in the Strategic Plan to refer to; social workers, community development workers, social auxiliary workers, and youth care workers. These other professionals are regarded as allied professionals to social work for purposes of professional registration with the SACSSP.

The SWOT analysis for the Strategic Plan pointed out the weaknesses of the DSD as;

> *"the inefficient implementation of norms and standards, inadequate funding of the integrated service delivery model, inadequate implementation of internal controls and*

risks mitigation measures, lack of office accommodation, ineffective supervision and management of performance, functional limitations of the current integrated service delivery model".

Already at the strategic level of planning, in the swot analysis, there was an admission that the supervision function was not being implemented correctly. There was admission that the other core business activities such as social work norms and standards compliance were not being implemented correctly. These challenges are discussed as sub-themes.

6.3.1.1. Sub theme 1.1. Organisational misalignment between the vision, mission, core values, strategic objectives, budget, people, processes and structures

The determination of the budget programmes in the DSD does not bring better alignment between the vision, mission, core values, strategic objective, people and processes. Five budget programmes are identified in the strategic plan being:

1. administration; 2. social welfare services; 3. children and families; 4. restorative services and; 5. development and research.

Budget programmes give an indication of the services that a government department has prioritised for funding. Social work profession remains the core profession and anchor of the services to be rendered by the DSD. Somehow, the budget programmes do not proceed to prioritise social work profession in terms of ensuring that it remains the core deliverable of services in the 5 programmes. Instead, the respondents observed that the DSD had relegated the function on the maintenance of professional standards to the Operational Plan for Social Work services at the District level, but without a budget.

The Operational Plan for Vhembe District defined five service delivery programmes that the District was responsible for, that is:

1. Social welfare services; 2. Children and families; 3. Restorative services; 4. Not for profit organisation funding (NPO funding), and; 5. Transversal services.

NPO funding and Transversal Services are not stand alone budget programmes. They source their budget from the other three if and when such extra budget is available.

NPO funding programme deals with the compliance with norms and standards for the funding and monitoring of NGOs that provide various social welfare services from early childhood to elder care. As indicated above, Transversal Services programme deals with the professional issues for the social work profession such as supervision, social work training, social work norms and standards compliance, monitoring, supervision framework implementation.

> *"The fact that this programme is not funded is indicative of the low to non-existent importance of the social work profession within the DSD".*

The respondents further indicated that it is impossible to be trained in social work concepts under these circumstances.

> *"Social work managers have to beg for budget from other programmes to fund our professional training. Our professional growth and our ability to practice social work correctly are stifled due to these organisational impediments".*

The respondents blamed the organisational misalignment for the inconsistent knowledge and skills acquisition of social workers in Vhembe District. The respondents further pointed out that of the nine budget programme Directors at the head office (in Polokwane city) of the DSD in programme 1, there were only 3 Directors dedicated to social work programmes.

> *"One wonders who the six Programme Directors in Polokwane are supporting when the core business is not a priority in the DSD".*

Directors in a South African government department are the entry level Senior Management Service managers. They are the budget managers and they supervise the

achievement of a department's delivery mandate, in that they supervise the middle management and entry level echelons.

The consensus conclusion in this sub-theme was that the problem of misalignment of the budget and the service delivery mandate was at the core of the challenges. The misalignment applied to DSD both at the Head Office and at Vhembe District level in Limpopo Province.

6.3.2. Theme 2.   Supervision is an organisational function, and when the organisation has not prioritised the social work profession, social work supervision will be negatively affected.

The respondents indicated that the non-prioritisation of the social work profession filters into the area of performance reporting. Reporting means to report against the targets in the Strategic Plan, APP and Operational Plan. The respondents defined this skewed monitoring and evaluation reporting as the tendency to report on the departmental performance on the basis of numerical targets only. The reports are said to focus on the number of the cases opened and finalised, and not on how the clients were served or what they were served with. The what, the how, and the why represent the core service delivery values of the social work profession. These values speak to the issues of quality and impact of service rendering but they never got reported on.

6.3.2.1. Sub-theme 2.1.   Inappropriate targets for social work performance reporting

The respondents disclosed that the nature of performance planning and reporting were the main causes for the non-prioritisation of Transversal Services in the DSD. They viewed the performance targets as not aligned to the goals of social work and the DSD.

> *"The targets stop at the number, and there are no other corresponding targets that focus on the impact of the service provided. There is no requirement to report the quality of the services rendered to reach the numerical target".*

"Although quality and impact of the service can be implied, the organisation will never know for sure if the right quality is achieved as long as the Transversal Services programme is not prioritised".

The Reporting Framework was also blamed for the low salary scales of social workers. To this effect the government's job evaluation and grading policy was studied to test this assertion. Jobs in the South African public service are given weights based on the inputs that make up a job. In Vhembe District, and by implication, the Limpopo DSD; the actual social work inputs, processes, research, analysis and thinking demands are not emphasised in the description of social work functions, what is emphasised is the number of outputs.

"The Reporting Framework is responsible for the starting salary for social workers being so low. The numbers reporting leave out the bulk of the work that social workers do. When the job evaluators are not informed of the actual content of the job, this can lead to the low grading of the job, and thus the low salary" (see paragraph 7.2.2. in chapter 7 for a discussion on job evaluation).

This is detrimental to the development of the profession because the reflective aspects of the work with clients are not emphasised.

"Social workers end up chasing numbers as their primary objective rather than the process issues which make up the practice of social work. One does not understand how things came to this low point in the profession."

"Anyone can count the number of people or food parcels distributed, but the goal of social work is to bring about self-reliance in people".

"Social work performance reporting has become an end in itself, rather than a means to an end. The DSD at both the district and head office levels can spend on average; 3 weeks per month on the reports for monthly, and quarterly reporting. Annual reporting takes a longer time. All the reports are about ensuring accurate reporting on the number targets"

"staff members would even spend up to 3 nights in paid accommodations at the expense of the DSD during the reporting period. The numbers have to tally. Everything else stops at the DSD when it is reporting time. Some social workers will even ignore clients because they are attending to the reporting. No one ever asks us for our experiences in terms of being social workers to our clients, no one is interested in the profession anymore".

Some examples of the targets that the reporting exercise focused on were:

"number of organisations trained on social and behaviour change", "number of social workers trained on psychosocial support guidelines", "number of families participating in family preservation services", "number of social workers capacitated on active parenting of teenagers".

These targets are not suitable for social work services reporting in that they are not complete. The person, and not the number should be the focus. A management writer, Covey (2004) indicated that when the leadership and direction issues are not properly defined, managers can end up managing the wrong things the right way. Thus, leading to a lot of wastage of time and effort since nothing good will ever come out of the endeavour. The Reporting Framework of the DSD Limpopo is an exercise in futility according to the respondents of this study.

Similar sentiments of social workers 'chasing numbers' were voiced in a study by Ngwenya and Botha (2012: 217) on the threat of foster care backlog on the retention of social workers in the Johannesburg office of the Gauteng DSD. Some excerpts on the findings in this foster care study were:

"social workers feel disillusioned with their work. They do not see meaning in what they do, they are not doing what they studied for and do not see a future. Their work is equated to number of cases finalised".

"Our performance is evaluated based on numbers, so, if my profession says I must move with the client and my employer expects me to finalise a certain number of cases per

month, then you know, as human beings we get our salaries, and money is also important to us, that is why we end finalising more, trying to finalise more with little information, so that we can reach the number and that will mean money to me at the end of the day"

6.3.2.2. Sub theme 2.2.   Perceived political influence on the reporting function.

The majority of the respondents stated that the main cause of the misaligned reporting is the consumer of the statistics, the politicians. Politicians are said to want to show that the number targets are met especially when there is an increase in the number. For validation purposes, it is important to indicate that the Member of Executive Council (MEC) and the Head of Department (HOD) have to account on the budget expenditure and overall performance of their departments to the relevant Portfolio Committee of the Provincial Parliament that is tasked with oversight on the budget vote.

Furthermore, the respondents further indicated that the challenge with the politicians as the primary consumers of the statistics, is compounded by the fact that Senior Managers who occupy the higher echelons of leadership within the DSD are not necessarily social work professionals. They may not understand the role of social work in the achievement of the vision and mission of the DSD such that they could advise the politicians of the inappropriateness of the targets and the reporting.

> *"In some instances, a lower number means a positive outcome, such as 'the number of probation cases for youth criminal offenders in a month' or 'number of victims…'. Politicians and senior managers would rather have the number go up to indicate good performance due to the lack of understanding of social work focus"*

> *"Some social workers get penalised during performance assessment because the number of victims that they assisted has decreased. This obsession with numbers and not the quality and trends is becoming unethical"*

As indicated in Engelbrecht (2015), misalignments are likely to occur when social workers are managed by non-social work managers. The non-social work managers do not understand the social work delivery imperatives.

6.3.2.3. Sub theme 2.3. **The loss of the reflective tradition that is embedded in the process of social work for the adoption of a numerical output model.**

The respondents indicated that the Planning and Reporting Framework requires social work practice to be reported on as an output, and not a process. They view this to be very dangerous for the sustainability of the profession.

> *"A target such as 'the number of children placed in foster care', does not appreciate all the process issues that are prescribed in the Children's Act. The placement of a child in foster care is not a linear process that can take place in a month, it can even take a year or more. This means that social workers at the DSD may not report on their compliance with the Children's Act in the process of finding appropriate living arrangements for the child in need of care and protection. It is as if the DSD exists to place children in foster care"*

> *"Social workers no longer have time and space to apply the values and principles of the profession. They no longer even maintain eye contact with the client because they are focused on completing the intake forms to support the target. They no longer listen to clients".*

> *"DSD social workers are chasing their clients away to the NGOs with their behaviour of not caring about clients. They use the clients to get their targets whereas NGOs are seen as being more humane in their treatment of clients. Our social workers would not survive at an NGO"*

> *"Supervisors do not write and submit supervision reports because such reports are not required for reporting to the Portfolio Committee and any other oversight bodies. Only the numbers are reported. This means that politicians do not get to ponder on whether the profession is growing or dying"*

> *"The employer is forgetting that the main deliverable of the DSD is the social work profession, if it dies, the targets will not be reached forever"*

"Professionals are now used as administrators to count the number of intakes done in a month. The targets are inappropriate. They are not aligned to the needs of clients and those of the profession. Social work is the core business of the DSD, it is the goose that lays the golden egg. Politicians think that anyone can do social work now that they have reduced us to clerks".

"Even if one has passion for the work, it is difficult to always fight against the system that wants to destroy the profession and hope to win"

6.3.2.4. Sub theme 2.4.   Inability to comply with the Children' Act, 2005 (Act No. 38 of 2005) and the White Paper for social welfare in South Africa (1997) due to the Planning and Reporting Framework

The respondents stated that the kind of reporting used in the DSD is reactive, and it is not aligned with the preventive goal of social work as enshrined in the Children's Act and the White Paper (1997). Social work in the democratic South Africa is supposed to be developmental and preventive in approach, while statutory intervention should be the last resort. In the South African developmental welfare model, the main role of social workers is the prevention and early intervention of social problems (Lombard and Wairire (2010).

The Children's Act is the main source of the therapeutic services that social workers provide. When the Department does not have systems and structures for the implementation of the Children's Act in place, the core business of social work services cannot be adequately delivered.

"The Department did not ensure that there was adequate budget to implement the Children's Act. This is the core business of social work and we always run into trouble because there is never enough resources to implement this Act. A case in point is the lack of supervisors to lead its implementation. Our Department did not invest time in properly costing the Act, in terms of money and human resources"

"Even where there are attempts at focusing on prevention, the nature of targets does not promote the delivery of preventive services and early intervention. These are targets such as number of vulnerable children reached through one or other campaign. Because the target is to reach a large number of clients, social workers can just arrive at a school and address a mass meeting of learners on a topic, and use the attendance register as proof that the target was reached. There is no longer interest in ensuring that the social work interventions have an impact. An attendance register is not a measure of impact".

"No one asks why the children who supposedly received the preventive trainings by social workers continue to abuse drugs and to offend again and again".

"This Planning and Reporting Framework will expose social workers to litigations and negative reporting to the SACSSP. We will lose our licences to practice as social workers one day. At least the typical client in the rural areas does not report poor service delivery to the Council, they just leave and approach an NGO instead or deal with their problems on their own. This is a ticking time bomb".

"The Planning and Reporting Framework is not geared towards impact measurement. Social work is no longer at the centre of the work of the DSD, but the narrow and skewed monitoring and evaluation is. Nobody ever asks us what we think about all these or what we feel about the death of our profession in Vhembe District. We would tell them".

"There is no longer real social work practice at the DSD. Developmental services is no longer mentioned because no one is interested in prevention and development anymore".

"It is disturbing when one considers that the main objective of expanding the field of social service professions to include categories such as auxiliary social worker; was to ensure that the social worker will have more time to do professional work. The auxiliary social worker was meant to relieve the social worker especially in terms of administrative burdens. Vhembe DSD has not appointed auxiliary social workers in a long time, or even to provide further training to the current ones".

Leadership is viewed as failing to prioritise the proper implementation of the Children's Act especially to urgently correct the problems of alignment between the Children's Act and other allied legislation such the Social Assistance Act 13 of 2004 (Social Assistance Act), and the Sexual Offences Act 32 of 2007 (Sexual Offences Act), and sections 27 and 28 of the Constitution

Service delivery to children and families must be seamless, otherwise these clients can fall through the cracks of social service provisioning. The respondents expressed concern that the national and provincial DSDs are failing to address the gaps in the Children's Act, particularly the fact that all the child care placements require a court order. The Child Care Act 74 of 1983 which was repealed and replaced by the Children's Act, 38 of 2005 used to allow social workers to administratively effect extensions of foster care placements, but the Children's Act requires the courts to issue orders for this purpose.

The court order requires many confirmatory documents such as the screening reports for the prospective foster parent/s in terms of the child protection registers of the Children's Act and the Sexual Offences Act, 32 of 2007. The registers are currently not up to date or aligned with each other, the screening information is not readily available. Magistrates do not grant the court order without such documents (Sibanda and Lombard, 2015).

The respondents said that the non-alignment of various pieces of legislation, and negative outcomes from legislative implementation, is an urgent cause that the DSD must take up.

> *"In the meantime, the child who reaches 18 years of age without an extension of the foster care grant, will not be eligible to the foster care grant money from the South Africa Social Security Agency (SASSA). SASSA rules and audit requirements do not allow the agency to give grants where the legal requirements and the extension orders have not been acquired. The requirement to make supporting documents available for the court orders has caused huge backlogs in the foster care system in particular, and as a result, our clients suffer, and their rights in terms of the Constitution are not met".*

The result of not acting quickly is that there will no longer be any numbers to report on during reporting time. There will no longer be any children placed in foster care in sufficient numbers to deal with the backlog and meet all the placement needs of children in need of care and protection. The underlying legislative framework has to work as intended.

6.3.3. Theme 3.   Perceived failure of the leadership of the DSD to plan properly and to implement government policies

The respondents view the leadership of the DSD as inappropriate in as far as they have failed to properly plan for the department. From the start of the new democratic South Africa, the DSD Limpopo and the Limpopo Department of Health were one Department until they were separated fully separated in 2012/2013 financial year.

The respondents were of the view that the separation of the DSD from the department of Health and Social Development was a positive impetus to set the department on a new path. The DSD is seen to be in a position to motivate for new posts, new infrastructure, and to conceptually define itself anew. The consensus among the respondents is that the DSD is using its new mandate to go off on a wrong path.

6.3.3.1. Sub-theme 3.1.   The impact of mass produced social workers in response to The Scarce Skill Policy Framework for the Public Service (2003) and the Recruitment and Retention Strategy for Social Work (2005)

When the social work profession was declared as a scarce and critical profession, the response of the South African government through the Department of Social Development nationally and provincially, was to fast track the training of new social workers. Funding was made available as a recruitment measure for more social workers to enter into the profession of social work.

The respondents indicated that the DSD did not ensure that there was proper planning to meet the needs of the mass produced social workers. There are real resource

constraints such as lack of office space where more than 5 social workers share one office.

No planning was done for organisation's transport facilities either. Access to transport is crucial for the work of a social worker to travel and conduct home visits, visits to monitor NGOs, travel to receive supervision from non-resident supervisors, attend workshops, meetings and children's court enquiries. Supervisors can also be stationed far away from the supervisees and without a government vehicle or a subsidised vehicle, the supervisor cannot travel to oversee the work of his/her supervisees. The lack of government vehicles could be alleviated with the car subsidy scheme but Department is reported to be failing to implement such a scheme.

The DSD is seen to have failed also in the area of provision of physical infrastructure. The DSD did not build offices, instead it prefers to share other departments' premises. The DSD did not make provision for furniture and other work tools such as printers, scanners, desktops, telephones, and mobile phones among others.

The respondents, especially the supervisees indicated that they are required to type their reports, but they are not provided with computers, printers and papers. They are also supposed to call clients to arrange for home visits and other practice imperatives, but they are not provided with office telephone lines, or mobile phone contracts.

The respondents complained that they are expected to subsidise the employer by buying their own laptops, memory sticks, paying for printing at internet cafes, and using their own cellular phones, airtime and data for email and other social media communication.

> *"some supervisees have stopped using their own resources to subsidise government, they no longer respond to official calls on their personal cellular phones"*

> *"The department is failing to do a proper swot analysis. Future social work scholarship intakes should be suspended until the resource backlog has been fully addressed in the Province. Recent groups of graduates were not absorbed to work so that they could repay the scholarship. Instead they were released from their scholarship obligations and*

told to seek employment elsewhere since the department was not ready to give them jobs. This is fruitless and wasteful expenditure!"

6.3.3.2. Sub theme 3.2.   Poor management of the social work recruitment scholarship by the DSD and the training providers.

The respondents, especially the supervisors expressed a certain helplessness regarding mass production of social workers from the recruitment scholarship. The general feeling of the supervisors is that the graduates are ill-prepared to work, even at an entry level of generalist competence.

The respondents said that DSD in Limpopo should have been more involved especially with the 2 local universities of Venda and Limpopo. This is participation in the form of memoranda of agreements to manage the training of the students. It should not have been business as usual.

Departments of social work at all universities in South Africa grew exponentially (Jansen and Cox, 2015; Simpson, 2015) and the respondents think that there was not always a corresponding deployment of resources at the universities to cope with rapidly increased numbers. The respondents believe that this may have compromised the quality of training that was received by the scholarship recruited graduates:

> *"Some people who are perhaps not suited for the profession of social work have now entered the profession because there was financial assistance. They are stuck in a profession that they do not like, and they have no compassion for clients as a result. If the universities and the local DSD had worked together on the training; the negative impact of the increased numbers and the unsuitable personalities would have been minimised. Now the supervisors are stuck with the new graduates' bad attitude and hatred for clients. As supervisors we are overwhelmed and we would prefer to supervise people that can hit the ground running with the right attitude."*

> *"Only the graduates with passion for the profession can succeed in this era of a skewed monitoring and evaluation based social work practice. Their success will be against great odds. Social workers that do not care, are likely to be damaged for good. New social workers must be more proactive, ask questions, read books, and take better*

responsibility for their own learning because nobody is interested to building anybody up".

Simpson (2015: 6) in concluding a research article on the threat of large classes to professional socialisation of social work students said the following:

"The Bachelor of Social Work degree is a professional qualification and as such is intended to prepare students to enter the profession of social work. The aim of social work education is to produce graduates who have strong sense of mission of social work, who identify with the fundamental values of social work, who are critical thinkers and self-reflective practitioners, and who are skilled at intervening at multiple levels (micro, mezzo and macro) to help people resolve problems and create a better society. This article has considered whether large classes pose a threat to the professional socialisation of social work students. It concludes that large classes do indeed impact negatively on student learning, both in the classroom and in the field. However, it acknowledges that efforts can be made to overcome some of the barriers that large classes present in respect of the professional development and socialisation of student. Despite this, the warning of Chapman and Ludlow (2010: 118) should be heeded that there is a danger that large classes may introduce a burden to learning that is just too difficult for students and lecturers to overcome, despite their best efforts".

Other quotes from the structured interviews with supervisors are as follows:

'the new social work graduates who are ill-prepared find themselves working in a workplace where social workers are clerks and are no longer required to use their professional skills. They would be lucky if they get placed in a generic setting where they will be required to process some of their cases through the courts. In those spaces, social workers are forced to operate with some professionalism because they have to work with other professionals such as medical doctors, magistrates, psychologists, prosecutors, defence lawyers and the police".

"Foster care/statutory services force one to do proper social work because the courts require the right kind of social work that is mentioned in the Children's Act. The court can order a parenting programme, meanwhile the child will be in the diversion programme. On their own, social workers are not prone to implement preventive services, they do so when forced by the courts pursuant to implementing legislation".

The apparent failure to manage the full implementation of the recruitment and retention strategy is a failure of change management by the leadership of the DSD (Reiss, 2012). The production of social workers in large numbers was a positive event for the two Limpopo Universities and the Limpopo DSD, this event could have been managed better, especially by the DSD.

6.3.3.3. Sub-theme 3.3.   Lack of staffing plans as a factor in the supply and utilisation of social work supervisors

The respondents indicated that the provision of supervision is uneven and non- existent at best. Although some social workers in the quantitative study reported being happy with the supervision received, a theme emerged in the qualitative study that access to supervision was curtailed. In some instances, the available supervisor is unable to supervise. Supervision is supposed to be an intervention to help supervisees use their caseload to learn and develop (Carrol, 2010; Reiss, 2012; McCalman, Paton and Siebert, 2015), but it would seem that supervisors at the DSD were struggling to supervise, mentor or coach the junior social workers.

Donnellan and Jack (2015) indicated that beginning social workers need to be protected from inadequate supervision when the supervisor fails to give feedback and fail to establish as safe supervisory environment. The junior social workers had concerns about the inadequate supervision that they received at Vhembe DSD:

"I know better than my supervisor. She struggles to supervise me. She does not know how to guide me. If I go and ask for guidance, I get a response like 'what do you think'. It

is very discouraging. My supervisor is not a volunteer supervisor, she is substantively appointed as a supervisor, but she can't supervise, period".

"Supervisors must know their stuff and not fumble. Our supervisors are not available to us when we need them. Most of the supervisors are acting, they are not real supervisors".

A supervisor who works at programme coordination level, explained this supervision gap as an outcome of the practice in the DSD Limpopo of not appointing social work supervisors. At the time of conducting this study, there were 13 (thirteen) appointed supervisors in Vhembe District to supervise more than three hundred and fifty supervisees.

To solve the problem of lack of supervisors, senior social workers were routinely requested to act as supervisors, but not being appointed or remunerated for the work. It is a gentleman's agreement in terms of which they volunteered to supervise others. These volunteer supervisors, feel disempowered. They tend to feel that the juniors do not take them seriously, the junior social workers influence each other against them, they play truant, and they became disrespectful.

The volunteer supervisor did not have the formal authority that comes with the title of an appointed supervisor. Volunteer supervisors were placed in a role conflict of having power without authority and they were being set up to fail (Leung, 2010). The supervisor needs to have enough delegated authority to perform the supervisory functions over supervisees (Kadushin and Harkness, 2014). Munson (1993: 41) listed expectations that a supervisee can have about his/her supervisor that: *"the supervisor is a master, able to guide learning by virtue of superior knowledge and skill, is able to transmit knowledge that integrates theory and practice…."*

6.3.3.4. Sub-theme 3.4.   Poor policy implementation as a factor in the supply and utilisation of social work supervisors.

The respondents said that the DSD is not implementing a 2009 Collective Agreement on job grading entered into between the employer and the various trade unions to which

DSD employees belong. This is the Resolution 1 of 2009 of the Public Health and Social Development Sectoral Bargaining Council.

The Collective Agreement provides for social workers to move into a higher job grades and higher salaries after at least 4 years of achieving above satisfactory performance rating. The main objective of the Collective Agreement is to implement social work Occupation Specific Dispensation (OSD) stimulus to ensure the retention of social workers by guaranteeing them a career path within social work. Healy *et al* (2009) in their study of high turnover of professional staff in child protection agencies, established that the existence of strategies for career pathways are useful for retention of staff.

For the stimulus to be implemented effectively, the Collective Agreement, requires that the employer must develop and implement a performance management and development system (PMDS). To this effect, social workers who have performed at a satisfactory level (fully effective) for 2 consecutive years qualify for a 3% salary increase to grow within their salary scales and grades.

Thus, OSD stimulus package works best if the PMDS is being implemented correctly. OSD also rewards experience because of its intention to retain the social work professionals. Respondents indicated that the DSD is failing them because these 2 policies were not implemented. Their non-implementation is the reason behind poor social work practice and poor supervision outcomes.

When the performance management outcomes for social workers are not implemented, the situation leads to social workers not moving up the ranks as envisaged by the OSD. This means that they do not move fast enough to reach the job grade levels for them to qualify as supervisors.

A social worker at job grade 2 is a supervisor by reason of seniority and the employer can place such a social worker in a supervisory post formally. A social worker at salary grade 2 can supervise social auxiliary workers and university students. A social worker at salary level 9 (that is, social worker job grade 3) can supervise other social workers. Due to the sluggish implementation of the 2 policies there is just not enough social workers coming through the system to take up the supervisory posts.

"Vhembe District is not suitable to supervise social work students based on the number of available supervisors. There is a serious violation of social work norms and standards which require that there must be supervisors in the system at all times, and those supervisors are not there."

The respondents also indicated that it is undesirable for the employer to advertise the posts of supervisors because some social workers who are able to express themselves at the interview can be appointed without the ability to do the job. The general view was that it would work out best to have the cohorts of supervisors appointed in terms of the PMDS and OSD principles in line with the Resolution 1 of 2009 of the Public Health and Social Development Sectoral Bargaining Council (Collective Agreement), that is, *'to pencil them in'* as it were, but this was not done.

The respondents in the structured interviews indicated that the Human Resources Management section of the DSD in Vhembe District has failed to implement the policies from the start and continue to fail to implement. This leads to great disadvantages for the social workers and negates the intention of the policy of providing a career path for social workers:

"the implementation of the OSD in Limpopo disadvantages people with long service to the Department. OSD was supposed to reward experience, but HRM has used the wrong salary translation keys and codes, and as a result social workers with more experience are earning the same salary as those with less experience and with novices"

6.3.3.5. Sub theme 3.5. Reactions of social workers to perceived poor leadership and management at the DSD Limpopo and Vhembe.

The respondents indicated that the failure to properly implement OSD and the PMDS has led to anger and frustration among the social workers regarding their conditions of service. The anger is said to have led to two labour strikes in 2016, refusal to use own resources for official purposes, volunteer supervisors stopped supervising, and the trust level between employer and employee was reported to be at its lowest.

"We are frustrated and confused because the category of probation social workers have been upgraded to next salary grades but those of us in generic social work have not been graded despite having met the requirements for job grading. We are disappointed because we have realised that the employer does not care about the HR problems of junior social workers".

"Even when the social workers try to ask for reasons why they are not upgraded when they qualify, they are not given answers. Even when they lodge grievances, there is no response. The idea of not being valued is causing us to be fatigued and losing interest in our work. There is a general feeling of burn out, anger and apathy among us junior social workers".

"Some of us have been stuck at the entry salary level for more than five years despite having complied with the PMDS policy and having met the required PMDS ratings. Other social workers have more than 2 salary level backlogs that still needs to be implemented. We do not know when the backlog salary increase will be implemented".

"No training is taking place in line with the PMDS policy. PMDS must be called PMS because there is no development taking place even if the developmental needs have been identified during performance evaluation. No development can take place in this situation of no budget for Transversal Services. We all have training needs that are social work practice related, but we do not get trained".

"In the 2014/15 performance year, there was no performance bonus for employees of the DSD who report to the District Director mainly because the Director has no understanding of social work issues. She is a mere primary school teacher".

"Our salaries are very low, and when we don't get the PMDS salary increases that are due to us, we will never earn decent salaries like those earned by the other allied helping professions such as occupational therapy and psychology. We are unhappy and frustrated with no job satisfaction".

Recognition of efforts and opportunities for growth and advancement can have positive influences on social service workers job satisfaction (Smith and Shields, 2013). This situation of frustration with their conditions of services, confirm the Social Exchange Theory (SET) principles on what it takes to make or break relationships (Blau, 1964). The respondents reported that they lost trust in the employer and feel detached from their work. The relationship was not mutually beneficial.

6.3.3.6. Sub-theme 3.6.   The impact of lack of supervision for all the levels of social work personnel of the Vhembe DSD

The respondents indicated that the new social workers were subjected to lack of supervision at the Vhembe DSD, while there is a perception that they did not get proper training at University.

> *"They do not understand the meaning of the social work relationship. They laugh at clients and they belittle clients. They are childish and immature".*

In turn, the newer entrants felt neglected. They find that supervisors are too concerned with the compilation of reports without perhaps ensuring that the correct inputs have gone into the report.

> *"our supervisors only care about submitting their fat reports to their bosses at the District office, they do not care about us or about the profession."*

The newer entrants prefer to have supervision sessions more frequently; every week or at least twice in a month as shown in the quantitative findings. The newer entrants had too many questions that are not answered. They felt that it is not fair to be blamed for the decline in the profession while no one was teaching them the correct things, no one was addressing their anxieties of watching their newly found profession disintegrate before they can even participate in it. What was also said about the junior social workers in the DSD at the time of the study, was that most of them qualified to be at consultation level of supervision, but they could not operate at that level. This gap was also established in the quantitative findings in chapter 5.

In an England study on the supervision experiences of various categories of social workers, it was found that more experienced social workers received less supervision. Overall level of supervision was limited and varied, but the newly qualified social workers appreciated the supervision received from their managers, and found it useful (Manthorpe, Moriarty, Hussein Stevens and Sharpe, 2015).

> "As new graduate professionals, we feel forgotten and unimportant. We want to be supervised to know more about our profession".

> "The other people that we graduated with, who are now working in other provinces, especially in private welfare organisations know more than us about the social work profession".

> "Those of us who are placed in health settings are envious of how the Department of Health takes better care of the nurses. Their things are better organised than ours".

Effective supervision produces motivated, confident employees who can be mentors and better peers to others in the organisation. Absent or poor quality supervision within organisations has been linked to new social workers' lack of confidence in their knowledge and skill development (Franklin, 2011; Healy *et al*, 2009). Under these conditions, new social workers struggle to formulate ideas about client development as well as change process (NASW: 2013).

The challenges of the new graduates who came through the social work recruitment scholarship are very complex and the respondents had attempted to describe them in the following paragraphs:

> "The new graduates get confused when they first enter the profession in that they find the workplace not at all amenable to accommodate their newly found social work knowledge. The workplace is very different from the knowledge that they have acquired; for example, they would have learned about the social work principles of individualisation, non-judgmental attitude, and confidentiality, but they get a shock of their lives when they have to share an office with 5 other social workers. When they have

to learn how to interview a client, they have to do so in the presence of all these other people with them and the client feeling uncomfortable".

The issue of shared offices should always be looked at from the point of view of the client's right to privacy above the fact that the social worker is bound to keep confidentiality. According to the SACSSP Guidelines (2007), the client's right to privacy consists of two rights; that is, the right against intrusion and the right to confidentiality. The respondents made further comments regarding the supervision needs of new graduates and junior social workers:

"The other issue that causes confusion to the new graduates is the Reporting Framework which requires reporting in terms of number and not in terms of process. The new graduates would have spent four years of training on how to implement the helping process for the 3 primary methods of social work, and would have studied about various models and theories of practice, but their new workplace is reducing their knowledge into a numerical target, and not a client. Couple this problem with the chronic lack of supervision, and you have a recipe for disaster for the new entrants into the profession"

The respondents in the study on foster care backlog by Ngwenya and Botha (2012: 217, 218) also said the following which can capture the nature of frustration that social workers and new graduates in particular can feel regarding the mechanical approach to their work:

"Helpless, you feel as if there is somebody behind you with a baton waiting for you to produce the number and we need to run in order not to be hit by that baton"; "I am busy managing problems to an extent that I'm failing to have contact with the people, to go to the real need because this is not the real need. I want to go to the people, work with the people, hear what the people stories are and help them to change their lives"; "I think with my experience in working in the social work field, it has changed my concept of what social workers are supposed to do. I don't see myself as a social worker, but an emergency worker now. To an extent I don't even enjoy the profession. If you try to be honest we're contradicting the code of ethics of social work".

Mother Theresa, a Roman Catholic Nun also made a comment regarding the futility of reporting performance based on numbers when she said:

"Never worry about numbers. Help one person at a time and always start with the person nearest to you"

The respondents gave more inputs regarding the challenges the new graduates and junior social workers experience as a result of the Reporting Framework and lack of supervision:

"When the new social work graduates enter the workplace characterised by the skewed understanding of monitoring and evaluation, they quickly learn that the client is not the primary focus at their workplace. They will even fabricate reports to be able to provide a report. They would lie about having visited clients when they didn't. The lack of vehicles further compounds the problem".

Supervision is an essential resource for social workers' professional competency and identity (Kadushin and Harkness, 2014); Poole, 2010; Hensely, 2002, Falender and Shafranske, 2008). With these and other outcomes, supervision gets validated as a sustainable ingredient of social work practice. When social workers do not get supervision, their professional growth cannot be guaranteed. Social workers expect to receive supervision at their workplaces to be able to cope with the uncertainties of practice and the use of discretion that characterises social work practice (Botha, 2002, Kadushin, 1985).

6.3.4. Theme 4.   The supervision needs of social workers in Vhembe District

There was a distinct nostalgic sense among the social workers who started working in the 1980s, 1990s and early 2000s that there is decline in the profession of social work in Vhembe DSD. They perceived that the newer job entrants lacked the basic suitability to be social workers, they lacked passion, and that they simply did not care. There is also a certain level of helplessness that the situation could not be helped, whether one

was an older or newer social worker. The fact that the head of the DSD in Vhembe District is a teacher by profession does not help the situation either.

"I am just waiting for my 60th birthday and I want to exit this place before I lose my mind. There are other older social workers like me who say that they want to stay until they reach 65 years and fight for the profession with the hope that by that time, the political influence and dominance on the profession will have ended, I just don't trust anything anymore".

"In the past there was money in the budgets to train and improve social workers knowledge and skills in professional development. We used to attend training in art therapy, play therapy, advanced clinical practice, family mediation, parent education programs, youth development work, child and family preservation services; but such money is not available anymore. There used to be a library, and budget to buy relevant literature, such budget and thinking is no longer there. One could even venture to do private clinical practice, but the current crop are not given a chance to learn the full range of skills and competences to cope in clinical practice. These things are doable, the situation is not hopeless. Maybe with time we can return to the glory days of social work practice in Vhembe District".

The majority of social workers are viewed as not able to execute the work of a social worker competently. This finding is an admission that supervision is not taking place, and if it is, it is not taking place at the correct level and it is not making any impact:

"Only 5% of social workers are fully competent. The supervisees are not given any motivation because they see their seniors not taking the profession seriously. The supervision framework prescribes that new social workers must receive direct structured sessions for three years. After prescribed three years of supervision, junior social workers are still not ready to be at consultation level."

"Their supervisors were also not properly supervised, so they are not able to impart any knowledge or training. Only the people who have passion are competent in their roles.

There are social workers with 4, 5 and even 10 years work experience who are not competent and who are not growing. When new social workers come they are forced to adopt the dysfunctional work habits and culture".

The younger social workers view the older ones as not being best suited to impart the knowledge due to discordant practice approaches and lack of proper induction into the new way of doing things. Their view is that both old and new social workers share similar struggles. However, the older social workers' view was that social work practice is about process and not about number targets. If they are not coping as supervisors, it is precisely because the wrong kind of social work is being practiced at the Vhembe DSD.

The situation of sharing office space with other social workers, the high ratio of supervisor to supervisee and lack of privacy for clients has the most detrimental effects on junior social workers.

"There is no supervision provided to us as junior social workers. We do not know what we are supposed to learn and from whom we are to learn it. But come reporting, our so-called supervisors will look for the reports from us".

There was an attempt at discrediting the older social workers who were not used to working within the new planning frameworks of Strategic Plans, APPs and Operational Plans. The language abilities of these social workers were also questioned. They are perceived as having supervision needs associated with change management:

"The workers who are in supervisory roles currently come from a culture of working, in an environment that does not promote teamwork, proper reporting and accountability. Such workers struggle to get used to the new organisation of work based on annual performance plans, operational plans and reporting timelines. They struggle to induct the new employees into the new organisation of work because they are also struggling with it".

"Although it is a fact that the language ability of the new graduates is poor, it is also a fact that senior social workers and some supervisors struggle with the English language. They struggle to use language to organise their thoughts to perform tasks such as assessment and development intervention plans, report writing and follow ups. Their ability to integrate theory into practice is very poor. How can they supervise others?"

Negative remarks were made about the graduates that entered practice through the social work recruitment scholarship in that they are viewed as being least prepared for practice regardless of the poor supervision practices of the workplace. Their supervision needs are described in the following descriptions:

"The attitude of the new graduate is unfortunate; they tend to see clients as problems. They do not care, they are not bothered. One can also not fault them, there is no proper supervision being provided to them from the side of the employer. One was just hoping that the Universities would have taught them the basics".

"The new graduates fail to properly think about the clients' problems and clients' needs. They think that they have to complete the whole helping process in one session. For example; when the client is an uncontrollable child, the social worker thinks that his/her role is to reprimand the child and close the file. This shows that they do not understand human behaviour theory".

In the Ngwenya and Blotha (2012: 218) study, this phenomenon of 'open and shut' cases was necessitated by the large backlog of cases. A respondent in that study commented on the consequences of the backlogs saying: *"the clients were reduced to numbers and not empowered. When the cases were finalised, the clients were not provided with proper supervision services or family counselling. This also influenced the relationship between social workers and clients."*

Another respondent in the Ngwenya and Botha study (2017:218) said that: *"we no longer mediate for our clients or advocate-like now I'm having a case of one child, this child was raped but the case is already opened and finalised, so I no longer have time to give counselling or refer*

the child to other professionals like psychologists, because I had to concentrate on the backlog.
She goes to court alone. I was supposed to be there sometimes to give her support but we don't
have time."

More supervision needs of the social workers that entered the profession through the
DSD recruitment scholarship scheme are described in the following paragraphs. It
appears that most of the challenges related to the ability of the social workers to
implement the helping process of social work:

"These junior social workers open and close all cases in one day regardless of the nature
of the facts of the case; grief counselling, or foster care. With a matter like a foster care
case; the social workers fail to recognise the need to assess the effect of major life
changes that the idea of such a placement can have on those involved. A case in point is
when a 69 year old grandmother has to take care of a 12 year old and a 15 year old
grandchildren. The social workers just assume that whoever brought the orphan to the
social worker's office is the prospective foster parent. This is a serious misinterpretation
of the Children's Act and the Constitutional principle of the best interest of the child in all
matters affecting a child".

"Our social workers can have a session with an HIV positive minor, but never see the
need to talk to the child' parents. Or even to have an idea to anticipate the existence of
other problems when a 15 year old presents with an HIV positive status and pregnant.
Even if they could establish that the minor's mother had her while the mother was also a
minor, it does not trigger the social worker to probe on issues of parenting and stages of
human development."

"The social workers' ill-preparedness and the lack of supervision is creating a crisis
situation for the profession of social work in Vhembe District".

Social workers are ethically and legally bound to handle issues of termination of
services with clients with care to avoid abandonment (Reamer, 2006). Termination of
the helping process should be used to consolidate learning and it can provide a

benchmark against which future problem solving can be done, thus, the social workers should not abandon their clients (Barker, 2003; Felton and Polowy, 2015).

Due to the lack of supervision across all the levels of social work in Vhembe DSD, the respondents indicated that the more senior social workers are also neglected in terms of their supervision needs, let alone their right to promotion.

> *"Consultation level social workers are not being supported since there is no one to consult with or to mentor them. It is possible for a social worker to be moved to consultation level after three years of direct structured supervision, without being ready to be at consultation level. The professional growth of such a social worker is doomed forever".*

The supervision needs of the consultation level supervisees can be provided as consultation, coaching, mentoring or supervision if the situation so demands (Engelbrecht, 2012; 2010a; Supervision Framework, 2012). The supervision needs of the new social work graduates were described in full under this theme as supervision needs. It is also a valid argument that when these apparently under-prepared graduates arrive at the Vhembe DSD, they are not guaranteed the supervision that they need to grow in the profession.

Chapman and Ludlow (2010) in their study of the impact of large classes on student outcomes, found that class attendance was positively associated with student learning. However, they also found that large classes can undermine positive inputs by both students and lecturers. Chapman and Ludlow (2010) argued that, while increasing class sizes, especially during times of increased education costs, presents a relatively seductive and easy way to save money, it may introduce a burden to learning that is difficult to overcome, despite the best efforts of both students and their lecturers.

> *"The new graduates behave like they never went to university for four years".*

> *"One gets the sense that these social workers have never written any work of their own. It is rumoured that at the University of Venda (Univen), students are made to write group assignments and group reports. And Univen does not bring social work students in*

levels 1, 2 and 3 for block practicum anymore. They only bring them when they are in their 4th and final year, and by then it is too late. These students cannot write a psychosocial report at all".

"It is true that group assignments are done at University, and there are those students who hide behind others and they never do their own work. They are just happy to add their name and student number to the list. The truth is that the lecturers never said that students must stop studying and rely on group work. Our classes were very big".

The social workers in Vhembe DSD were viewed as lacking in terms of the relevant theoretical approaches and general theoretical grounding to assist in the understanding of the client's situation. Therefore, theoretical approaches in social work and general grounding in social work body of knowledge was a supervision need that was identified.

"For the current social workers, the work is about hit and run, they are not steady, they "microwave" clients' problems, they cannot do assessments, they can't design development plans. Social work is not about giving out food parcels. They don't understand concepts such as post-traumatic stress disorder for rape cases for an example. They simply do not understand the impact of such traumatic events on clients. They do not see the need to refer an abused child to other allied professions such as general practitioners, psychologists and psychiatrists. They show no interest in collaborating with other professionals for the benefit of the client. They are not client-centred. They cannot do risk assessment to ensure that they have addressed all the clients' problems adequately".

"The new graduates from the recruitment scholarship cannot do an assessment using other relevant stakeholders such as the school that the child is attending to interact with teachers and other learners, they do not explore the grief that is leading the child to be placed in foster care. They do not have a system theory view of cases, they tend to be linear. They just want to complete the relevant form and be done with it. They exhibit

very limited listening skills and inability to probe to ensure that they understood everything".

"They are not grounded in social work body of knowledge, or in any body of knowledge for that matter. Example, in their assessments, where the assessment requires a comment on cultural background of a client, they write something like "Venda culture", when in fact they should be explaining how this Venda culture forms part of the client's social and psychological behavioural and feeling worldview".

"Where the assessment requires a comment on the religious aspect; the typical social worker writes that "the client goes to church every Sunday" and stops there. They do not realise that the issue is not church attendance but the belief system, rituals, and the worldview of the client".

"We have heard that the social work curriculum at the universities no longer prescribe that social work students must study psychology and sociology anymore. Psychology helps with the understanding of bio-psycho aspects of the clients' problems, whereas Sociology helps with an understanding of the social environment and social systems impacting on the clients' problem situation. A social work student who does not have training in these allied subjects, can struggle to perform the job of a social worker".

The relevant Government Gazette, in Regulation 2(1) thereof; on the packaging of the Social Work Bachelor's Degree provides as follows:

Regulation 2(1) of the Regulations regarding the registration of social workers made in terms of the Social Service Professions Act 110, 1978 (in Government Gazette No 34020, Government notice No. R.101, published on 18 February 2011) provide in (a) (i) (ii), (iii), (b) that:

> *"The following qualifications are prescribed for the purpose of section 17(1) of the Act:*
> a) *a qualification obtained at a provider in the RSA where the applicant was enrolled for the qualification before 1 January 2007 that included-*
> > (i)   *at least four year courses in the subject Social Work, one year of which may be completed on post-graduate level;*

(ii)   a second major subject consisting of at least three year-course in any subject in human or economic sciences;

(iii)   a third subject consisting of at least two year courses in any subject in the human or economic sciences, which does not include the subject referred to in subparagraph (ii); or

a qualification obtained at a provider in the RSA before 1 January 1987 where the training in Social Work extended over three years that included at least three year-courses in Social Work plus at least three year courses in Sociology and at least two year courses in Psychology, or at least three year courses in Psychology and at least two year-courses in Sociology: Provided that a qualification referred to in this paragraph will be recognized only if the holder enrolled or was enrolled for such qualification at any such provider not later that the beginning of the 1984 academic year, and subsequently satisfied all the requirements for such qualification, or…….."

From the interviews with the respondents, one got a distinct sense that most of the supervision needs were in areas of clinical practice, or just the basics of being a social worker within child and family welfare practice. De Jager (2013; 475) found similar problems of failure by new social workers to implement the Children's Act:

"When a magistrate orders concepts like therapeutic parenting programme for youth in conflict with the law, the social workers do not know what it means. This means that the Children's Act concepts such as family preservation are not known by most recent social workers graduates".

"The Children's Act provides a training tool for psychosocial assessment and intervention in a procedure called broad risk assessment. This is a very important tool but it is not being used. The Children's Act forces one to be a professional and supports the idea of specialisation. Even if a student did not major in Sociology and Psychology, I do not understand why they do not read the Act and ensure that they know what the right thing to do is".

"Most social workers, junior or senior, cannot make any meaningful impact on anybody's life. It is better for clients to just approach NGOs for some humane assistance".

"Some of the social workers, possibly those who majored in Anthropology are obsessed with witchcraft and spirit possession. For instance, if they deal with a child who acts out because there was a traumatic event in the child's life, the social workers do not assess

correctly, but they ascribe the acting out behaviour to demonic possession. Some would even offer to take the child to the "fire" churches to be exorcised. This shows that they have no understanding of psychopathology,…. simply unable to see the complexity and simplicity in a case and they have no sense of urgency".

"Most social workers who continue to do postgraduate degrees, do so in other fields other than in social work. There are a couple of Masters Degrees in Public Health and Rural Development. This could be an indication that social workers are not well grounded in the content of social work to be able to succeed in postgraduate studies"

Report writing was indicated as another area of supervision need, especially when reports had to be presented to outside stakeholders such as the courts. Joubert and Van Wyk (2014) also found a similar trend in their study on forensic social work and the criminal justice system in South Africa.

"The poor reports presented in the courts are a great concern, especially the presentencing reports for criminal cases. Judges find the reports unhelpful when sentencing the accused. It is very difficult to canalise some of the reports and one would be forced to re-write them".

"The reports that are destined for the courts are of such poor quality, that they always have to be re-done. Supervisors do not read or help the supervisees with such reports because even the supervisors have serious challenges of language and conceptualisation. This problem gets compounded when one considers that there are only 13 formally appointed supervisors".

The social work profession is viewed as declining in Vhembe DSD due to lack of supervision.

"After supervisors realised the poor ability to integrate theory and practice among social workers, various forms were designed to help structure the thought process of the workers. The forms should assist to focus the social worker's mind and actions on tasks such as data collection, assessment and intervention. Now the opposite effect has

resulted. Junior social workers and even some senior ones no longer have a sense of the client. They see their work as being the form that needs to be completed. It is also a double-edged sword because their work will not count if the form is not completed in full. An incomplete form is returned to the worker at reporting time".

"As a junior social worker, I feel lost in this situation. Most of us do not even have time to study the non-verbal communication of our clients and to maintain eye contact because we fear not completing the assessment forms fully".

"The ideal situation is for me as a junior social worker to sit in the same office with my supervisor so that I learn from him or her. This does not happen, instead we are packed in one office, all of us being juniors with no supervisor".

"There is poor understanding of what social work is about. The forms which were supposed to help structure the social workers' thoughts are now problematic. The social workers do not think beyond the form".

"Anyone else who might take over a client's file from our social workers, will not be able to know anything about the client based on the notes of a typical social worker in Vhembe District. They can't think laterally, they are not sharp and precise, and they have too many knowledge and conceptual gaps. What is most painful is that they do not seem bothered. A typical social worker is less likely to ask for help. It is only a rare and few who are passionate about their profession who will prevail"

The social workers need to be inducted into the body of knowledge of the profession, into the policy framework and various theoretical basis for the profession (Mag, 2016). Without such grounding, the social workers will fail to appreciate their various roles within the helping situation as facilitators, gatekeepers, advocate, manager and risk assessor (Moriarty *et al*, 2015)

6.3.4.5. Theme 5.   Suggestions on how to address the Social Work Supervision Challenges in Vhembe District

The respondents' view on what needed to be done to address the supervision challenges of Vhembe DSD was that social work supervision cannot exist if social work itself does not exist. The marginalisation of social work needed to be dealt with. The goal of any intervention must be to revive the profession structurally and organisationally first (Kim and Mauborgne, 2009), then the people, systems and processes can then align accordingly (Kaplan and Norton, 2005).

In strategic thinking, the mission and vision of an organisation define the goals, objectives and budgets. From there, the people (organisational structure), the processes, systems and structures will follow and align themselves to the vision, mission, goals, objectives and budgets (Popejoy, 2006). Effective and ethical working environments are required to ensure alignment of organisational and social work objectives, protect the interests of the service users and to promote good standards or practice and quality services (IFSW, 2012).

The strategic plan, operational plan of the DSD were analysed in terms of the above mentioned strategic map. The findings are that the support functions are more bloated than the core business of the DSD. All of them depend on the work done by social workers, but social work has no space in the organisational structure. The respondents indicated that the non-prioritisation of social work was the root cause of the whole problem of the non-compliant supervision practices.

The specific proposals given by the respondents were:

> *"Social work profession must get more prominence in the strategic planning documents of the Department. It should feature in both the Annual Performance Plan and in the Operational Plan. Social Work is the core business of the DSD and that should be clear in the planning and budgeting".*

> *"The District organisational structure needs to be changed to give more prominence to the social work profession and Transversal Services programme. The Vhembe DSD organisational structure should replicate the one maintained at head office to alleviate the problems in the short term. At head office there are more social work managers at*

deputy director level whereas at Vhembe DSD there is only one social work manager
who must oversee all the social work programmes, and this is not working"

"There must also be better investment in the right and effective leadership".

Job grading is regulated by a collective agreement to ensure the implementation of OSD and career paths for social worker. The Department violates the agreement every time it fails to upgrade a social worker who has met the requirements. It is also incumbent upon the employer to ensure that the social workers comply with the agreement, Non-compliance can lead to loss their benefits if the social workers delay to enforce their rights in terms of the collective agreement. The employer can raise the defence of prescription if the social workers delay for more than three years to claim an outstanding job grading promotions and benefits.

"There must be proper implementation of all the policies, starting with the HRM ones of
PMDS,   OSD, job grading, norms and standards for social work".

"A different route other than advertisement must be used to appoint supervisors, rather
grade them and appoint them as supervisors. Appointment using adverts is problematic
because those social workers who are able to express themselves in English but may not be
knowledgeable in terms of job content may be appointed but will not able to do the job.
Social work seniority is very important, it is not so much how brilliant a speaker a person is,
it is the experience on the job that must count more".

The respondents indicated that the DSD needed to improve on policy implementation to be successful in its mandate:

"Supervision policy frameworks must be enforced. Secondment of supervisors who are not
formally appointed must stop because such persons are deployed contrary to the applicable
human resources policy".

"Social work planning must be reoriented to focus on impact and quality. The employer must
appoint social workers into senior positions and those senior social workers who provide the

core business must be the managers of the district, and stop the appointment of other professionals such as educators to supervise social workers".

The respondents saw the urgent need to prioritise human resource development with particular reference to social work skills training (Bradley and Kottler, 2001):

"Strategic partnerships must be established with stakeholders such as Universities to work on issues of mutual interest such as the curriculum, and student training".

"We need to start re-teaching the graduates on the social work content in in-service training contexts. These trainings of social workers must address the challenges found in practice. We will have to focus on basic social work, psychology and sociology, full psychosocial assessment including risk assessment and self-awareness otherwise the profession will die in Vhembe DSD".

"Department must assist the supervisors to keep abreast of developments in social work profession. There must be a strong development and training culture with a view to make the DSD a learning organisation. Educational supervision must be increased because this is where social workers learn what social work is all about".

"The Department must invest in taking social workers for further studies in courses that can help them to do the work, such as Victim Impact Assessment, Medico Legal Investigation and Reporting, Child and Family Welfare. These courses and related others will help with the poor thinking that is characteristic of the social workers in Vhembe District. A focused training programme will assist in giving social workers good grounding in social work so that they can stop doing post graduate studies in other disciplines other than social work".

This study found real supervision challenges in Vhembe DSD. Bradley *et al* (2010); Thomas (2015); Thomas (2010); Boulianne, Luarin, and Firket (2013) re-emphasised the reason why supervision is needed in social work. Supervision is at the backbone of service development; caseload management, decision making and professional development among others. Effective supervision is a significant contributor to strong service delivery teams (Maidment and Beddoe, 2012; Gray *et al* (2010). The effort to

bring back the right supervision culture will be a welcome initiative for the survival of the social work profession in Vhembe DSD.

6.4. SUMMARY OF THE QUALITATIVE FINDINGS AND CONCLUSION

Chapter 6 focused on the presentation of qualitative findings and five themes were generated from the data. It was revealed that the supervision function was not being executed in line with the policy frameworks. The main sources of this state of affairs was that social work itself was not being practiced in line with its prescribed norms.

The DSD's focus had shifted to output rather than process issues in social work. Social work profession was reduced to the job of a clerk, of counting the number of files opened and closed. Social work supervision is not geared to this kind of focus, and it would explain why the DSD is not investing in the appointment of social work supervisors.

The impact of managerialism had led to a situation where the needs of social workers and those of DSD are not mutual. The DSD was not investing in their relationship, and a one way relationship where the DSD takes from social workers had resulted. The situation was desperate and it was causing confusion to both junior and senior social workers alike.

Managerialism in public management is premised on the philosophy that any manager can manage the execution of any function within an organisation, but in Vhembe DSD, the non-social work manager was failing to protect the integrity of the social work profession. The leadership of the non-social work manager was viewed as failing to promote the interests of social workers and of their profession.

The qualitative findings of this study have shown that the use of market techniques that emphasise results/outputs rather than process and impact, was causing various organisational challenges in Vhembe District. Social workers felt that their profession had become deformed due to the focus on management of services rather than providing the services (Kirkpatrick, 2016; Abramowitz, 2012). Even the new social work

graduates were not getting the full experience of social work practice due to managerialism.

Due to the neoliberal managerialist approaches that had infiltrated the practice of social, supervisors in Vhembe District were, as a consequence, not encouraged to see their role in terms of education and skills transfer; they rather focused more on coordinating the collection of information on performance targets from their supervisees. Social work supervisors in Vhembe District experienced as irrelevant, spending time teaching, and supporting their supervisees on the social work concepts such as 'treating the client with respect, individualisation, client empowerment, and social work relationship'. This is because the "number of files opened or finalised" is what will be rewarded during reporting and performance evaluation.

Egan (2012) pointed out that the nature and organisational climate in any workplace has a major influence on the effectiveness of supervision and learning in the organisation (Widbin, 2013). In Vhembe District, the professional space to practice social work had become diminished, and as such the practice of supervision had also become limited in scope as social workers moved into the role of case managers.

Managerialism within social work, makes the clients means to ends and not ends in themselves (Trevithick, 2014). This contradiction had shaped the practice of social work and social work supervision in Vhembe District, resulting in social workers viewing their role as one of chasing the performance targets in terms of numbers. The primary aim is no longer to be proficient in executing social work tasks using the social work body of knowledge and processes.

The organisational challenges experienced in Vhembe DSD ranged from professional frustration of social workers, to potential failure to retain skilled social workers in the workforce (Baginsky, 2013; Reiss, 2012). Some older social workers in this study expressed a wish to retire early due to work related frustrations. The new social workers get inducted into a type of deformed social work practice which differs from what they would have learned during their university training (Rogowsky, 2011). The new social

work graduates were reported to struggle to find their feet at their new workplaces at Vhembe DSD which require them to achieve number targets, and not the process or impact targets. De Jager's (2013; 482) found that new social workers could identify the differences between university acquired knowledge, and the requirements of practice, and thus their unpreparedness to settle into entry level social work practice.

The organisation was also viewed as not being geared to ensure compliance with other relevant policy frameworks such as; human resources management, job evaluation, performance management, and infrastructure provisioning. The situation was viewed as a crisis that can lead to the death of the social work profession.

The social workers were operating at a loss in their relationship with DSD. No one was taking stock of what the work environment of social workers at DSD was costing them personally and professionally. There were reports of social workers who had to use their own personal resources to be able to do the work of the employer. The reports further indicated that those social workers decided to stop using their own personal resources in protest, and not because the employer made those resources available.

Junior social workers seemed to be struggling with dealing with emotionally charged and sensitive client situations without the support of a caring and knowledgeable supervisor. They did not seem to have supportive supervision environments to rely on. Inadequate supervision due to the lack of required expertise, can lead junior social workers to feel alone and insecure in the execution of their professional work (Smith and Shields, 2013). Good supervision can mediate the effects of the demand of working in high-risk and emotionally charged environments (Clare, 1988).

The supervision needs and expectations of social workers cover the whole spectrum of; the need to appoint supervisors, to train them, to focus on the educational aspects of supervision, to have a stronger in-service training focus, to have relevant and frequent supervision, to have access to work tools and adequate office space and to deal with other organisational development requirements. The lack of work tools also had the effect of reducing the work output, which in turn negatively affected the PMDS review for purposes of OSD implementation.

These supervision needs should have been met in the normal course of business within the DSD, but this was not the case. The Vhembe DSD failed to provide the basic rights of the social workers to professional growth. The respondents lamented the fact that they were professionally behind their peers who are employed in other provinces where the employers were more efficient that the Vhembe DSD. At the same time, Vhembe DSD lost competitive advantage when compared to other employers such as the NGOs. The respondents viewed NGOs more favourably than their own employer. Thus, there was also a cost for the DSD related to its failure to deliver both on its constitutional mandate and in terms of the electoral promise. It was a situation of negative reciprocity. The social workers could not operate optimally and the DSD could not fully achieve its goals.

Lambley (2013) made an input on the role that supervision can play in an environment like Vhembe DSD that the primary functions of supervision are; administrative case management, reflecting on and learning from practice, professional development, and mediation in which the supervisors act as a bridge between the individual staff member and the organisation they work for. Organisations are likely to succeed by having workers who are, knowledgeable, skilful, clear about their roles, and who are assisted in their work with proper advise and emotional support by their supervisors (Lambley, 2013).

CHAPTER 7:   DISCUSSION AND IMPLICATIONS OF THE RESEARCH FINDINGS

7.1. INTRODUCTION

Chapters 5 and 6 presented two sets of findings in the form of quantitative and qualitative data respectively. Chapter 7 focuses on the discussion and implications of these research findings on the study topic: "The supervision expectations of social workers in Vhembe District of Limpopo Province".

Only social workers who were employed in the Vhembe District Department of Social Development (Vhembe DSD) participated in the study, and those employed by the Non-Governmental Organisations were excluded. Data was collected through surveys, structured interviews, and document study of the planning frameworks of the DSD. Large data sets were gathered, presented and analysed using quantitative and qualitative methods. Tables, frequency counts, a few regression analyses, and thematic presentations were used in the analyses and interpretation of the data covering a wide spectrum of supervision experiences and expectations.

7.2. DISCUSSION OF THE FINDINGS

The aim of this study was to describe the supervision expectations of social workers in Vhembe District of Limpopo Province. The research objectives were:

(a) To describe the supervision expectations of social workers in relation to literature on social work supervision;

(b) To ascertain the experiences, practices, and supervision expectations of social workers in Vhembe District as follows:

- by exploring and describing the social worker's perceptions of their current supervision experiences;
- by describing the expectations of the social workers' regarding the ideal supervisory practices and experiences

(c) To describe the relationships between demographic variables and the indeterminate perceptions of social workers of their supervision experiences and expectations;

(d) To make recommendations on the performance of the supervision function by developing a model of social work supervision for Vhembe District.

7.2.1. Discussion of Findings on the Current Supervision Experiences

It was shown in chapter 5 and 6 that the organisation of DSD Vhembe is not geared to support the practice of social work and the provision of supervision. The situation can be characterised as one of chaos and crisis. There were only thirteen (13) appointed supervisors at the time of conducting this study. There were more than three hundred and fifty social workers to the thirteen supervisors. The posts of supervisors were not being filled partly because the pipeline processes of OSD and PMDS for such appointments were not being implemented sufficiently, and partly because the leadership function was poorly executed. This situation is a deviation from the norms and standards for social work and for social work supervision.

Lynch *et al* (2011), and Min (2012) indicated that supervision is critical in the helping professions and it is indispensable key to accountability and it is instrumental to the future development of helping professions. The ratio of supervisor to supervisee in Vhembe DSD was much higher than the prescribed 1:6 for supervisors who have other managerial functions, and 1:10 for supervisors whose sole function is to supervise others, and lastly 1:15 for social workers at consultation levels.

The socio-demographics described in the following Table below, analysed as Table 2 in chapter 5 are at the heart of the supervision expectations of social workers in Vhembe District. The table looks at the rank of the social workers and the period of their work experience in years.

Table 2.   (repeated here for emphasis): Rank of social workers and their work experience

Respondents' work experience	Rank of respondents											
	Social work graduate on internship		Social Worker		Senior Social worker and appointed as Supervisor		Senior Social worker and not appointed to act as Supervisor		Senior Social worker seconded as supervisor		Grand Total	
	N	%	N	%	N	%	N	%	N	%	N	%
3 years or less	5	2.4	5	2.4		0.0		0.0		0.0	10	4.9
3+ to 6 years		0.0	97	47.3	1	0.5	1	0.5		0.0	99	48.3
6+ to 15 years		0.0	33	16.1	6	2.9	22	10.7	11	5.4	72	35.1
15+ to 20 years		0.0	1	0.5	2	1.0	6	2.9	4	2.0	13	6.3
21+ years		0.0		0.0	2	1.0	6	2.9	3	1.5	11	5.4
Grand Total	**5**	**2.4**	**136**	**66.3**	**11**	**5.4**	**35**	**17.1**	**18**	**8.8**	**205**	**100.0**

Table 2 above showed that too few supervisors were appointed. Only eleven (11, 5%) out of the two hundred and five (205, 100%) respondents were substantively appointed as supervisors. From the qualitative interviews it was established that those who were acting as supervisors were actually volunteering and they were not being remunerated for their services. There was also a finding that these 'supervisors' did not enjoy the necessary authority of a properly appointed supervisor. Literature has shown that there must always be a sufficient number of social work supervisors available at the right level of skill, authority and competence (Bol Deng, 2013; Egan, 2012) for a successful outcome to be realised.

The majority of respondents were congregated at the rank of 'social worker' (136, 66 %). Only five (5) out of these respondents had work experience of three years and less,

and a total of fifty three (53) senior social workers had no corresponding growth in rank especially for purposes of OSD. Those social workers continued to stagnate in low salaries with no prospects of growth unless the OSD was implemented. The regression measures for the rank and work experience confirmed that social work rank is not determined by length of work experience. The intention of the OSD is that the length of work experience should always lead to growth in rank, but this was not the case at the Vhembe DSD.

Even if the OSD was implemented and the backlogs addressed, there would still be a professional crisis that the newly up-graded social workers would not have received adequate supervision to become supervisors themselves. The situation of having only 13 supervisors is likely to have lasting negative impact on the practice of social work within the Vhembe DSD. Ndzuta (2009) in a study of the experiences of social work supervisors as first-line managers in a welfare organisation found that if the social workers were promoted before they had matured into the supervisory roles, such social workers struggled in their new role. This finding shows that good supervisors are those that have mastered the job of a social worker, and they have also been inducted into the managerial and supervisory responsibilities (Ndzuta, 2009). The developmental and professional growth of supervisors and supervisees is an important factor to ensure that an organisation has sufficient supply of competent supervisors available at all times (Stoltenberg and Delworth, 1987; Kaufman and Schwartz, 2003).

The arrangement of making senior social workers act without formal appointment is in violation of section 195 of the Constitution. The principles of efficiency and development are violated when the DSD does not budget for and create posts of supervisors, and appoint supervisors. The government policies of OSD and PMDS; and the Collective Agreement on job grading also get violated. In terms of the Collective Agreement, social workers must be performance assessed through the PMDS to achieve the required growth to the next salary grade. It is also incumbent upon the employer in pursuance of the goals of a developmental State to ensure that employees comply with policies. A legal liability based on undue enrichment can also be brought against the DSD by the

affected 'supervisors', and the DSD would not have any valid defence, except probably the defence of prescription of claims brought three years after such claims arose.

The social work profession cannot survive without the rank of senior social workers who are supervisors (Mak, 2013; Dirgeliene, 2016). This rank is required within the Vhembe DSD for the implementation of all the policy frameworks of government related to social work practice. These are policy frameworks such as the norms and standards for social work, the supervision framework, occupation specific dispensation for social workers, and performance management and development system.

The qualitative interviews revealed that the failure to progress social workers up the ranks was caused by two things in Vhembe DSD;

- the appointed head of the district who is not a social worker, and
- the Planning and Reporting Framework for social work services.

The Planning and Reporting Framework is mainly a function of the neoliberal managerialist approaches that have influenced the profession of social work and changed its focus (Spolander and Martin, 2015). Haly (2010) commented on the introduction of neoliberalism in the welfare sector of the United Kingdom showing how the detrimental structural adjustments of the social work functions can come about. Specialist jobs got eliminated, new jobs with a broader range of responsibilities were brought in. This resulted in fewer administrative support roles and fewer supervisors' posts. It is conceivable, like the situation that prevails in the Vhembe DSD, that a generalist manager could be brought in to manage a combination of social work functions, and other functions such as corporate services, finance and human resources.

When the negative effects of the Reporting Framework are not mitigated against from the top by a manager who understands the social work profession, this could lead to further disintegration of the social work profession. The disintegration caused by the deploying of non-social work manager was experienced as a detriment to the profession of social work at Vhembe DSD.

The respondents felt that a social work manager should have been in charge of the delivery of social work services in Vhembe DSD. Such a manager's knowledge of the profession would lead to better advocacy for social work imperatives, and thus limit the purely managerialist nature of social work provisioning in Vhembe DSD. The practice which allows non-social work managers to manage the delivery of social work services was not producing the desired results in Vhembe DSD.

The Planning and Reporting Framework had reduced the whole Vhembe DSD organisation to align itself to chase numbers. Thus, the need to focus on process, impact and quality of the services was not prioritised (Haly, 2010). When social workers focus on documenting the number of people served as the primary objective, they do not comply with the requirement to terminate services with clients in line with the legal and social work practice standards (Barker, 2003). They are bound to terminate services abruptly in order to move on to the next case, thus exposing themselves and the organisation to legal risks (Reamer, 2006).

Social work by its definition and nature, is about process, impact, quality and exercise of discretion (Children's Act, 2005). These goals are realised within a learning environment in a supportive supervisory relationship (Manthorpe *et al*, 2015; Manthorpe *et al*, 2013; Openshaw, 2012, Alpaslan and Schenck, 2012). Within the context of Vhembe DSD of lack of proper leadership and a misaligned Planning and Reporting Framework, the need to have social work supervisors appointed could not be realised. As a result, the supervisors were not being appointed at Vhembe DSD.

The qualitative findings revealed that the social work function was not given the necessary prominence in the organisational structures of both the Vhembe DSD and the Provincial DSD. The tendency was to resource the support functions better than social work despite social work services being the core deliverable of the DSD. Respondents also identified a misalignment between the vision and mission of the DSD and the marginalisation of social work. Social work was supposed to drive the achievement of a self-reliant society of Limpopo Province as mentioned in the vision statement of the DSD. Not enough social work supervisors were appointed to drive such a service delivery mandate. The programmes in terms of which the goals of the DSD could be

achieved were not properly financially resourced and this limited the possibility of any success in achieving the vision and mission of the DSD.

In giving suggestions for effective supervision in Vhembe DSD for the improvement of the social work profession, seventy three (73, 35.6%) respondents indicated that only persons who qualify to register with the SACSSP should be appointed to deal with social work issues and to manage social workers. Engelbrecht (2015:315) concluded on the issue of non-social work managers managing social workers that social work management and general management are fundamentally different. Social work management involves the management of professionals with a specific knowledge, skill and value base in contrast to general management of a mixed professional and a non-professional workforce. In Vhembe DSD, the management of social workers by non-social work managers was experienced as having failed.

The main problem in DSD Vhembe is not that the social workers did not know what needed to be done by them as social workers. The problem was that the organisation had shifted to a space where it was impossible to practice social work. Without the correct practice of social work, the supervision function was also negatively affected.

The regression measurement (F=0.21) to the finding on the frequency of formal supervision showed that there was no relationship between work experience and frequency of access to supervision. This means that there was no difference between social workers with less work experience and those with more work experience in terms of their access to supervision. Social workers with less work experience should ideally get more frequent and direct supervision because their need to be formed into professional social workers is most urgent (Supervision Framework, 2012; Norms and Standards, 2011).

Although there was no significant relationship between work experience and frequency of informal supervision (F= 0.83), the actual responses of the respondents showed that more supervision took place informally (151) than formally (125). Supervision that is provided informally is not standardised and it may not comply with the norms. Such

supervision may also be harmful to the organisation due to its lack of accountability (Supervision Framework, 2012, Kadushin and Harkness, 2014).

When individual supervision, group and peer consultation were compared; individual supervision was still the most practiced method of providing supervision for the respondents. Respondents also indicated that they learned the most about social work from individual supervision. This shows the indispensable importance of individual supervision for a social worker (Godden, 2012; Kadushin and Harkness, 2014).

In the quantitative survey, on the question about the value of supervision for the clients, respondents indicated that the supervision received either had a minimal impact on client satisfaction or they simply did not know if there was any relationship between the supervision received and client satisfaction. This shows that clients of social workers were simply means to ends, they are most likely never asked to give feedback on the services received. Without access to properly inducted social workers, the needs of clients also risk being compromised. This finding shows that there was a violation of section 195 of the Constitution from which the Bathopele (people first) principles are derived. One such principle is for the provider of a service to ask for feedback on how the service was received, and how it can be improved.

Asking for feedback goes to the heart of the values that underpin the social work relationship, that is, the client's right to respect and dignity (Compton and Galaway, 1999; Hepworth and Larsen, 1993). The founding Constitutional values are human dignity, human rights, freedom and equality before the law. When clients are not asked how they were impacted by the services rendered by social workers, these Constitutional values are not given due regard.

The qualitative findings showed that some social workers, especially junior ones, had challenges with implementing the helping process. This potentially means that such social workers could 'open and shut' cases prematurely without having fully ventilated all the problems that their client brought to them.

The findings also showed that respondents were not able to work independently based on the supervision received (F=8.28), or to have high confidence in their own

professional identity (F=3.36). Lack of supervision was significantly related to the state of needing coaching and teaching on how the work must be done (F=22.67). These findings confirmed that access to quality supervision is a factor in the achievement of higher levels of supervisory development (Stoltenberg and Delworth, 1987). The respondents in this study were not assured of similar developmental environments, such that supervisees who had the same number of years' of work experience did not report the same levels of professional development. This finding could be explained by the fact that there were only thirteen (13) social work supervisors formally appointed as such.

The respondents in this study, in both the quantitative and qualitative findings, complained more about their own conditions of service than about the nature of service that must be rendered to clients. The poor conditions of services and the resource constraints made the respondents to come across as if they operate at the first level of Maslow's hierarchy of needs, in a professional development sense.

According to Mcleod (2016) Maslow's hierarchy of needs is a motivational theory in psychology comprising a five tier model of human needs, often depicted as hierarchical levels within a pyramid. Maslow (1943) stated that people are motivated to achieve certain needs and that some needs take precedence over others (Burton, 2012, Business Dictionary, 2017). The most basic need is for physical survival and once this level is fulfilled, the next level of needs can then be activated to motivate new behaviour (McLeod, 2016).

The five stage model can be divided into deficiency needs and growth needs. The first four levels are known as deficiency needs (physiological, safety, belonging and love needs, esteem needs) and the top level (self-actualisation) is known as growth or being needs. Behaviour at the growth needs level is not driven by deficiencies but by one's desire for personal growth and the need to become all the things that a person is capable of becoming (Burton, 2012).

The deficiency needs motivate people when they are unmet and the need to fulfil them becomes stronger when they remain unmet. One must satisfy lower level deficit needs

before progressing on to meet higher level needs. Every person is capable and has the desire to move up the hierarchy toward self-actualisation. Progress is often disrupted by failure to meet lower level needs (Jones, 2017; McLeod, 2016). People may go back and forth between different levels and types of needs due to disruptions that can happen in their lives.

The respondents in this study seemed to be stuck at the lower levels of survival needs where they had to fight for their job grades, salaries, rank seniority, office accommodation and work tools. Too much preoccupation with such matters can limit one's ability to focus on one professional growth, and on clients' needs (Jones, 2017; Mcleod, 2016). The low motivation can lead to low job satisfaction for the affected workers (Kian, Yusoff, Rajah, 2014; Farmer, 2011). Tanner (2017) pointed out that it is normal for entry level workers to be concerned with physiological needs such as adequate wages and stable income, security benefits and safe work environment. It is not normal for employees with more years of work experience to continue to be concerned with lower order needs. The employer should address such needs in the normal course. Tanner (2017) further confirmed the SET position in stating that if employees are not informed about operational matters and future plans of the employer, they often feel like organisational outsiders and disengage emotionally from the employer, and become angry from the perceived rejection.

7.2.2. **Discussion and Implications of Findings on Supervision Expectations/ Needs of social workers**

All the findings where the respondents' usual experiences represent a deviation from the norm, are an indication of supervision needs of the social workers. The fact that the work experience of social workers does not determine their rank in terms of seniority has already been shown that it is a serious supervision need. Rank and experience were also shown to not determine the salaries of the respondents. The main reason for this finding was that the Vhembe DSD, and DSD Provincially were not implementing the Collective Agreement on job grading, and thus not implementing the PMDS and the

OSD for social workers. This state of affairs led to too few social workers rising to the ranks of social work supervisors, and also receiving their due salary. Because the OSD and PMDS are national programmes, it is possible that social workers in Provinces that are implementing these incentive programmes, were occupying more senior ranks and earning higher salaries than those earned in Vhembe DSD. The implication of this non-compliance by the leadership of the DSD in Limpopo Province, had the effect of meting out unequal treatment before the law for Vhembe DSD social workers in violation of section 9 of the South African Constitution (Constitution Act, 108 of 1996).

It was shown in Chapter 5 that social workers are more likely to share office space with others regardless of their work experience. In their expressions of disagreements with supervision practices in Vhembe DSD, the respondents indicated that they are forced to break the clients' confidentiality when they share office space with other social workers. Twelve (38, 18.5%) reported that they feel forced to break their clients' right to confidentiality when they have to share office space in large numbers. Sharing offices is the norm in Vhembe DSD, and to this effect, forty nine (49, 23.9%) respondents proposed that the DSD must build its own offices and stop relying on other Departments for office space. Failure to plan for effective and efficient service delivery is a management failure to carry out the mandate of the DSD.

The Code of ethics of the SACSSP provides in paragraph 5.2. on Social Workers' Ethical Responsibilities Towards Client Systems. Paragraph 5.2.1 thereof provides on confidentiality as follows:

- confidentiality must be understood in the context of right to privacy. Cognisance should also be taken that this right to privacy is enshrined in the Bill of Rights chapter of the Constitution. Ethical standard aimed at protecting the privacy of clients must be held in the highest regard. Contravening or breaching this standard may be regarded as unethical/unprofessional conduct, and could lead to disciplinary steps.
- the rationale for emphasizing this right is that within the social service profession, clients are expected to share necessary information within the interviewing sessions irrespective of how embarrassing this may be. Assurance that any

knowledge that the information shared between the social worker and the client will be kept between the parties ensures openness and the development of trust, which enhances healing and developmental process.

- the right to privacy is premised on 2 dimensions, i,e., the right against intrusion, and the right to confidentiality. The right against intrusion means that people have the right to keep certain information about themselves away from others; to keep secrets and preventing others from prying into their affairs. This dimension regulates the extent to which social workers can encroach on the client's sphere of privacy.

- the dimension on the right to confidentiality is the right to maintain control over information that the client chooses to share with the social worker. This dimension regulates the extent to which information shared should be kept confidential or private between the social worker and the client.

- the social service professions are concerned especially with the dimension on the right to confidentiality in that the helping profession is about sharing information. Irrespective of the legal and ethical duties in this regard, every social worker should realise that to respect a person's right to privacy, is to respect the person.

Other deviations which amounted to expressions of supervision needs are as follows among others:

- at least seventy nine (79, 38.5%) out of 205 respondents who had work experience of three years to more than 21 years, reported that they did not have good knowledge of the norms and standards for social work in South Africa. Social workers who have this work experience are supposed to be already inducted into the professional norms and standards.

- at least one hundred and forty two (142, 69%) out of 205 respondents who had work experience of three years to more than 21 years, reported that their competence as social workers was less than high. These were social workers who should have been operating at consultation level of supervision, and in

terms of the developmental perspective they should have been operating at secure and autonomous level, and relatively experienced in all practice domains (Stoltenberg and Delworth, 1987; Litrell *et al*, 1979).

- A hundred and one (101) respondents of the same work experience where either at partial independent functioning or they still needed coaching to do the work of a social worker. This state of affairs is a serious deviation from the norm and it represents a supervision need of the social workers concerned.

- Most (110, 53.7%) supervisees were situated at a distance of at least 5 kilometres or more. Since this is not a walking distance, the possible assumption could have been that there would be vehicles available for official travels. Respondents complained that there were not enough departmental vehicles for official travels, the car subsidy scheme was not functional. There was a corresponding finding that the employer did not provide work tools such as telephones and cellular phones. This meant that communication between the supervisor and supervisee could be limited to a minimum, thus affecting the social workers' access to supervision due to distance and lack of work tools.

The supervision need most expressed by the respondents is the need for growth and development (99, 48%). A hundred and twenty two respondents (122, 59.5%) expressed that PMDS is only for compliance because supervision was not taking place. Seventy two respondents (72, 35%) expressed the need for social work clinical practice as their most pressing training need, while fifty (50, 24%) wanted training in becoming well rounded professionals. The finding that clinical practice skills tops the list of training needs could be related to the demographic that most of the respondents are involved in generic social work where clinical skills are invaluable. The implementation of the Children's Act, 2005 depends of clinical practice skills.

In expressing their disagreements with supervision practices at Vhembe District, a significant number of respondents (56, 27%) indicated that supervision was too erratic, infrequent or not happening and a corresponding number (60, 29%) felt that the seconded supervisors should not be used for this purpose. The finding about the

infrequent supervision shows that the supervision was not happening as optimally as it should have been for some of the respondents. Schroffel (1999) found that social workers were more satisfied with their jobs when they were more satisfied with their supervision. The respondents in this study were even prepared to say that their profession had no future due to poor access to supervision.

In giving suggestions for effective supervision practices, eighty (80, 39%) indicated that they needed better access to supervision based on an improved ratio of supervisor to supervisee, and another seventy two (72, 35%) indicated that they needed frequent and relevant supervision. Respondents did not want to be given supervision on how to present the numbers, but rather, relevant supervision that will lead to their professional development. The fact that supervisors are not being appointed makes the available few to have had to supervise a large number of supervisees which makes access to supervision difficult. In a study of what is best about supervision received, ODonoghue *et al* (2016) found that good supervisors are those that are experienced as accessible, knowledgeable supportive, open to feedback and who can manage power and authority.

Sixty three (63, 30.7%) respondents suggested the appointment of supervisors as a required improvement for the social work profession to engender effective supervision practices, Another sixty five (65, 31.7%) indicated that the employer must create a learning environment for the social workers' workspaces. Karvinen-Niinikoski (2004:1) indicated that social work supervision carries traditions of reflexive knowledge creation and learning to cope with the uncertainty and ambiguity embedded into the very essence of the social work profession.

In concluding that social work has no future in Vhembe District, majority of the respondents (90, 42.7%) indicated that the DSD embarked on a mass production of social workers without a corresponding deployment of supervisors, office accommodation, work tools and other resources. These findings amplify unequivocally the need for individual, relevant and qualitative social work supervision in Vhembe District. The social workers were expressing desperation when they said that social work has no future in DSD Vhembe. Kindsvatter *et al* (2008:179) have identified that during periods of uncertainty or psychological distress, supervisees may encounter or

develop rigid or negative patterns that can hamper their professional development. The leadership of DSD Vhembe needed to improve the profile of social work so that it can be viewed correctly by the social workers.

The failure to provide supervision was a huge negative outcome in social exchange terms. One social worker commented in the survey illustrating the unacceptable nature of the supervisory experience that:

> *"all what the supervisors care about is to submit their typed fat reports to the District office, they do not care that the juniors were not supervised and that they had to pay from their pockets to type and print the reports". (repeated for emphasis)*

This response shows the sense of helplessness, powerlessness and resentment that junior social workers felt. The feminist model of supervision (Smith, 2009; Poole, 2010) could be used to engender organisational practices that would empower the supervisees in general and junior social workers in particular.

Another area of serious need is the provisioning of resources in general; be they work tools, access to training, conditions of services in the human resources management sense and overall provisioning of a supportive environment of work. Respondents commented about the physical environment of their work overwhelmingly that they must be provided with work tools such as laptops, printers, printing paper, mobile phones and airtime, land telephone lines, faxes, and scanners. Their concern was that they were required to prepare typed and printed reports, but they were not provided with such work tools. They ended up using their own resources to subsidise government. From these set of facts, the respondents reported that they feel left out, unaccounted for and ignored. The supervision expectation is the need for inclusivity.

A significant number of respondents (68, 33%) reported that they wanted training in social work concepts and supervision framework compliance in response to the question of what needs to be done to enhance the image of the social work profession in Vhembe DSD. It is interesting that the respondents had relevant ideas on how to enhance the profile of their profession, but such ideas did not seem to find their way to the leaders. It would seem that the organisation does not have a procedure to source

for feedback or to evaluate the effectiveness of its operations. The experiences of the social workers in Vhembe DSD were falling short of the ideals espoused in the developmental approach to supervision discussed in Chapter 2 of this thesis (Stoltenberg and McNeil, 2010; Stoltenberg and McNeill, 1997; Stoltenberg and Delworth, 1987; Ronnestad and Stovholt, 2003; Kaufman and Schwartz, 2003). Their negative experiences confirm Engelbrecht's (2015) assertion on the fallacy that social work norms and standards will solve the endemic structural and organisational effects on supervision practice.

Another frequently reported answer was that in-service training must be provided (76, 37%), followed by fifty eight respondents (58, 28%) who reported that social workers must be treated with respect and dignity. When one considers all the things that are not working well for the social work profession in Vhembe District, it is feasible for the social workers to feel that their dignity and respect as persons and as professionals were not safeguarded. In-service training is one of the needs that must rank very high when one considers the sub-theme in chapter five that looked at the readiness of the new graduates when they first entered the profession. The structured interviews revealed that social work graduates, especially those that were produced from the DSD recruitment scholarship from the two Limpopo Universities seemed to have significant knowledge and conceptual gaps in social work. Their access to good supervision at Vhembe DSD was not guaranteed either.

Working conditions are a very serious negative social exchange outcome issue for the respondents. Their responses just showed the dire level of desperation and frustration that had resulted from low and stagnant salaries, low seniority ranking, lack of growth, lack of resources including office and work tools, and other unmet needs (Wikhamn, and Hall, 2012; Cropanzano and Mitchel, 2005). Sixty eight (68, 33%) indicated that the DSD must urgently implement the collective agreement on job grading to the question of what should be done to enhance social work profession at the level of conditions of service. Forty one (41, 20%) specifically proposed that PMDS and OSD must be implemented to the full. Twenty seven (27, 13%) indicated that the years required for job grading must be reduced from 4 years to 3 years. Another twenty five respondents

(25, 12%) said that the starting salary for social workers must be revised up. Most of these concerns can be combined into the general complaint of the employer failing to implement the Collective Agreement No.1 of 2009.

The proposal of revising the starting salary of social workers was alluded to during the structured interviews where the respondents blamed the low starting salary on the prevailing Planning and Reporting Framework. Salaries linked to posts in the South African government are graded based on job evaluation. The Public Service Regulations, 2001 provide on the principles of job evaluation as follows:

"To ensure that work of equal value is remunerated equally, the public service shall increasingly use job evaluation-

  a) *To assist in achieving cost-effective work organisation; and*
  b) *To determine appropriate remuneration"*

It would seem that the persons who motivated for the evaluation of the job of social worker did not explain the full picture of what social workers do or are supposed to do. When the focus is on the number of outputs and not on the process, a lot of what social workers actually do, gets undermined, diminished, and lost according to the respondents. The final outcome of a job evaluation that is based on number outputs, and not the thinking demands, can be a devaluation of the weight of the job, and thus the low salary.

The qualitative findings also showed that the DSD leadership did not conduct a proper costing of the implementation of the Children's Act, 38 of 2005. Costing of the legislation refers to identification of all the activities and inputs that will lead to the successful implementation of the Children's Act, 2005, and expressing such activities and inputs as cost items of prospective budgets. The activities and inputs could include; the number of home visits, interviews, psychosocial assessments required to achieve one foster care placement, the knowledge and thinking demands required to exercise discretion to achieve one foster care placement, amount of stationery, computers, printers required to finalise one foster care placement and the number of social workers required to

finalise one foster care placement, the location and quantity of office accommodation required.

The failure to properly cost the implementation of the Children's Act, 2005 could have also led to the devaluation of the social work post for salary purposes. The inappropriate Planning and Reporting Framework could be another example of a budget at the DSD which is not designed to respond to the imperatives of the Children's Act, 2005.

It was established in the qualitative findings why the salaries of senior social workers were not growing as they should have been. Apart from the non-implementation of the OSD to progress their salaries, the employer did not place the senior social workers at the correct OSD salary scales when OSD was initially implemented. This explains why they earn the same salaries as junior social workers and those salaries stagnating between R200 000.00 and R400 000.00. Consequently, the aim of OSD to reward experience and chart a career path was not being achieved at Vhembe DSD.

There was also a concern in the qualitative findings that the leadership of both the national DSD and the Limpopo DSD did not evaluate the implementation of legislation to ensure ongoing efficiencies. This situation led to social workers operating in an environment which was not always legally compliant. The respondents were of the view that the Children's Act, 38 of 2005 and other allied legislation must be better aligned for more effective service delivery. These types of omissions seemed to be common-place at the DSD. The following two cases illustrate how the beneficiaries of social security in South Africa had to depend on Civil Society organisations to guarantee the achievement of their rights when the DSD failed in its mandate:

- In 2011, the Centre for Child Law had to obtain an urgent court order in the North Gauteng High Court (case no. 21726/2011) to avert the risk of foster children to lose their grants. The court order allowed for the foster care orders to be extended by means of an administrative process that was previously followed in the repealed Child Care Act, 74 of 1983. The Children's Act, 2005 requires that all the foster care orders, including the extensions, must be issued by the courts. The extension court orders for foster children who had reached 18 years old

could not be issued in time in all the affected cases, and those beneficiaries stood to lose their grants although they would had qualified for extensions.

The North Gauteng High Court ruled that the old administrative system of extending the foster care grants will continue until the end of 2014, and by that time, the Children's Act, 2005 should have been amended to provide a more comprehensive solution to protect the rights of the beneficiaries. A comprehensive solution was not in place at the end of the extension period. On 12/12/2014, Justice Basson granted another 3 year extension until 31/12/2017 for the same purpose. The DSD was still not ready on the due date, thus, on 28/11/2017, the Pretoria High Court declared the failure of DSD to bring about a sustainable solution to the foster care crisis through legislative amendment, unconstitutional. The court order also ensured that children whose foster care orders had lapsed or are due to lapse are reinstated or extended. The order further gave DSD 2 years to do the legislative amendments, that is, by November 2019 (Boyce, 2017).

- The other case which shows that the DSD does not consider the law and its mandate is the Constitutional Court case of Black Sash Trust and another v Minister of Social Development and 7 others, CCT 48/17 (the SASSA case). On February 2012, SASSA concluded a contract with Cash Paymaster Services (PTY) Ltd (CPS) for the payment of social grants for five years. A year later the Constitutional Court declared the CPS contract invalid but suspended the declaration of invalidity for the period of the term of the contract. The Court directed that a new five year contract will be sourced or SASSA will manage the payment of grants on its own after the five years of the contract.

In 2015, SASSA reported to the Court that it will not source a new tender and that it will disburse the grants by itself. Since April 2016, the Minister of DSD was aware that SASSA will not be able to pay the grants from 1 April 2017 when the CPS tender came to an end. It took the efforts of Black Sash Trust to alert the Court of this gap, and the Constitutional Court intervened by extending the CPS contract by another twelve months. The DSD is required in terms of this court

order, to comply with an administrative order against the Minister and SASSA of reporting to the Court every three months advising the Court of the plans to ensure the payment of grants by 1 April 2018. Despite the Constitutional Court having ruled as it did, in February 2018, SASSA approached the Constitutional Court to request for another extension of the CPS contract by another six months.

The two cases are a serious indictment on the DSD's capacity and willingness to perform functions within its mandate and within the applicable legal frameworks of South Africa. The respondents indicated in chapter 6 under theme 4 that the DSD still needed to pass legislative amendments. The amendments involve the alignment of the Children's Act, 2005 to the Social Assistance Act, 13 of 2004; and to the Sexual Offices Act, 32 of 2007. It is a supervision need of the social workers to operate in a legally compliant workplace.

7.3. CONCLUSION

Chapter 7 has shown that in most cases the supervision experiences of the social workers in Vhembe DSD fell short of the prescribed norm. Vhembe DSD had not provided any mitigation measures against the lack of supervisors since there were only thirteen appointed supervisors to a population of more than three hundred and fifty social workers. Such mitigation measures would include the outsourcing of supervision so that the junior social workers and new graduates could be assured of access to supervision.

The DSD Vhembe fell short on most of the indicators for the supply and utilisation of social work supervisors. These are indicators such as lack of office infrastructure, overcrowded offices, non-appointment of supervisors, failure to implementation OSD and PMDS, in- service training, implementation of norms and standards and the law, and not ensuring functional supervision structures.

The findings also showed the serious damage that can occur when professional norms and standards are not adhered to. Literature has consistently shown that the profession of social work cannot survive without supervisors to supervise, to coach, mentor and ensure the professional growth of both novices and consultation level supervisees (Bol Deng, 2013; Supervision Framework, 2012; Caras and Sandu, 2014). Tanner (2017) advised that employers must endeavour to respond to the developmental needs of their employees to become self-actualised and move beyond survival needs. The leadership of Vhembe DSD still had to respond positively to the supervision needs of the social workers and in this regard there were numerous outstanding requirements to be met in order to bring about stability and job satisfaction.

CHAPTER 8: SUMMARY OF RESEARCH FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

8.1. INTRODUCTION

Chapter 8 is the last chapter of the study and it focuses on presenting a summary of the major findings of the study, the recommendations and conclusions. The aim of the study was to describe the supervision expectations of social workers in Vhembe District of Limpopo Province. The unit of the study were social workers employed by the Vhembe District Department of Social Development (Vhembe DSD or DSD). The study excluded social workers who were employed by the Non-Governmental Organisations (NGOs) or in any other capacity outside of the DSD.

The data collection consisted of two phases; that is, firstly, a survey questionnaire which was administered to two hundred and five (205) social workers. The second phase consisted of structured interviews with ten (10) social work supervisors, and ten (10) supervisees. The structured interviews were meant to strengthen the quantitative data from the survey. The study of the DSD's planning documents such as the Strategic Plan, the Annual Performance Plan (APP) the Vhembe DSD Operational Plan (OPS Plan) helped to explain the themes that arose from the structured interviews. The document study provided a third stream of data collection.

Chapter 1 introduced the research study. Chapter 1 showed that, despite the formalisation of social work supervision as part of government policy in South Africa, the senior social workers in Vhembe DSD had become concerned about the falling standards of social work practice at their workplace. The senior social workers identified the poor professional formation of social workers as one of the main causes of the decline in standards. Thus, this research study focused on the supervision expectations/needs of social workers in Vhembe DSD.

Chapter 2 focused on a conceptual framework to illuminate the whole study. The framework is premised on four pillars; namely: the neoliberal managerialist perspective, developmental perspective on social work supervision, Social Exchange Theory, and the professional perspective on social work supervision. Neoliberal managerialism

located the impact of neoliberal economics on social policy and on the social work profession. This impact was most pronounced in the shift towards management rather than service within social work. The developmental perspective focused on how social workers become formed into mature professionals (Stoltenberg and McNeil, 2010), while the Social Exchange Theory focused on why the employer must provide an attractive and conducive environment for the social workers and for social work to thrive (Blau, 1964). The professional perspective focused on the external regulatory measures for the social work profession within which the social workers develop into mature professionals.

Chapter 3 focused on the literature review on social work supervision and the supervision expectations of social workers. The main thrust of the literature review was the discussion on the importance of supervision for professional development, and the typical supervision needs of social workers.

Chapter 4 expanded on the research design and methodology as summarised in paragraph 1 herein above.

Chapter 5 presented the quantitative results from the survey questionnaire and Chapter 6 presented the results from the qualitative structured interviews with social work supervisors and supervisees.

Chapter 7 focused on the discussion and the implications of the research findings.

8.2. SUMMARY OF THE RESEARCH FINDINGS AND CONCLUSIONS

8.2.1. Research objective 1: To describe the supervision expectations of social workers in relation to literature on social work supervision

The first objective of the study, that is, literature review revealed that:

The functions model of supervision which defines the functions of supervision as educational, supportive and administrative supervision has remained the dominant model within social work supervision literature (Kadushin and Harkness, 2014; Munson,

2012; Shohet, 2008). Despite the three functions model of supervision, the actual practice of social work supervision tends to be dominated by administrative supervision (Bradley et al, 2010). The supervision policy environment in South Africa has been formalised as the Norms and Standards for Social Work (2011), Supervision Framework (2012), Children's Act, 2005, and the South African Council of Social Service Professions Ethical Guidelines (2007) among others.

Social work supervision developed during the late 19th century in the United Kingdom and the United States of America within charitable organisations (Kadushin and Harkness, 2014; Bernard, 2006). At this stage, the dominant supervision function was administrative. Later the educational function became dominant and the supportive function followed due to the influence of intellectual thought of the time (Tsui, 1997). The dominance of administrative supervision came back with the advent of neoliberal economics from the 1970s and it still persists to the present. Within South Africa, social work supervision developed with a dominance of the administrative function with brief moments of the infusion of the educational function (Engelbrecht, 2010a).

The practice of Social Work in South Africa and the rest of the world has been affected by the global shifts to neoliberal economics which led to managerialist focus on social work services (Engelbrecht, 2013; Egan, 2012, Abramowitz, 2012; Harlow et al, 2012). Neoliberalism led to managerialism, which in social work, has led to the dominance of administrative supervision. The shift to neoliberalism has undermined the idea of developmental social welfare in South Africa which was envisaged to redress the imbalances of the past. Neoliberalism has led to greater economic and social inequality (Picketty, 2013).

Social work supervisors and supervisees develop in distinct stages from novices to maturity having acquired the ability to work with different types of client problems (Stoltenberg; 2005; Stoltenberg and Delworth, 1987). Other theoretical approaches such as functionalism, constructivism, strengths; support the idea of ensuring that the social worker develops with the right kind of skills, attitude, and knowledge into a fully functioning professional (Kadushin and Harkness, 2014; Burton, 2011; Engelbrecht 2013; Walsh, 2013).

The work of a social worker is regulated by an ethical code that social workers must adhere to. The code is important for the professional development of social workers. The dominant understanding of social work supervision is that it is an agency function which gets practiced within a hierarchy. The supervisor can be held liable for the acts or omissions of the supervisee (NASW, 2013; NASW, 2003; SACSSP Guidelines, 2007).

Employees feel loyalty to the employing organisation as a reaction to the good that the employer extends to the employees. When social workers work in a conducive environment, their job satisfaction is positively impacted. When they work under poor conditions, they do not thrive and the profession can be negatively affected (Xerri, 2012; Wikhamn and Hall, 2012; Recruitment and Retention Strategy, 2005; Cropanzano and Mitchel, 2005).

South African social work supervision practice is impacted by the substandard working conditions of social workers, structural and resources constraints (Bradley et al, 2010) There had been movements towards standardisation and defining of minimum norms for service rendering (Norms and Standards for Social Work, 2011; Australian Supervision Standards, 2014; New Zealand Supervision Policy Standard, 2015; USA Best Standards in Social Work Supervision, 2013; and the UK Supervision Policy, 2011). The norms and standards are not a full-proof solution and can be easily undermined by structural and resources constraints (Alpaslan and Schenck, 2012; Engelbrecht, 2015; 2013; 2010a).

The purpose of social work supervision is to enhance the social workers' professional skills, knowledge, attitudes and professional growth. (Egan, 2012; Carpenter *at al*, 2012; O'Donoghue and Tsui, 2012). Supervision provides benefits to clients, to the supervisees, the employing organisation and providing supervision is good ethical practice (SACSSP guidelines, 2007; NASW, 2013).

Providing sound, helpful supervision through a trained, qualified, and committed supervisor on a regular basis is the best antidote for practitioner anxiety about carrying out professional activities (Munson, 2012; Truter and Fouche, 2015). Supervision is critical in the helping professions and it is indispensable key to accountability and it is

instrumental to the future development of helping professions. Supervision is necessary to mitigate against clients' care being provided by workers whose training needs have escaped detection (Summers, 2010).

The social workers are entitled to be exposed to all three supervision functions; education, supportive and administrative supervision and not just administrative supervision (Bradley et al, 2010; Spolander and Martin, 2015; Openshaw, 2012). Social workers expect to be formed into professionals (Godden, 2012; Kadushin and Harkness, 2014), to participate in reflective and supportive supervision (Egan *et al*, 2016b), and to have a conducive supervision environment (Munson, 2012; Robinson, 2013).

8.2.2. Research objective 2: To ascertain the experiences, practices, and supervision expectations of social workers in Vhembe District as follows:

- by exploring and describing the social worker's perceptions of their current supervision experiences;
- by describing the expectations of the social workers' regarding the ideal supervisory practices and experiences.

8.2.3. Research objective 3: To describe the relationships between demographic variables and the perceptions of social workers of their supervision experiences and expectations;

On research objectives 2 and 3, it was revealed that the impact of neoliberalism and managerialism had changed the nature of social work practice worldwide. The delivery of social work services had been diminished on two fronts at Vhembe DSD; that is, in terms of transfer of certain core functions to the private sector (NGOs), and in terms reducing the work of a social worker to counting the number of files opened and closed as opposed to providing services to clients (Vhembe DSD OPS Plan, 2016/2017; DSD APP, 2016/2017).

The issues of process, quality and impact were not emphasised. Social work practice and consequently, supervision practices were not being practiced within the prescribed norms and standards. Organisationally, the Vhembe DSD did not comply with other relevant policy frameworks such as human resource management, job grading, performance management, infrastructure provisioning, and provisioning of tools of trade. The specific human resources policies that were the main source of discontent among the respondents were the Occupation Specific Dispensation (OSD) for Social Workers and Performance Management System (PMDS). The implementation of these two measures is the subject of a Collective Agreement 1 of 2009 (Collective Agreement, 2009) entered into at the Bargaining Chamber for Health and Social Service Professions between the relevant labour unions and DSD/Health employers. The Bargaining Council is established in terms of the Labour Relations Act, 1995 (Act No. 66 of 1995). PMDS and OSD, when properly implemented have the effect of ensuring that social workers grow in rank, salary and job grade. The failure to fully implement the Collective Agreement has led to too few social workers being processed through the system to become supervisors.

Access to supervision for the respondents was negatively affected because there were too few supervisors in the system. The lack of supervisors also hampered Vhembe DSD's capacity to monitor and provide oversight on the NGOs that it was funding to provide social welfare services.

There were more than three hundred social workers to thirteen (13) appointed supervisors. There were also limited opportunities to receive individual supervision because there were no adequate office spaces to cater for all social workers. The respondents indicated that in some instances, more than five social workers were sharing an office. Sharing of offices impacted on the client's right to confidentiality and his/her rights to not have people intruding in his/her communications with his/her social worker. The fact that social workers are bound by confidentiality does not imply that the clients' rights are protected as they should be when offices are shared. Cramped and overcrowded office spaces could be interpreted by clients to mean that their right to dignity is not respected.

The prescribed norm for caseload is 60 files per social workers at any given time. The average caseload per respondent in this study was 69 files. The respondents in this study tended to carry a heavier caseload without the benefit of proper access to supervision. This situation could negatively impact the clients' rights to good quality care from the respondents. It was also found that the respondents were not deriving any benefit from the supervision experiences to improve their practice competences.

The norm that supervision practice must be regulated in terms of a contract was not adhered to among the respondents at all times. In instances where respondents had supervision contracts, their competence as social workers or their ethical compliance could not be guaranteed. This could mean that compliance with the contracting requirement was for malicious purposes because contracting was not leading to improvement in the supervisees as social workers.

The implementation of PMDS did not lead to training and development for the respondents where training and development needs were identified during performance management. Even where training needs had been identified in the supervisee, the employer did not provide the requisite training to alleviate identified needs. This meant that the employees continued working with backlogs of training, skills and development that remained unaddressed.

A significant number of respondents pointed out that they were concerned about the appointment of non-social workers to manage social workers. This finding showed that the managerialist idea that anyone can manage any function regardless of specific subject matter expertise, was not being well received in Vhembe DSD. The non-social work manager was experienced as not being in touch and helpful in steering the social work function as well as the general management of the Vhembe District Office.

The independent variables such as age, length of work experience, rank, salary did not translate into competence and superior functioning as social workers in the respondents mainly due to lack of supervision. All the findings where the respondents' usual experiences represent a deviation from the norm, were an indication of supervision needs or expectations of the social workers (Norms and Standards for Social Work,

2011; Supervision Framework, 2012; Bol Deng, 2013; Kadushin and Harkness, 2014, Lynch *et al*, 2011). As such the supervision needs and expectations covered a wide spectrum; and some major ones were as follows:

- the need to appoint supervisors, induct, and train supervisors;

- to balance the acquisition of the 3 functions of supervision by social workers, but with more emphasis on the educational aspects of supervision. This was regarded as important for the respondents to be able to perform the work confidently with a strong knowledge base. The developmental perspective is premised on social workers being exposed to relevant skills, knowledge, attitudes to develop into mature professionals (Franklin, 2011; Carrol, 2010; Mbau, 2005).

- to have a stronger in-service training focus, training on social work concepts and to work in a learning work environment (Gray et al, 2010; Day, 2014);

- to have relevant and frequent supervision based on the normed ratio of supervisor to supervisee of 1:6, 1:10 and 1:15 depending on the circumstances of the supervisor and supervisee (Supervision framework, 2012);

- The typical distances between the respondents and their supervisors' offices were above 5 kilometres. Since this is not a walking distance, the respondents should have been having access to government vehicles or to the car subsidy scheme to be able to travel to see clients, to provide supervision and to access supervision. Vhembe DSD did not have adequate government vehicles, nor did it provide subsidy vehicles, leading to limited to non-existent contact between supervisors and supervisees;

- to be provided with the tools of trade such as telephones, cellular phones, internet connectivity, computers, printers, and scanners. This meant that the limited communication due to large distances could be mitigated with telecommunications facilities. Lack of work tools also limited the volume of the

work that the respondents could perform. The low volume of work can negatively affect the PMDS reviews and growth in salary and rank.

- not to have their conditions of service unilaterally amended due to the failure of the employer to implement Collective Agreement 1 of 2009 on PMDS and OSD. This expectation relates to the need to grow in rank seniority and salary and to be treated equally like all other social workers in South Africa whose employers were implementing these national programmes to retain social work skills. The relationship between Vhembe DSD and the social workers was in violation of the Social Exchange Theory (SET) principles of mutuality and reciprocity (Blau, 1964; Colquitt et al, 2014). Supervision occurs within a relationship and both the supervisee and the supervisor have a mutual obligation to ensure that it is effective and enriching (Beddoe and Egan in Connolly and Harms, 2013). The Vhembe DSD did not seem to have invested in its relationship with the social workers by ensuring that the agreed upon salary incentives were implemented correctly at all times.

- to work in environments that are conducive such that the clients and the social workers could feel respected as persons. These are environments were there would not be overcrowding and cramped work spaces;

- to have knowledge of the norms and standards for the social work profession and to know their rights as social workers, employees, supervisees and supervisors. These are the rights such as access to supervision, normed frequency of supervision, professional growth, and favourable conditions of service. The practice of social work in Vhembe DSD was reported to have been reduced to counting the number of files opened or closed, with less emphasis on the processes that underpin developmental social welfare. Social workers have a need to be inducted into social work practice that complies with the norms for caseload size, frequency of supervision, human resources development, and professional development (Stoltenberg and Delworth, 1987; Stoltenberg, 1981;

Norms and Standards for Social Work, 2011). The solution based, strengths based and feminist approaches to supervision are relevant in empowering the social workers to reclaim their power by becoming experts of their own situations and on how to resolve the situations that affect them (Dewane, 2015; Poole, 2010).

- to be protected from learning the wrong habits of performing the work of a social worker, both as supervisees and supervisors. When a person in the helping professions works without supervision and support, they can learn inappropriate behaviours and might never be able to unlearn them. Holloway (1997) views the supervisor as a gateway to the profession, thus assuring accountability and oversight on the supervisee. A gate keeper ensures that no unwanted habits can get in through the 'professional gate'. Constructivist approach to supervision posits that supervisees learn by constructing and reconstructing their own realities to make sense of their experiences (Hathaway, 2012, Edwards, 2012). New information is filtered through existing mental structures (Vygostsky, 1978). If new information is encountered and it is consistent with existing cognitive structures, the new information will be readily integrated into the existing cognitive structures. But if the new information differs with existing mental schemes, the new information will not be learned. This is what could happen to social workers who had been using the wrong methods and processes of work, they would struggle to change and learn the correct things. Thus, the social workers in this study had an expectation to learn the correct way of doing their work, first time. This expectation includes the need to be insulated from the effects of managerialism on their work;

- to be at levels of professional development that were commensurate with the number of years of work experience. The social exchange relationship between the DSD and the social workers was not beneficial to the social workers in terms of ensuring professional growth. In terms of the cost and benefit analysis principle of SET, the social workers are operating at a loss in their relationship with the DSD since their professional development was not assured. The social

workers were experiencing too many costs, which could lead to burn-out, frustration and staff attrition (Xerri, 2012; Karanges *et al*, 2014).

- to practice social work within the correct legal and policy framework. Compliance in this regard would ensure certainty and confidence required to promote professional development of the respondents. The professional perspective on supervisee and supervisor development depends on the organisation's compliance with the legal and regulatory framework for social work practice (Supervision Framework, 2012; Norms and Standards for Social Welfare, 2011; Children' Act, 2005; SACSSP Guidelines, 2007 among others). The DSD was found to be non-compliant with its norms and standards for social work services, supervision practices, and human resources practices among others.

- to work at an organisation that acknowledges the primacy of the social work profession as the main deliverable of the DSD.

8.2.4. Research objective 4: To make recommendations on the performance of the supervision function in Vhembe District and developing a supervision model for Vhembe DSD.

8.2.4.1. "Low hanging fruits" recommendations

"Low hanging fruits" refer to the most easily achieved set of goals, tasks, or measures (Urban Dictionary, 2005). The complaints of the respondents regarding lack of work tools or tools of trade should be easy to quickly resolve. This involves the procurement for the social workers of computers, printers, faxes, scanners, shredders, memory sticks, applicable software licences, mobile phone contracts, and internet connectivity. If the social workers are provided with these basics, such a gesture would go a long way to reduce the frustration that social workers in Vhembe District expressed in this study.

On the job grading backlog, it should be possible to identity those social workers whose job grading implementation were outstanding, and grade them accordingly. From this job grading, social workers who could fill the ranks of supervisors could be identified and possibly *'penciled in'* where policy prescripts could permit. Where the Department might have had to pay arrear monies due to the qualifying social workers, the Department should be able to request for approval of the expenditure from the Treasury Department to ensure that the payments and the promotions could be effected where applicable.

The high ratio of supervisees to supervisor in DSD Vhembe was indicative of the reality that social work supervision was not taking place at the correct levels of frequency and quality. As one of the "low hanging fruits", the supervision function could be outsourced in the short term to ensure that all social workers could access supervision in the meantime while the permanent solution was being sought. The outsourced solution could be kept in place until a reasonable number of supervisors had been appointed, and then its continued use can be re-assessed to ensure its relevance into the future (Beddoe, 2011).

Beddoe (2011) found in a study of outsourced supervision solutions in New Zealand that the dominance of compliance and surveillance activities (managerialist social work practice) within the public sector was linked to the pursuit of external supervision. External supervision was found to have the positive effect of focusing on supportive and educational supervision. This reason also applies to DSD Vhembe. Vhembe DSD did not have adequate numbers of internally appointed supervisors. The outsourced solution therefore should be regarded as urgent due to the fact that Vhembe DSD had a huge backlog of social workers who were not receiving adequate supervision.

Social workers also need to form strong professional associations that can engage the DSD leadership on social work specific issues. Social workers also need to make better use of their labour unions to fight for their rights. Collective Agreement 1 of 2009, is an agreement, and it becomes part of the individual employment contracts of the social workers. The social workers' labour unions should already have declared disputes of

unfair labour practice at the relevant bargaining council to enforce their rights in terms of this agreement.

The formation of professional associations and more involvement of labour unions could go a long way to mitigate against the helplessness that the social workers had regarding enforcement of their labour rights. Solution focused, strengths based, and feminist oriented thinking can provide the required empowerment for the social workers to take matters into their own hands (Engelbrecht, 2013; Walsh, 2013). The professional associations should form part of the main stakeholders of the DSD which must be consulted when DSD develops plans and policies, and when making decisions about the social workers.

The role of the SACSSP needs to be prominent as well in building the profession and monitoring the DSD's ability to deliver social work services to its clients. More pro-activity by the SACSSP is required. Social workers must require more from the SACSSP as well beyond collection of annual subscriptions. The SACSSP needs to elevate and strengthen its monitoring role and responsibility regarding the proper performance of social work functions. The SACSSP must become more prominent for the benefit of the profession and the public who are entitled to ethical treatment from social service rendering. The SACSSP should have a view regarding the negative effects on the profession, of the managerialist Planning and Reporting Framework that does not focus on clients, but on numbers.

8.2.4.2. Structural and organisational recommendations

The respondents' view on this issue is that social work supervision cannot exist if social work itself does not exist. The goal of any intervention in Vhembe DSD must be to revive the profession structurally and organisationally first, then the people, systems and processes can then align accordingly. In strategic thinking, the vision and mission of an organisation guide the development of goals, objectives and budgets (Popejoy, 2006). From there, the people (organisational structure), the processes, systems and

structures will follow and align themselves to the vision, mission, goals, objectives and budgets.

The respondents indicated that the non-prioritisation of social work was the root cause of the whole problem. The DSD Vhembe's organisational structure needed to be changed to give more prominence to the social work profession. The District structure could replicate as a minimum, the organisational structure maintained at the Limpopo provincial head office of the DSD. This arrangement would ensure that the District would have enough of the relevant posts at the correct seniority and managerial levels to be effective.

Social Work profession must get more prominence in the strategic planning documents of the Department. It should feature in both the Annual Performance Plan and in the Operational Plans. Social Work is the core business of the DSD and that should be clear in the planning, budgeting and performance reporting.

8.2.4.3. Teaching, training, coaching and mentoring recommendations

The respondents indicated that there was a need to re-teach the new graduates in a format that goes beyond normal induction of new employees. This re-training of the social workers had to be in the basics of social work, psychology and sociology. The social workers needed to be trained in assessment techniques inclusive of the bio-psychosocial assessment, risk assessment, self-awareness and the exercise of discretion. Training must also include the foundational policy frameworks of government, and especially those that apply to the DSD.

Secondment of supervisors who were not formally appointed should stop because their input as supervisors and coaches was not well received. It is a risk to expect the social workers to act as supervisors without remuneration. If the social workers could claim for undue enrichment and unfair labour practice for not being paid, the DSD would not have a valid defence against such a claim.

The respondents also recommended that the profile of educational supervision at the DSD must be increased. Mbau (2005) also researched on the application of educational function of supervision at Vhembe DSD and found that it was the least form of supervision practiced, but the one most needed to improve the performance of functions by social workers. The Department must invest in taking social workers for further studies in courses that can help them to do their work more efficiently, such as Victim Impact Assessment, Medico Legal Investigation, Reporting, Court Intermediary, Child and Family Welfare. These courses and related others would help to combat the fragmented thought processing that is characteristic of the social workers in Vhembe DSD. The Department should assist the social workers to keep abreast with the developments in their profession.

A managerial course must be prescribed and offered to social workers so that they could understand the professional imperatives and also be capable managers of the service delivery system as a whole. This strengthening of managerial expertise among social workers could also assist in dealing with the negative effects of neoliberalism and managerialism (Engelbrecht, 2015), and improve the supervisory function (Ndzuta, 2009).

8.2.4.4. Improvement of leadership function

The leadership must invest in the proper implementation of all the policies, starting with the human resources management ones such as, the PMDS, OSD, human resources planning, job grading and job evaluation.

There should be better investment in the right type of leadership. To this effect, the Department's leadership needs to emulate examples from the past, especially before 1994, of processes that used to work, when the Department had vehicles, offices and proper work spaces as opposed to the current total breakdown of services. The DSD was experienced as having failed to manage the proper implementation of the recruitment of new social workers into the system.

Leadership must listen to their employees to understand their concerns. The leadership must meet with stakeholders such as Universities to discuss perceived curriculum deficiencies in the new graduates and to prevent problems in future. The view is that even if the Reporting Framework causes social workers to be mechanical, those social workers who know the correct social work practice and were trained as such would still be able to defend their profession and reject the negative effects of managerialism outright. The respondents indicated that they had become disillusioned. They indicated that it did not even make sense for supervisors to supervise anyone to fill in forms and to be efficient at being a clerk. Their wish was that the reflective tradition of social work, focused on the primacy of clinical practice must be brought back to guide practice.

8.2.4.5. Physical infrastructure recommendations

The respondents have proposed that "DSD needs to build its own infrastructure and stop squatting" in the offices of other government departments. The researcher agrees with this expression of independence, but views as a better option, the use of government infrastructure that is no longer used by the Departments that were originally assigned the infrastructure. A stronger intergovernmental relations approach is required in the DSD leadership.

An intergovernmental framework approach could be efficiently used in the following example among others:

- The Limpopo Province Department of Education had vacated a number of public schools' premises due to their closure in terms of section 33 of the South African Schools Act, 1996 (Act No. 84 of 1996) (the SASA) or merging of schools in terms of section 12A of the SASA. The main reason for vacating the school infrastructure was the reduction in learner enrolment numbers that made the continued existence of the school not educationally sound.
- When the Department of Education vacates these premises and returns them to the Department of Public Works which is the custodian off all fixed assets of government, the school infrastructure could be reassigned to the DSD. Only a

minimal renovation might be required to make the infrastructure suitable for the DSD's purposes. Such school infrastructure is usually situated in the areas where the clients of social workers live.

- While planning to build new structures, the DSD should make more use of other government infrastructure that is not fully utilised wherever such infrastructure might exist. Some of these education infrastructure already have basic services such as water and electricity installed. The aim should not be to urbanise social work services by needing to build new structures in town when the clients are not necessarily situated in the towns, or to wait for new building that can take a longer time to provide. The norm for distance from a service point to the furthest client is a radius of 20 kilometers, and the use of school infrastructure can assist to comply with this norm.

8.3. PROPOSED SUPERVISION MODEL FOR VHEMBE DISTRICT

The proposed supervision model incorporates all the other recommendations made in Chapter 8 above regarding leadership, implementation of policies, and infrastructure. The thrust of the proposed solution is premised on the need to find an organisational development approach that will undermine managerialism and its effects within social work practice.

There are two approaches to the supervision model being proposed. Both approaches are organogram focused. The two approaches focus on creating an environment within which supervision can take place. Social work supervision for the purposes of this study, is an agency/organisational function which gets executed within a bureaucracy. The solution must take into account the role of the DSD as a Government Department which also has the responsibility to comply with section 195 of the Constitution. Compliance with section 195 will include the aspect of human resources management and the foregrounding of the developmental approach.

The proposed approaches are premised on the following points as revealed from both the qualitative and quantitative data:

- Social work supervision cannot exist if social work itself does not exist. The goal of any intervention must be to revive the profession structurally and organisationally first, then the people, systems and processes can then align accordingly. In strategic thinking, the mission and vision of an organisation define the goals, objectives and budgets. Furthermore, the people, the processes, systems and structures will follow and align themselves to the vision, mission, goals, objectives and budgets.

- Analysis of the strategic plan found that support functions were more bloated than the social work core function of the DSD. Support functions depend on the work done by social workers, but social work had no space in the organisational structure. Social work services and social workers are the main deliverable of the DSD.

- The transfer of some core functions to the NGOs could be the result of the misaligned organisational structure. Although the NGOs have a right to exist and that they provide needed services on behalf of the DSD, Vhembe DSD should not be transferring its major functions altogether to the NGOs. These are functions such as services to victims and care of older persons. The transfer of these functions was not supported by the provision of oversight to the NGOs by the DSD social workers.

- Failure to prioritise social work is the root cause of the whole problem. The reflective tradition of social work, with a focus on compliance with the minimum norms and standards for social work and supervision must be brought back to guide practice. The new focus will need to be supported by a more reflective, process and impact oriented Planning and Reporting Framework.

- As indicated above, a public sector solution is the only one best aligned to address the problem of misalignment. It has been mentioned that it is not that social workers do not know what needs to be done, the problem is that there is no organisational space to do what needs to be done to ensure the survival of the social work profession in Vhembe DSD.

8.3.1. APPROACH NO.1 TO THE SUPERVISION MODEL FOR VHEMBE DSD

The first approach requires that the DSD must reorganise the professional functions within the DSD at the District level. The reorganisation must involve the replication at the District level of functions and human resources that are ordinarily available in the DSD Provincial organisational structure. The reorganisation must primarily be based on ensuring that what is needed to ensure the delivery of social welfare/work services at the District level is made available, especially the right number social work managers, at the right levels of managerial seniority.

The specific professional functions (which are budget programmes) that are at the provincial level which were not replicated at District level in terms of managerial appointments are:

Programme 1: Child and Family Welfare;

Programme 2: HIV/AIDS and Older Persons;

Programme 3: Substance Abuse, Crime Prevention, Victim empowerment.

At the provincial level, these programmes are headed by Directors (Senior Management) and Deputy Directors (middle management). However, the current organisational structure at the District level only allows for one professional manager at the level of a Deputy Director. This one manager is required to account for and report on all the programmes that are offered at the District, while at the provincial level there is a manager for each of the programmes.

The District level is where service delivery takes place, but it is the least human-resourced. DSD's organisational structure tends to be top-heavy and very lean at the base. Replication of the organisational structure of the DSD provincial to DSD Vhembe could ensure better efficiencies in both the short and long-term.

The Transversal Services function (currently not a budget programme at the District) at Vhembe District needs to be properly funded and human resourced at the right levels. This resourcing would ensure that there would be functional capacity to coordinate the implementation of training programmes, norms and standards for social work, supervision framework and other functions related to building the social work profession. As part of the replication exercise, Transversal Services function must be headed by a manager at Deputy Director level, with at least two deputy managers at Assistant Director level. Assistant Director level is the entry level into management echelons of a Government Department.

The reorganisation of the District organisational structure should be possible in that the MEC is empowered to create the lower level posts without the concurrence of the Minister of Public Service and Administration where such creation of posts will promote efficiencies in the operations. This approach can be implemented simply on the motivation of the Head of the Department that better efficiencies can be realised in service delivery if the structural realignments are done.

Figure 1: The abridged schematic representation of the current distribution of functions and posts at Vhembe DSD

Notes: The current scenario shows that the social work manager (at Deputy Director level) is responsible for 5 social work programmes alone. Three of the programmes have budgets (that is, Social Welfare Services, Children and Families, and Restorative Services) while two of the programmes do not have budgets (Not for Profit Funding and Transversal Services) (Vhembe DSD Operational Plan, 2016/2017).

287
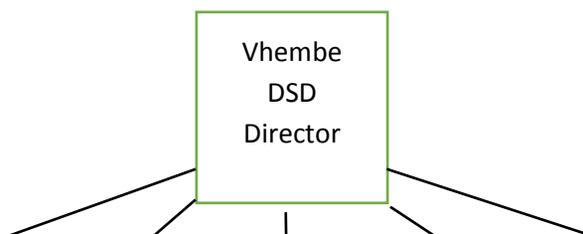
Community
Development
Manager

Not for
Profit
Funding

Figure 2. **Approach 1: Proposed organisational structure for social work services in Vhembe DSD**

Notes: The proposed model ensures that all the social work service delivery programmes are budget programmes and are managed by social work managers at the right levels of seniority. The District Director in this model is a social worker. The seven programmes are headed by social work managers at Deputy Director level. Transversal services has 2 managers at Assistant Director level reporting to the Deputy Director.

Social work
professional: Vhembe
DSD Director and
Head

| Social Welfare services | Children and families | Restoration services | Transversal services | Not for profit funding | HIV/AIDS and older persons | Substance abuse, crime prevention |
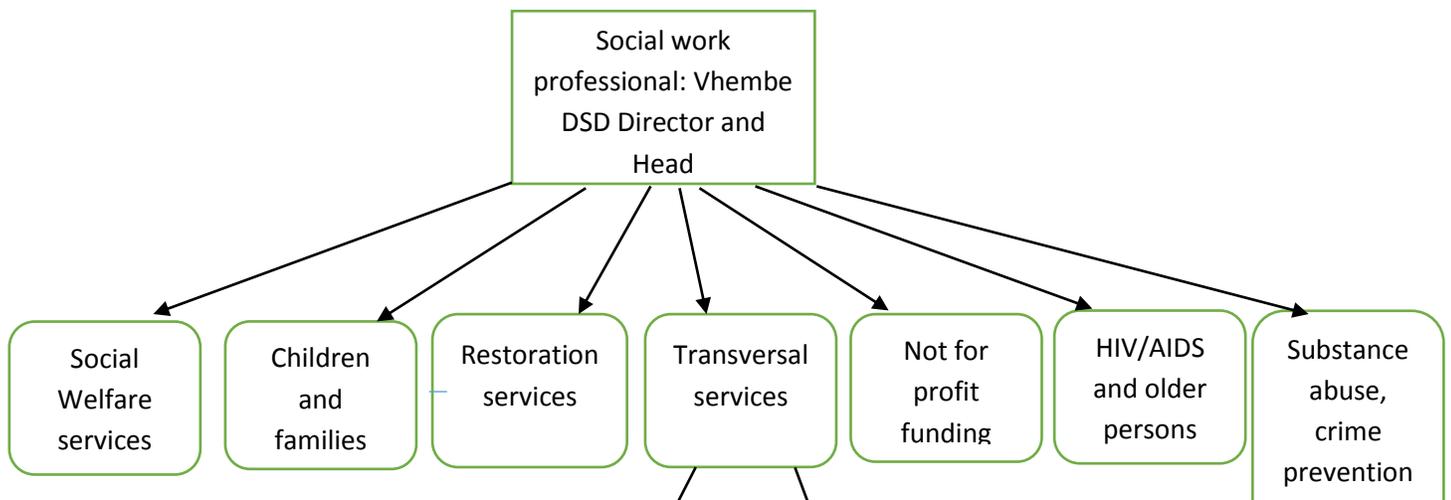
8.3.2.   APPROACH NO.2 TO THE SUPERVISION MODEL FOR VHEMBE DSD

The second approach involves the creation of a new professional management unit in Vhembe District in terms of the Public Service Act, 1994 (Proclamation 103 of 1994) (Public Service Act, 1994). This model can be used in conjunction with Approach 1 proposed above, especially on the replication of the head office organisational structure at the District level. It is simply not efficient for one manager at Deputy Director level to account for all the professional programmes that are offered at the District level. The organisational structure needs to allow for the full range of social work services to be provided at the District by managers who can be both responsible and accountable.

In Approach no.2 to the supervision model, it will only be the Transversal Services function which will be rearranged in terms of the procedure in the Public Service Act, 1994. It has already been mentioned that the provincial DSD organisational structure provides for a sub branch called Transversal Services, and when this unit is translated to the District level, it comes without a budget and without staff.

The proposed supervision model is premised on the tenet that the DSD needs to create space within which social work can be practised, monitored and supported. The use of the Public Service Act, 1994 to achieve this aim will show the DSD's seriousness in wanting to turn things around by creating a legislated structure to safeguard the social work profession.

Research studies suggest that creating decentralisation in job conditions is essential for preventing burnout (Farmer, 2011). Building supportive job conditions is needed to retain social workers who are experiencing high role stress (Baginsky, 2013; Hansung and Stoner, 2008). The social workers who are deployed as programme coordinators in Figure 1 above who report to the social work manager, are themselves not necessarily in managerial posts of say, Assistant Directors. They were just another category of senior social workers. It is important that the work that is done in the 5 programmes be pitched at the level of a Deputy Director to ensure managerial accountability and oversight.

- **The Role of the Public Service Act, 1994 in shaping the proposed supervision model.**

Section 197 of the Constitution provides for the establishment of the public service. The Public Service Act, 1994 is the legislation enacted to give effect to the constitutional provision (section 197). The Public Service Act, 1994 provides for the structures and organisation of the public service.

Social workers who are employed by DSD are appointed in terms of the Public Service Act, 1994 and its 2001 Regulations. The Public Service Act, 1994 provides for the organisation and administration of the public service in South Africa, the regulations of conditions of employment, terms of office, discipline, retirement and discharge of members of the public service and matters connected thereto. The Government Cabinet Minister who is responsible for this macro organisation of the public service in South Africa is the Minister of the Department of Public Service and Administration at the national level.

The Public Service Act, 1994 defines a department, as "a national department, a national government component, the Office of the Premier, a provincial department or a provincial government component". The DSD in Limpopo Province is a department in terms of the Public Service Act, 1994 and defined as a provincial department in section 1 thereof. Such a department is headed by a Head of Department, who is the Accounting Officer in terms of the Public Finance Management Act, 1999 (Act 1 of 1999) (PFMA).

Based on the finding that the social work profession is not given priority at the DSD Limpopo and DSD Vhembe, the solution must be to ensure the presence and prominence of the profession. The Public Service Act, 1994 provides for the organisation of departmental functions in a manner that can ensure the required prominence of social work in the DSD. This innovation is provided for in section 7B of the Public Service Act, in the form of the Specialised Service Delivery Unit (SSU).

In 2003, the Minister of the Department of Public Service and Administration declared social work as a scare and critical profession, leading to the development of the Recruitment and Retention Strategy for Social Work in South Africa (2005). The state of the social work profession in Vhembe District, was not compliant with the intentions of the two policy frameworks. There is a need to bring social work back to its rightful place as envisaged in the various government policy frameworks such as the Norms and Standards for Social Work (2011) and the Supervision Framework (2012).

The declaration of social work as a scarce and critical profession, and the promulgation of the Recruitment and Retention Strategy were policy interventions that were put in place by the national sphere of government. The national sphere of government is responsible for the development of national norms and standards, and national policy, while the provincial sphere is responsible for implementation of the national norms and standards and policy. It is a Constitutional principle that the National DSD and Provincial DSD must cooperate to ensure the achievement of national policy, and national norms and standards.

The Limpopo Provincial DSD was supposed to ensure that in its planning for service delivery; it properly budgets for the projected human resources, recruitment scholarship holders, budgets for the proper implementation of its legislations, budgets for provisioning of work tools and any other management requirements. It would seem that the lack of alignment at the Vhembe DSD, is caused by the failure of the Provincial DSD to comply with its constitutional mandate of aligning its operations to the national policies, norms and standards.

8.3.2.1. Motivation for the use of the specialised service delivery unit

Background on Specialised Service Delivery Unit in the Public Service Act

The explanatory memorandum to the Public Service Amendment Act, 2007 (Act No.30 of 2007 (Public Service Amendment Act, 2007) proposed the formation of two new organizational forms in the public service, that is, Government Component and the

Specialized Service Delivery Unit. The reason for creating the two organizational forms was to stop the proliferation of government entities that were created in the form of Trusts or other business formations in terms of the Companies Act, 2008 (Act No. 71 of 2008). It was found that Government risked losing its investment when subsequent electoral cycles did not prioritise the already created business formations. In the case of Trusts, it could happen that the original trustees cannot be located to attend to the business of the Trust many years after its formation. The establishment and disestablishment of entities that are created in terms of the Companies Act had proved to be cumbersome and not aligned with the mission of Government. Government Component and Specialized Service Delivery Unit are established in terms of the Public Service Act, 1994 and Government would be able to exercise control and oversight on its investment.

Government Component formation is a focused and fully ring-fenced entity of Government. It is used when there is a need for a Government Department to render separate, and specific functions with a unique identity, and render those functions separate from the 'mother' Government Department. The functions may be statutorily delegated, but a Government Component cannot have functions to provide socio-economic rights in sections 26 to 29 of the Constitution. Examples of Government Components in South Africa include, Government Pensions Administration Agency, created by National Treasury Department, and Government Printing Works, created by the Department of Home Affairs.

As already indicated above; in addition to the Government Component model, the Public Service Amendment Act, 2007 also contained an enabling provision for the establishment of Specialized Service Delivery Units. Specialised Service Delivery Units are situated within Government Departments. They are capable of performing functions pertaining to the socioeconomic rights in sections 26 to 29 of the Constitution. A Specialised Service Delivery Unit requires that the Executive Authority or the head of the relevant Government Department should delegate the functions to manage the work of the Specialised Service Delivery Unit to the Head of the Specialised Service Delivery

Unit. Any Minister, Premier or MEC may establish such a Unit in the Department falling under his or her portfolio. The establishment of a Government Component or Specialized Service Delivery Unit within a Department must be preceded by a feasibility study.

The advantages of using a Government Component or a Specialized Service Delivery Unit are:

- the administrative and operation arrangements are customized to suit a particular service delivery environment;
- improved governance through direct accountability and decision making as close as possible to the point of service delivery;
- direct control of the political heads (for example., Minister, Premier or MEC) over the service delivery outcomes without the need to create entities outside of the public service;
- a Government Component could be used as an institutional mechanism to re-incorporate some public entities which were created before the 2007 amendment to the Public Service Act.

Legislative provisions on the establishment of a Specialised Service Delivery Unit

Section 7B(1) of the Public Service Act, 1994 (Proclamation No. 103 of 1994) provides that:

"an executive authority of-

(i)………

(ii)……..

(iii)   a provincial department may, in consultation with the Premier and after consultation with the Minister, establish or abolish a special service delivery institution within that department or Office and designate any such unit and the head thereof, or amend any such designation.

(b)   ……………………..

An executing authority may only request the establishment of a unit if the prescribed feasibility study is conducted and the outcome thereof recommends its establishment.

(3)   The head of a unit may have any one or more of the following powers or duties or both such powers and duties:

(a)   powers conferred, or duties imposed, by national or provincial legislation;

(b)   powers or duties assigned in terms of subsection (5) or other legislation;

(c)   powers or duties delegated in terms of subsection 6 or other legislation;

(d)   functions allocated or transferred in terms of section 3(4)(b) or (c).

(4)   The relevant executive authority shall approve a protocol for each unit which-

(a)   shall list…..”

Explanation of how the SSU would operate in Vhembe DSD

A Specialised Service Delivery Unit (SSU) may only be established if the prescribed feasibility study is conducted and the outcome thereof recommends its establishment. The researcher maintains that the findings of this study provide the required feasibility for the SSU to be established at the DSD. These are findings such as:

- the non-prioritisation of the social work profession at the Limpopo DSD, whereas social work is the main deliverable of the DSD in terms of its mandate. All the services that are provided by the DSD depend on the availability of qualified and professionally competent social workers.
- the organisational misalignment between the vision and mission of the DSD and the organisation of the social work functions, especially at the District level. Budgets were not provided at the District level for critical functions related to the sustainability of the social work profession.
- the failure of the DSD to appoint social work supervisors whose primary role is to lead the implementation of the Integrated Service Delivery Model for social welfare services;

- the impact of neoliberalist managerialism on the provision of social work services. This impact is seen in the planning and reporting of social work services. The primary unit of focus is the 'number' and not the 'client' being served. This Planning and Reporting Framework is undermining the values of the social work profession. Urgent intervention is required to curb the decline of the profession.

- the DSD leadership had neglected to implement government policies that would have ensured that the required supervisors are available. The rights of social workers seem to get ignored because the profession itself is not prominent within the DSD. The training and other professional development needs of the social workers were not being attended to, thus the social workers did not grow as professionals and in terms of rank and salary.

It is important to have a structure within the DSD that re-positions social work matters and give them prominence. This re-positioning will also assist to raise the profile of the work that social workers perform of serving the poor and the vulnerable. The SSU is suitable because of the need to sustain the profession of social work, which is the main deliverable of the DSD. The work of the DSD primarily involves the rights in sections 27 and 28 of the Constitution; the right to social security and the rights of children. Social work professionals are required for the DSD to deliver in terms of the rights in sections 27 and 28 when implementing the Children's Act in particular.

Furthermore, if the feasibility study finds that the SSU may be established, the next requirement would be for the executive authority to delegate the functions related to the SSU to the head of the SSU which would be situated within the department. The delegation of functions will also provide for financial and human resources delegations to sustain the operations of the SSU. It is imperative that a separate budget should be set aside for the functioning of the SSU. The research findings identified the lack of budget for the Transversal Services programme as one of the reasons for the high number of supervision needs among the respondents. A dedicated budget is required to ensure that the services within the Transversal programme are rendered to the social

workers, and by implication, to the clients of the DSD who will benefit from superior quality services from the social workers.

Although it would be situated within the 'mother' department, an SSU functions autonomously. The characteristic of autonomous functioning would be an advantage. Autonomous functioning will ensure that the goals of the SSU are not derailed or get lost in the department's machinery. The professional matters of social work can enjoy the required prominence and attention.

The actual staffing of the SSU will be in line with the feasibility study prescribed in section 7B(1)(b). However it can be proposed that a similar arrangement as in Approach 1 to the supervision model be adopted; that is, the social work programme structure for the head office must be replicated at the District level, firstly; and for Approach 2, the Transversal services programme will be established as an SSU.

Figure 3 below is a schematic presentation of the proposed supervision model in terms of the 2nd Approach. The MEC creates the SSU and delegates the accountability and responsibility to the Head of the District, who in terms of this model must be a social worker. The Head of the District retains the accountability and responsibility for the support programmes and the other social work programmes to be implemented at the District level. The support programmes are; human resources management, community development, financial management and corporate services. The social work programmes will consist of the new re-positioned programmes on the one hand, and the SSU consisting of Transversal services on the other hand.

The reporting framework for the SSU will form part of the delegations of authority granted to the Head of the SSU by the MEC, together with other applicable delegations as it may be required using the delegations framework in section 7B (3) of the Public Service Act:

> (3)   *The head of a unit may have any one or more of the following powers or duties or both such powers and duties:*
>
> (a)   *powers conferred, or duties imposed, by national or provincial legislation;*
>
> (b)   *powers or duties assigned in terms of subsection (5) or other legislation;*

(c)   powers or duties delegated in terms of subsection 6 or other legislation;

(d)   functions allocated or transferred in terms of section 3(4)(b) or (c).

Figure 3. Approach 2:   Proposed Specialised Service Delivery Unit (SSU) for Vhembe DSD

Member of Executive Council

Social Work Vhembe DSD Director and Head

Support functions Programmes

-Human Resources management

-Community Development

-Corporate Services

-Financial management

TRANSVERSAL SERVICES SSU

-Norms and Standards Monitoring and Ethics

-Norms and Standards Compliance and Professional Development

Social Work Programmes

-Social welfare services

-Child and family welfare

-Restorative services

-Not for profit

-HIV/AIDS and older persons

-Substance abuse, crime prevention and victim empowerment

8.4. SUGGESTIONS FOR FUTURE RESEARCH

Future research should focus on the following areas:

- case studies and pilots to develop best practices by Universities and the DSD on the training, supply and utilisation of social workers in South Africa. The current implementation of the recruitment scholarship is characterised by the failure by the DSD to absorb the qualified scholarship holders into permanent employment. On the other hand, the new graduates find their new workplace characterised by the negative effects of managerialism;
- impact of the practice of deploying non-social work managers to manage social work functions;
- case studies and pilots focusing on the measures to combat the effects of managerialism in the provision of social welfare services;
- factors that militate against the speedy finalisation of cases and the resultant high caseloads;
- The feasibility of a renewed focus to the partnership between social work training providers and the employers of social workers. The renewed focus is meant to address the new threats and opportunities to the existing partnership.

8.5. CONCLUDING REMARKS

This is a conclusion on the study on the supervision expectations of social workers in Vhembe District of Limpopo Province. The data was collected using a survey, structured interviews and document study. The findings of the study showed that in most cases the supervision experiences of the social workers in Vhembe DSD fell short of the prescribed norm. The deviation from the norm led to the identification of supervision needs of the social workers.

Vhembe DSD had not provided any mitigation measures against the lack of supervisors since there were only thirteen appointed supervisors to a population of more than three

hundred and fifty social workers. Such mitigation measures could have included the outsourcing of supervision so that the junior social workers and new graduates could be assured of access to supervision. The Vhembe DSD fell short on most of the indicators for the supply and utilisation of social work supervisors. These are indicators such as the provision of office infrastructure, provision of transport services, appointment of supervisors, implementation of OSD and PMDS, in-service training, implementation of norms and standards and the law, and ensuring functional supervision structures.

The research findings have shown that the respondents were not at the same level of knowledge, competence, and functioning even where they normatively should have been. The respondents' level of professional development as a function of supervision received was also uneven and inconsistent. The deviations from the norm that existed, led to the development of recommendations to address the shortcomings. One such recommendation is the re-alignment of the organisational structure and budget reprioritisation.

The conceptual framework for the study also illuminated the analysis and interpretation of the research findings. The effect of neolibelarist managerialism was found to be the main cause for the design of the Reporting Framework for social work services which emphasised reporting on numerical targets and no longer on social work processes. The pervasive deviations from the prescribed norms and standards meant that the social workers' input into their relationship with the DSD as employee and employer was not being reciprocated in terms of the Social Exchange Theory. Social workers were also not growing in their profession due to the effects of managerialism in social work, and the failure of the DSD to implement policies. The lack of professional development led to the social workers not maturing in the profession regardless of the length of their work experience. The professional norms and standards were not assisting to standardise the professional practices due to the heavy burden of structural and resource provisioning backlogs.

The respondents also indicated that the situation was at a crisis level to the point of them not seeing a future for social work in Vhembe District. It is the view of the researcher that the situation could still be turned around using inputs that are already

available within the Department and within the Public Service. To this effect, various recommendations have been identified; including quick wins, structural adjustments, training, leadership realignment, and a proposed supervision model for Vhembe DSD. This study succeeded in achieving its aim and objectives of identifying the supervision expectations of social workers in Vhembe District of Limpopo Province and making relevant recommendations.

REFERENCES

Aasheim, L., (2011). *Practical Clinical Supervision for Counselors: An Experiential Guide*. New York City, Springer Publishing Company

ABECSW (2002). *Professional Development and practice Competencies in clinical social work*. Published in https://www.acswa.org. Accessed on 07/07/2015

Abramowitz, M., (2012). "Theorising the neoliberal welfare state for social work" in *Handbook of social work* (eds) Gray, M., Midgley, J., Webb, S.W. England, Sage Publishers: 33-50.

Adams, D., Hess, H., (2000). Alternatives to competitive tendering and privatisation: A case study from Australian Health Industry. *Australian Journal of Public Administration*. 59(1):49-59

Aldrich, J., (1996). A course of Marshall's theorizing about demand: *History of political economy.* 28(2): 171-217

Alfonso, R.J., and Firth, G.R. (1990). Supervision: Needed Research. *Journal of Curriculum and Supervision*. 5:181-188

Alpaslan, N., and Schenck, R. (2012). Challenges related to working conditions experienced by social workers practicing in rural areas. *Social Work/Maatskaplikke Werk.* 48(4):400-419

Anney, V.N., (2014) Ensuring quality of the findings of qualitative research: Looking at trustworthiness criteria. *Journal of Emerging Trends in Educational Research and Policy Studies.* JETERAPS. 5(2):272-281

Anwar, M.K., (2017) *Abusive supervision and turnover intention: Examining the mediating role of self-identity and moderating role of future work self salience*. Unpublished Masters thesis in Management Sciences. Capital University of Science and Technology, Islamabad Pakistan.

Aotearoa New Zealand Association of Social Workers (ANZAS) (2015). *ANZASW Supervision Policy*. Published in anzasw.nz. Accessed on 26 May 2017.

Australia Association for Social Work (2000) *Code of ethics.* Published in http://www.aasw.asn.au. Accessed on 26 May 2017

Australian Association for Social Work (2010). *Supervision Standards.* Published in http://www.aasw.asn.au. Accessed on 26 May 2017

Australian Association for Social Work (2014). *Supervision Standards.* Published in http://www.aasw.asn.au. Accessed on 26 May 2017

Austin M.J., and Hopkins K.M., (2004) (4th ed.). *Supervision as Collaboration in the Human Services: Building a Learning Culture.* London, Sage Publications.

Azar, S.T., (2000). Preventing burnout in professionals and paraprofessionals who work with child abuse and neglect cases: A cognitive behavioural approach to supervision. *Journal of Clinical Psychology.* 56(5):643-663

Babbie, E., (2001). *The Practice of Social Research*. (9th ed) California, Wadsworth Publishers

Babbie, E., (2010). *The practice of social research*. California, Wadsworth Publishers

Babbie, E., (2013). *The practice of social research.* London, Wadsworth Cengage Learning Publishers

Badu, R.E.B., Owusu, W.O., Saah, A.A., (2009). In-Service Training: An essential element in the professional development of teachers. *Malaysian Journal of Distance Education.* 11(2):55-64

Baginsky, M., (2013) Retaining experienced social workers in children's services: the challenges facing local authorities in England. *London Department of Education*

Published in http://79.125.112.176/sspp/policy-institute/scwru//pubs/2013/reports. Accessed on 14/09/2016

Baldwin, M., (2016). *Social work, critical reflection and the learning organization*. London, Routledge Publishers

Barker, R.L., (2003). *NASW Social Work Dictionary*. 5th edition. New Your City, NASW Publishing

Barth, R.P., Lloyd, E.C., Christ, S.L., Chapman, M.V., (2008). Child Welfare worker characteristics and job satisfaction: A national study. *Social Work*. 53(3):199-209

Barishirinia, S., (2013) *Social Work supervision: process or procedure*. www.theguardian.com. Accessed on 12/07/2017

Beddoe, L., (2010). Surveillance or reflection: Professional supervision in the 'risk society'. *British Journal of Social Work*. 40(2):1279-1296.

Beddoe, L., (2011) External supervision in social work: Power, space, risk and the search for safety. *Australian Social Work*. 65(2):197-213

Beddoe, L., (2017). Narratives of harmful clinical supervision: An unacknowledged truth. *The Clinical Supervisor*. 36(1):88-101

Beddoe, L., and Davys, A., (2016). *Challenges in professional supervision: Current themes and models for practice.* London, Jessica Kingsley Publishers.

Beddoe, L., Davys, A.M., and Adamson, C., (2014). Never trust anybody who says "I don't need supervision" *Practitioners' beliefs about social worker resilience.* 26 (2):113-130

Beri, G.C., (2008). *Marketing Research*. (4th Ed). New Delhi, Tata McGraw-Hill Publishing Company Limited.

Bernard, H.R., (2006). *Research methods in Anthropology: Qualitative and quantitative approaches*. (4th ed). Lanham Maryland, AltaMira Press

Bernard, J.M., and Goodyear, R.K., (2014). *Fundamentals of clinical supervision*. (5th ed). London, Pearson Publishers

Blau, P.M., (1964). Justice and Social Exchange. *Sociological Inquiry*. 34(2):193-206

Blomberg, H., Kallio, J., Kroll, C., Saarinen, A., (2015) Job stress among social workers: determinants and attitude effects in the Nordic countries. *British Journal of Social Work*. 45(7):2089-2105

Bol Deng, W., (2013). *Supervision: Functions and Characteristics of a Good Supervisor*. Published in paanleulwel.com/2013/04/14/supervision-functions-and-characteristics-of-a-good-supervisor. Accessed on 12/12/2014

Bomba, J., (2011) Psychotherapy supervision as viewed from psychodynamic standpoint. *Archives of Psychiatry and Psychotherapy*. 4:45-49

Bond, M., and Hollard, S., (2011). *Skills of Clinical Supervision for Nurses: A practical guide for supervisees, clinical supervisors and managers*. (2nd ed). England, Open University Press.

Booth, R., (2014). *Supervision in clinical social work*. New Jersey, BookBaby Publishers

Botha, N.J., (2002). *Supervision and consultation in social work*. Bloemfontein. Drufoma Publishers

Boulianne, S., Laurin, S., Firket, P., (2013). Addressing ethics during clinical supervision. *Family Physicians of Canada*. 59(7):338 – 340

Bourn, D and Hafford-Letchfield, T., (2011). The role of social work professional supervision in conditions of uncertainty. *The International Journal of Knowledge, Culture and Change Management*. 10(9):41-55

Bowles, N., and Young C (1999). An evaluative study of clinical supervision based on Proctor's three function interactive model. *Journal of Advanced Nursing.* 30(4):958-964

Boyce, A., (2017) *Temporary reprieve for foster grant beneficiaries.* Published in News24 on 28/11/207 in m.news24.com. Accessed on 09/02/2018

Bradley, G., Engelbrecht L., and Höjer, S. (2010). Supervision: A force for change? Three stories told. *International Social Work.* 53(6):773-789

Bradley, L.J., and Kottler, J.A., (2001). *Counsellor supervision.* Published in https://www.ecu.edu. Accessed on 12.09/2016

Brashears, F. (1995). Supervision as social work practice: A reconceptualisation. *Social Work.* 40(5):692-699

British Association for Social Workers (BASW) (UK). (2011) *Supervision Policy.* Published in incddn.basw.co.uk. Accessed on 14/03/2014

Brown, H.C.M., (2014). *Social Work and Foster Care.* Exeter: United Kingdom, Learning Matters Publishers

Brown, L., (2016). *Supervision essentials for the feminist psychotherapy model of supervision.* Washington DC, American Psychological Association

Bruner, J., (1986). *Actual minds, possible worlds.* Cambridge Massachusetts, Harvard University Press.

Buckley, H., Whelan, A., Carr, N., and Murphy, N., (2008). Service users' perception of the Irish child protection system. Dublin: Office of Minister for Children and Youth Affairs. Dublin: Government Stationary Office, Dublin. Downloaded from www.pure.qub.ac.uk. Accessed on 12/06/2014

Burton, N., (2012). Our hierarchy of needs. *PsychologyToday.com.* Accessed on 18/07/2017

Burton. S., (2011). *The need for a constructivist approach in supervising second career counselling students: The intersection of life experience and counsellor development.* From http://www.counseling.org. Accessed on 02/04/2017

Business Dictionary (2017). *What is Maslow's hierarchy of needs?* In www.businessdictionary.com. Accessed on 18/07/2017

Butterworth, T., and Faugier, J., (2013). *Clinical Supervision and Mentorship in Nursing.* New York City, Springer Publishers

Calitz, T., Roux, A., and Strydom, H., (2014). Factors that affect social workers' job satisfaction, stress and burnout. *Social Work (Stellenbosch. Online.* 50(2) Stellenbosch downloaded from http://dx.doi.org. Accessed on 23/05/2017

Calogero, M., (2010). The introduction of new pubic management principles in the Italian public sector. *Transylvanian Review of Administrative Sciences.* (30E/2010):30-54

Carlson, R.G., and Lambie, G.W., (2012) Systemic-developmental supervision clinical supervisory approach for family counselling student interns. *The Family Journal.* 20(1): 29-36

Caras, A., and Sandu, A., (2014). The role of supervision in professional development of social work specialists. *Journal of Social Work Practice.* 28(1):75-94

Care Quality Commission (2011). *Review of Compliance.* Published in https://www.gov.uk. Accessed on 01/02/2016

Carpenter, J., Webb, C.M., Bostock L., and Coomber C. (2012). Effective Supervision in Social Work Practice. Briefing Research 43, October 2012, London. *Social Care Institute for Excellence:*1-22. Published in https://www.basw.co.uk. Accessed on 23/05/2015

Carrol, M., (2010). Supervision: Critical Reflection for Transformational Learning (Part 2) *The Clinical supervisor.* 29:1-19

Caspi, J and Reid, W.J., (2002). *Educational Supervision in Social Work: A task centred model for field instruction and staff development.* New York City, Columbia University Press

Chapman, L., and Ludlow, L., (2010) Can Downsizing College Class Sizes Augment Student Outcomes? An Investigation of the Effects of Class size on Student Learning. *The Journal of General Education.* 59 (2):105-123

Chenot, D., Benton., A.D., and Hansung, K., (2009). The influence of supervisor support, peer support, and organisational culture among early career social workers in child welfare services. *Child Welfare.* 88(5):129-147.

Chiller, R., and Crisp, B,R., (2012). Professional supervision: a workforce retention strategy for social work? *Australian Social Work.* 65(2):232-242

Claeyè, F., (2014). *Managing nongovernmental organisations: Culture, power and resistance: Routledge studies in the management of voluntary and non-profit organisations.* New York City, Routledge Publishers

Clare M., (1988). Supervision, Role Strain and Social Service Departments. *British Journal of Social Work.* 18(5):489-507

Clarke, J., (1993). *A crisis of care? Challenges to social work.* London, Sage Publishers.

Cleak, H., Roulston, A., and Vreugdenhil, A., (2016). The inside story: a survey of social work students' supervision and learning opportunities on placement. *British Journal of Social Work.* 46(7):2033-2050

Cloete, V., (2012). *The Features and Use of Mentoring as an Activity in Supervision of Newly qualified Social Workers.* Masters dissertation in Work, Stellenbosch University, Social Work.

Cohen, B., and Laufer, H., (1999). The influence of supervision on social workers perception of their professional competence. *The Clinical Supervisor.* 18(2):39-50.

Cohen, B.Z., (1999). Intervention and Supervision in strengths-based social work practice. *Families in Society: Journal of Contemporary Human Services.* 80(5):460-466.

Coleman, M., (2003). Supervision and the Clinical Social Worker. *Clinical Social Worker: Practice Update.* 3(2):1-4

Collins-Carmargo C, and Millar, K., (2010). The potential for a more clinical approach to child welfare supervision to promote practice and case outcome: A qualitative study in four states. *The Clinical Supervisor.* 29(2):164-187

Colquitt, J.A., Baer, M.D., Long, D.M., Halvorsen-Ganepola., (2014). Scale indicators of social exchange relationships: A comparison of relative content validity. *Journal of Applied Psychology.* 20(4):599-618

Compton, B.R., and Galaway, B., (1999) *Social Work Processes.* New York City: Brooks/Cole Publishers

Connaway, R.S., and Gentry, M.E., (1988). *Social Work Practice.* New York City: Prentice Hall

Connolly, M., and Harms, L., (2013). *Social Work: Context and Practice.* Oxford: England, Oxford University Press

Consedine, M., (2001) Using role theory in clinical supervision. *ANZPA Journal.* 10:31-49

Cook, K.S., (1977). Exchange and Power in Networks of Inter-organizational Relations. *Sociological Quarterly.* 18:62-82

Cook, K.S., and Whitmeyer, J.M., (1992) Two approaches to social structure: Exchange theory and network analysis. *Annual Review of Sociology*. 18:109-127

Cooper, A., and Anglem, J., (2003). *Clinical supervision in mental health.* Australian Centre for Community Services Research. Adelaide, Australia

Cooper, M., and Lesser, J.G., (2011) *Clinical social work practice: An integrated approach. 4th ed.* New York City, Pearson Publishing

Copeland, P., Dean, R.G., and Wladkowski, S.P., (2011). The power dynamics of supervision: Ethical dilemmas. *Smith College Studies in Social Work*. 81(1):26-40

Corey, G., Haynes, R., Moulton, P, and Muratori, M (2010). *Clinical Supervision in the helping professions: A practical guide.* (2nd ed). American Counselling Association. Alexandria, VA: American Counseling Association. Accessed from www.aamft.org on 21/09/2014

Cornes, M., Manthorpe, J., Huxley, P., Evans, S., (2007) Developing wider workforce regulation in England: Lessons from education, social work and social care. *Journal of Inter-professional Care*. 21(3):241-250

Counselling Connection, (2010). Roles and Responsibilities of Supervisors. Published in *The Official Blog of Australian Institute of Professional counsellors at* www.counsellingconncetion.com. Accessed on 08 April 2017

Cousins, C., (2004). Becoming a social work supervisor: A significant role transition. *Australian Social Work*. 57(2):175-185

Cousins, C., (2010). 'Treat me don't beat me'….Exploring supervisory games and their effect on poor performance management. *Social Work in Action*. 22 (5):281-292

Covey, S.R., (2004). *The 7 habits of highly effective people: powerful lessons in personal change.* New York City, Simon and Schuster Publishers

Creswell, J.W., (2013). *Research Design: Qualitative, quantitative, and mixed methods approaches.* London, Sage Publications

Creswell, J.W., (2009). *Research Design: Qualitative, quantitative, and mixed methods approaches.* London, Sage Publications

Creswell, J.W., (2007) *Qualitative inquiry and research design: Choosing among five approaches.* 2nd ed. London, Sage Publication Thousand Oaks CA 91320

Cropanzano, R., and Mitchell, M.S., (2005). Social Exchange Theory: An interdisciplinary review. *Journal of Management.* 31(6):847-900

Curry, L., (2016). Beating the bully: A tactical guide to taking charge. *AMACOM Div American Management Association.* Published in https://www.netgalley.com. Accessed on 06/07/2017

Curtis, L., Moriarty, J., Netten, A., (2010). The expected working life of a social worker. *British Journal of Social Work.* 40(5):1628-1643

Davies, J (2014). *People buy from people with great product knowledge training.* Published in www.wranx.com. Accessed on 08/09/2017

Davies, M., (2008). *The Blackwell companion to social work* (3rd ed). NewJersey, Blackwell Publishing

Davys, A., and Beddoe, L., (2010). *Best practice in Professional supervision.* London, Jessica Kingsley publishers.

Day, P.R., (2014). *Methods of learning communications skills. Social work series.* Somerset West, Cape Town, Elsivier Publishers

Deaver, S.P. and Shiflett, C., (2011). Art-based supervision techniques. *The Clinical Supervisor.* 30(2):257-276

Degges-White, S., Colon, B.R., and Borzumato-Gainey, C (2013). Counseling supervision within a feminist framework: guidelines for intervention. *Journal of Humanistic Counseling.* 52(1): 92-105

De Jager, M., (2013). How prepared are social work practitioners for beginners' practice? Reflections of newly qualified BSW graduates. *Social Work/Maatskaplike Werk.* 49(4): 469-489.

De Vos, A.S., Delport, C.S.L., Fouche, C.B., Strydom, H. (2011). *Research at Grassroots: a primer for social science and human service professions.* (4th ed) Van Schaik Publishers. Pretoria, South Africa

Dewane, C.J., (2015). Solution-focused supervision: A go to approach. *Social Work Today.* 15(5):24

Dewey, J., (1997). *How we think.* North Chelmsford, Massachusetts, Courier Corporation Publishers

Dickinson, N., and Painter, J., (2009). Predictors of undesired turnover for child welfare workers. *Child Welfare* 8(5):187-208.

Dirgeliene, I., (2016). Contexts of Supervision in Social Work. *Latvian Christian Academy Proceedings.* 4:181-193

Dispatch Live (2016) *Social work graduates battle to find work.* www.dispatchlive.co.za. Accessed on 07/06/2017

Dominelli, L., (1996). De-professionalising Social Work: Anti oppressive Practice, competencies and postmodernism. *British Journal of social work.* 26(2):153-175

Dominelli, L (2004) *Social work: Theory and practice for a changing profession.* London, Polity Press

Donnellan, H., and Jack, G., (2015). *The survival guide for newly qualified social workers.* (2nd ed). London, Jessica Kingsley Publishers.

Driscoll, J., (2007). *Practicing clinical supervision: A reflective approach for healthcare professionals.* (2nd ed). London, Baillier Tindall Elsevier Publishers.

Dulmus, C.N., and Sowers, K.K., (2012). *Social Work Fields of Practice: historical trends, Professional issues and future opportunities.* London, John Wiley and Sons publishers.

Dunlap (2013). *10 Skills every social worker needs.* Published in www.socialworkhelper.com. Accessed on 27/07/2017

Earnhart, D., (2002). Combining Revealed and Stated Data to Examine Housing Decisions Using Discrete Choice Analysis. *Journal of Urban Economics.* 15:143-169

Edwards, J.K., (2012). *Strengths-Based supervision in clinical practice.* London, Sage Publications

Egan, A., (2017) Being boldly cautious. *Worldwide Magazine.* August-September 2017: 20-25. Pretoria, Comboni Ministries

Egan, R., (2012a). Australian Social Work Supervision Practice in 2007. *Australian Social Work*, 65(2):171-184

Egan, V., (2012b) *Social work supervision practice in Australia: does the rhetoric match the practice?* Ph.D thesis in Social Work, Department of Social Work, School of Health Sciences, Faculty of Medicine, Dentistry and Health Sciences, University of Melbourne, Australia. http://hdl.handle.net/11343/37891

Egan, R., Maidment, J., and Connolly, M., (2016a). Who is watching whom? Surveillance in Australian social work supervision. *The British Journal of Social Work.* 46(6):1617-1635

Egan, R., Maidment, J., and Connolly, M., (2016b). Trust, Power and Safety in the social work supervisory relationship: Results from Australian research. *Journal of Social Work Practice* published in www.tandfonline.com. Accessed 07/04/2017

Ellis, M.V., (2010) Bridging the science and practice of clinical supervision: Some discoveries, some misconceptions. *The Clinical Supervisor*. 29:95-116

Ellis, M.V., Berger, L., Hanus, A.E., Ayala, E.E., Swords, B.E., Siembor, M., (2013). Published in www.journals.sagepub.com. Accessed on 23/07/2017

Engelbrecht, L.K., (2010a). Yesterday, Today and Tomorrow: Is Social Work Supervision in South Africa Keeping Up? *Social Work/Maatskaplikke Werk*. 46 (3):325-342

Engelbrecht, L.K., (2010b). A strengths perspective on supervision of social workers: An alternative management paradigm within social development context in https://scholar.sun.ac. Accessed on 02/03/2015

Engelbrecht, L.K., (2012). Coaching, Mentoring and Consultation: the same but different activities in supervision of social workers in South Africa**.** *Social Work/Maatskaplikke Werk.* 48(3):357-363

Engelbrecht, L.K., (2013). Social Work supervision policies and frameworks: Playing notes or making music? *Social Work/Maatskaplike Werk*. 49(4):456-468

Engelbrecht, L.K., (2015). Revisiting the esoteric question: Can non-social workers manage and supervise social workers? *Social Work/Maatskaplike Werk*. 51(3):310-329

Erasmus, N., (2014) *Promotions. The South African Labour Guide*. Published in www.labourguide.co.za. Accessed on 12/07/2017

Erera, I.P., and Lazar, A., (1994). The administration and education functions of supervision: Indications of compatibility. *The Clinical Supervisor*. 12(2):39-56

Everett, J.E., Miehls, D., DuBois, C. and Garran, A.M., (2011).Developmental model of supervision as reflected in the experiences of field supervisors and graduate students. *Journal of Teaching in Social Work*. 31:250-264

Falender, C.A., and Shafranske, E., (2008). *Casebook for clinical supervision: a competency-based approach*. USA, APA Books

Farmer, J.F., (2011). The effects of staff empowerment on supervisory relations, burn out and job satisfaction: A comparative case study of the two American prisons. *International Journal of Business and Social Science.* 2(13):21-27

Felton, E.M., and Polowy, C.I., (2015). *Termination: Ending the therapeutic relationship-avoiding abandonment*. Published in naswecanews.org/termination-ending-the-therapeutic-relationship-avoiding-abandonment/ Accessed on 07/03/2017

Field, R., and Brown, K., (2016). *Effective Leadership, management and supervision in health and social care*. (2nd ed). London, Sage Publications

Fincham, J.E., (2008). Response rate and responsiveness for surveys, standards and the journal. *American Journal of Pharmaceutical Education.* 72(2):43

Fisher, R., and Ury, W., (2012). *Getting to yes: Negotiating an agreement without giving in*. New York City, Random House Publishers

Foothuis, R., and Bos, R., (2012). A framework for organisational compliance management tactics. A paper presented at GRCIS 2011, CAiSE Workshop on Governance, Risk and compliance, London, UK. Published in citeseerx.ist.psu.edu Accessed on 23/07/2017

Forehand-Hughes, A., Holden, V., Ramey, A., (2012) *Developmental supervision. Education Technology*. Published in https://www.slideshare.net. Accessed on 09/03/2014

Fowlie, H., (2016). *Relational Supervision in The Art of Relational Supervision*, edited by Hargaden H. London, Routledge Publishers. Chapter 3.

Franklin, L.D., (2011). Reflective Supervision for the Green Social Worker: Practical Applications for Supervisors. *The Clinical Supervisor*. 30:204-214

Freedman, W., (2013) *Understanding the Constitution of the Republic of South Africa*. South Africa, Juta and Company Ltd

Friedman, B.M., (2013). The simple analytics of monetary policy: A post crisis approach. Paper prepared for the session on "after the crisis: what did we learn and what should we teach about monetary policy?" *Sponsored by AEA Committee on Economic Education at the AEA meetings in San Diego*, January 2013. Published in https://scholar.harvard.edu. Accessed on 24/08/2015

Gefen, D., and Ridings, C.M., (2002). Implementation team responsive and user evaluation of customers relationship management. *Journal of Management Information System*. 19(1):47- 69

George, P., Silver, S., and Preston., (2013). Reimagining field education in social work: The promise unveiled. *Advances in Social Work.* 14(2):643-657

Gillespie, D.F., (2013). *Burnout among social workers.* London, Routledge Publishers.

Godden, J., (2012). *BASW/CoSW England research on supervision in social work, with particular reference to supervision practice in multi-disciplinary teams*. Published in cdn.dasw.co.uk/upload/basw_13955-1.pdf Accessed on 08/04/2017.

Grauel, T., (2002). Overseeing the overseers: supervision of Christian Clergy in Australia. In Machanon and W. Patton (eds). *Supervision in the helping professions: a practical approach*. New Jersey, Prentice Hall: 261-271.

Gray, S.W., (1990). The interplay of social work licensure and supervision: an exploratory study. *The Clinical Supervisor*. 8(1):53-65.

Gray, M., (2011). The changing face of social welfare and social work in Australia. *ERIS Web Journal*. 2. Published in periodika.osu.cz. Accessed on 24/01/2013

Gray, I., Field R., and Brown, K., (2010). *Effective Leadership, Management and Supervision in Health and Social Care.* United Kingdom: Learning Matters

Gray, S.W., and Smith M.S., (2009). The influence of diversity in clinical supervision: a framework for reflective conversations and questioning. *The Clinical Supervisor.* 28: 155-179.

Greer, J.A., (2002). Where to turn for help: Responses to inadequate clinical supervision. *The Clinical Supervisor.* 21: 135-143

Gregory, M., Holloway, M., (2005). Language and the shaping of social work. *British Journal of Social Work.* 35(1): 37-53

Grinnel, R.M., (2008). *Social Research and Evaluation.* 8th Ed. New York City, Oxford University Press

Groenewald, T., (2004). A phenomenological research design illustrated. *International Journal of Qualitative Methods.* 3(1): 1-25.

Guiffrida, D.A., (2014). *Constructive clinical supervision in counselling and psychotherapy.* London, Routledge Publishers

Hafford-Letchfield, T., Lambley, S., Spolander, G., Cocker, C., (2014). *Inclusive leadership in social work and social care.* London, Policy Press

Hair, H.J., (2008). *Perspectives on the Post-Degree Supervision Needs of Ontario Social Workers.* Unpublished Doctoral Dissertation, Wilfrid Laurie University: Waterloo: Canada, Social Work.

Hair, H.J., (2012). The purpose and duration of supervision, and the training and discipline of supervisors: What social workers say they need to provide effective services. *British Journal of Social Work.* Advance online publication at doi:10.1093/bjsw/bcs071. Accessed on 09/07/2014

Haly, M.K., (2010). Neoliberalism and child protection: A deadly mix. *Australian Society for the Study of Labour History.* Issue no.98: 121-141. Published in www.search.informit.com.au. Accessed on 27/07/2013

Hamilton-Smith, E., (2011). New managerialism and professional ethics. *Australian Association for Social Work.* 5(1) at http://www.asn.aasw. Accessed on 02/03/2015

Hansung, K., and Stoner, M., (2008). Burnout and turnover intention among social workers: Effects of role stress, job autonomy and social support. *Administration in Social Work.* 32(3):5-25

Hargaden, H., (2016). *The Art of Relational Supervision: Clinical Implications of the Use of Self in Group Supervision.* London, Routledge Publishers

Harkness, D., and Hensely, H., (1991). Changing the focus of social work supervision: effects on client satisfaction and generalised contentment. *Social Work.* 36(6): 506-512.

Harlow, E., Berg, E., Barry, J., Chandler, J., (2012). Neoliberalism, managerialism and the reconfiguration of social work in Sweden and the UK. *Organisation.* 20(4): 534-550

Harlow, E., (2013). Coaching, supervision and social work zeitgeist. *Practice.* 25(1):61-70.

Hathaway, A.P., (2012). *Experiences of supervisors and supervisees utilizing a constructivist approach to supervision in community mental health settings.* Unpublished Doctoral thesis, University of Rochester: USA, New York City

Hartog, D.N.D., and Verburg, R.M., (2004). High performance work systems, organizational culture and firm effectiveness. *Human Resources Management Journal.* Published in onlinelibrary.wiley. Accessed on 26 May 2017.

Harvey, D., (2007). Neoliberalism as creative destruction. *The Annals of the American Academy of Political and Social Science.* 610:22-44.

Harvey, D., (2005) *A brief history of neoliberalism.* Oxford: England, Oxford University Press.

Hawkins, P., and Shohet, R., (2012). *Supervision in the helping professions.* (4th ed). Berkshire: England, Open University Press, McGraw Hill.

Haynes, R., Corey, G., and Moulton, P. (2003). *Clinical Supervision in the helping professions: A practical guide*. California, Pacific Grove Publishers

Healy, K., Meagher, G., and Cullin, J., (2009). Retaining novices to become expert child protection practitioners: Creating career pathways in direct practice. *British Journal of Social Work*. 39:299-317

Hensely, P.H., (2002) The value of supervision. *The Clinical Supervisor*. 21(1):97-106

Hepworth, D.H., and Larsen, J.A., (1993). *Direct social work practice: theory and skills*. New York City, Pacific Grove. Brooks/Cole Publishers

Herbert, G.R., and Dovespike, D., (1990). Performance appraisal in the training need analysis process: A review and critique. *Public personnel management.* 19(3) published in www.researchgate.net. Accessed on 10/06/2015

Himle, D., Thyness, P., Jayarante, S., (1989). The effects of emotional support on burnout, work stress and mental health among Norwegian and American social workers. *Journal of Social Service Research*. 13(1):27-45

Hipp, J., and Munson, C.E., (1995). The partnership model: a feminist supervision/consultation perspective. *The Clinical Supervisor*. 13(1):23-38

Hoge, A., Migdole, S., Farka, M.S., Ponce, A.N., and Hunnicutt, C., (2011). Supervision in Public Sector Behavioural Health: a Review. *The Clinical Supervisor*. 30:183-203.

Holge-Hazelton, B., and Tulinius, C., (2012). Individual development of professionalism in educational peer group supervision: A multiple case study of GPs. *International Journal of Family Medicine*, Article ID 792018, 13 pages in http://dx.doi.org. Accessed on 06/07/2016

Holloway, E., (1995). *Clinical supervision: a systems approach.* London, Sage Publications

Holloway, E., (1997). Structures for the analysis and teaching of supervision. In Watkins, C., Edward Jr. *Handbook of psychotherapy supervision.* London. John Wiley and Sons. 249-276

Holloway, S., and Brager, G. (1989). *Supervision in the Human Services.* New York City, Free Press.

Holman, S., (2009). Guidelines on Professional Development for continuing competence in social work practice. *Practice Standards Committee.* Published in www.c.ymcdn.com, Accessed on 09/08/2015

Hölscher, D., (2008). The Emperor's new clothes: South Africa's attempted transition to developmental social welfare and social work. *International Journal of Social Welfare.* 17(2):114-123

Howe, K., and Gray, I., (2012). *Effective Supervision in Social Work.* London, Sage Publications

Hughes, J.M., (2010). The role of supervision in social work: a critical analysis. *Critical Social Thinking: Policy and Practice.* 2: in http://cst.ucc.ie. Accessed on 12/09/2015

Hughes, L., and Pengelly, P., (1997). *Staff supervision in a turbulent environment: managing process and task in front-line service.* London, Jessica Kingsley.

Hunter, M., (2009). Poor supervision continues to hinder child protection practice. Published in www.communitycare.co.uk. Accessed on 09/20/2012

Hussein, S., (2009). The size, roles and stability of the workforce in England. Published in http://www.kcl.ac.za. Accessed on 06/07/2017

Hussein, S (2011) Volunteers in formal long term care workforce in England. *Social Care Workforce Research Unit.* Issue 13 in www.kcl.ac.za. Accessed on 03/09/2014

Hutchings, J., Cooper, L., and O'Donoghue, K., (2014). Cross-disciplinary supervision amongst social workers in Aotearoa New Zealand. *Aoteoroa New Zealand Social Work Review.* 26(4):53-64

Ingram. R., (2013). Emotions, Social Work Practice and Supervision: An Uneasy Alliance? *Journal of Social Work.* 27(1):5-19

Inskipp, F., and Proctor, B., (1993). *Making the most of supervision*. Fort Smith: Canada, Cascade Publishers

International Federation of Social Workers (IFSW) (2014; 2012; 2004). Effective and ethical working environments for social work: the responsibilities of employers of social workers. *International Federation of Social Workers* published in ifsw.org. Accessed on 12/0/4/2017

International Association of Schools of Social Work., (IASSW) (2016; 2004) *Definition of Social work profession*. https://www.iassw-aiets.org. Accessed on 06/07/2017

Investopedia. *What is neoliberalism.* www.investopedia.com. Accessed on 05/07/2017

Irish Association of social workers (2016). *IASW Code of Ethics.* Published in https://www.iasw.ie. Accessed on 27/05/201

Jansen, J., Cox, A., (2015). *Varsities bursting at seams*. www.iol.co.za. Accessed on 05/07/2017

Jessop. B., (2012). *Neoliberalism. Encyclopedia of Globalisation*. New Jersey, Wiley Publishers

Johnston, L., Noble, C., and Gray, M., (2016). *Critical Supervision for the Human Services: A social model to promote learning and value-based practice*. London, Jessica Kingsley Publishers

Jones, S., (2014). *Social Work Practice Placements: Critical and Reflective Approaches*. London, Learning Matters Publishers.

Jones, T.A., (2017) *Maslow's hierarchy of needs*. Published in journal.thriveglobal.com. Accessed on 18/07/2017.

Joubert, M., and Van Wyk, C., (2014). Social work forensic reports in South African Criminal Justice courts: Inevitable in the quest for justice. *Social Work/Maatskaplike Werk*. 50(4) Issue 3: 484-503.

Kadushin, A., (1992a). (3rd ed). *Supervision in Social Work*. New York City, Columbia University Press.

Kadushin, A., (1992b). What is Wrong, What is Right with Social Work Supervision. *The Clinical Supervisor*. 10(1):3-19

Kadushin, A., (1992c). Social Work supervision: an updated survey. *The Clinical Supervisor*. 10(2):9-27

Kadushin, A., (1985). *Supervision in social work*. (2nd ed). New York City, Columbia University Press.

Kadushin, A., (1974). *Child Welfare services*. (2nd ed) London, Mcmillan Publishers

Kadushin, A., (1968) Games People Play in Supervision. *Social Work*. 13(2):127-136

Kadushin, A., and Harkness, D., (2014). (5th ed). *Supervision in Social Work*. New York, Columbia University Press. .

Kadushin, A., and Harkness, D., (2002). *Supervision in Social Work*. New York, Columbia University Press.

Kaplan, R.S., and Norton, D.P., (2005). *Budget Follow strategy: creating the Office Strategy Management*. Paper 05-071 published in www.hbs.edu, accessed on 25/05/2017

Karanges, E., Beatson, A., Johnston, K., and Lings, I., (2014). Optimising employee engagement with internal communication: a social exchange perspective. Organisational outcomes through increased productivity. *Journal of Business Market Management.* 7(2): 329-353.

Karvinen-Niinikoski, S., (2004) Social work supervision: contributing to innovative knowledge production and open expertise, in Gould, Nick and Baldwin, Mark (eds) *Social work, critical reflection and learning organisation.* Aldershot etc: Ashgate:1-20

Kaufman, J., and Schwartz, T., (2003). Models of supervision: shaping professional identity. *The Clinical Supervisor.* 22(1):143-158

KBL781, (2010). Ethical framework for good practice in counselling and psychotherapy. *British Association for Counselling and Psychotherapy.* http://www.bacp.co.uk. Accessed on 08/04/2017

Khanyile N.H.P., (2014) *Implementation of a developmental approach to social welfare service delivery at Nkandla in Kwazulu-Natal.* Unpublished Masters Dissertation Community Development, University of Zululand, RSA: Natal, Department of Social Work

Kian, T.S., Rajah, S., Yusoff. W.F.V., Rajah, S., (2014) Job satisfaction and motivation: what are the differences among these two? *European Journal of Business and Social Sciences.* 3(2):94-02

Kim, W.C., and Mauborgne, R., (2009). *How strategy shapes structure.* Published in http://hbr.org. Accessed on 26/05/2017

Kindsvatter, A., Granello, D.H., Duba, J., (2008). Cognitive techniques as a means for facilitating supervisee development. *Counsellor Education and Supervision.* 47(3):179-192

Kirkpatrick, I., (2006) Taking stock of new managerialism. *Social Work and Society.* 4(1): 14-24

Kirkpatrick, I., Kuhlmann, E., Hartley, K., and Dent, M., (2016) Medicine and management in European Hospitals: a comparative overview. *BMC Health Serv Res.* 16(2): 171

Kline, A., (2014). *Workplace impact: Good supervision versus poor supervision-Training course in Sydney.* Published in https://pdtraining.com.au. Accessed on 20/09/2016

Kothari, C.R., (2004). *Research Methodology: Methods and Techniques.* New Delhi, New Age International Publishers.

Kothari, C.R., and Garg, G., (2014). *Research Methodology.* (3rd ed). New Delhi, New Age International Publishers.

Krefting, L. (1991). Rigor in qualitative research: The assessment of trustworthiness. *American Journal of Occupational Therapy*, *45*(3):214-222.

Kumar, R., (2011). *Research Methodology: a step by step for beginners.* (3rd ed). London, Sage Publications

Leigh, A (2014) *Person-centred model of supervision.* Published in https://prezi.com. Accessed on 27/08/2017

Lambie, G.W., and Sias, S.M., (2009). An Integrative Psychological Developmental Model of Supervision for Professional School Counsellors in Training. *Journal of Counselling and Development.* 87(3):349-356

Lambley, S (2013) *How supervision can help care workers improve their practice.* Published in www.communitycare.co.uk. Accessed on 18/07/2017

Lawler, J., (2015) Motivation and meaning: The role of supervision. *Practice: Social Work in Action.* 27(4):265-275

Lawler, J., and Bilson, A., (2010) *Social work management and leadership: Managing complexity with creativity.* Londong, Routledge Publishers

Leong, F.T., (2008). *Encyclopedia of Counselling*. London, Sage publications

Leung, K.P., (2012). An exploration of the use of power in social work supervisory relationship in Hong Kong. *Journal of Social Work Practice*. 26(2):151-162

Lloyd, C., Kind, R., Chenoweth, L., (2002) Social work stress and burnout: A review. *Journal of Mental Health*. 11(3):255-265

Lincoln, Y.S., and Guba, E.G., (1985). *Natural Inquiry*. Sage Publishers: New Park, California.

Littrell, J., Lee-Borden, N., and Lorenz, J.A., (1979) A developmental framework for counselling supervision. *Counsellor Education and Supervision*. 19:119-136

Lloyd, C., King, R., and Chenoweth, L., (2002). Social Work, stress and burnout: A review. *Journal of Mental Health*. 11(3):255-265

Lombard, D., (2010) *How to end a working relationship with a service user*. Published in www.communitycare.co.uk. Accessed on 19/03/2014

Lombard, A., (2008). Social work: A social partner in economic development. *Social Work/Maatskaplike Werk*. 44(2):121-142

Lombard, A., and Wairire, G., (2010). Developmental social work in South Africa and Kenya: Some lessons for Africa. *The Social Work Practitioner-Researcher Special Issue* April 2010:99-111. Published in http://hdl.handle.net/2263/16241. Accessed on 19/03/2014

Lum, T., (2008). *Social Exchange Theory: The maker or breaker of relationships*. Published in www.namanao.wordpress.com. Accessed on 02/08/2017

Lynch, L., Hancox, K., Happel, B., and Parker, J., (2011). *Clinical Supervision for Nurses*. New Jersey, Wiley-blackwell Publishers

Maclean, S., (2012). *The social work pocket guide to: effective supervision.* Staffordshire: United Kingdom, Kirwin Maclean Associates

Mag, J.O., (2016). Evaluation of Efficiency in Social Work Practice and Supervision: Empirical Approach. *Social Work Juris Osis* (Latvia) Proceedings 4: 221-232

Maidment, J., and Beddoe, L., (2012). Is supervision in "good heart"? A critical commentary. *Australian Social Work.* 65(2):163-170. Published in http://dx.doi.org. Accessed on 09/08/2015.

Maier, E., (2009). *Social workers left unsupported as they reach breaking point.* Published in www.communitycare. Accessed on 23/07/2017

Mak, M.A., (2013). *Supervision Training Needs: Perspectives of Social Work Supervisees.* Unpublished Masters of Social Work Dissertation at St Catherine University. *Clinical Research Papers.* Paper 225. Minnesota: USA, Social Work

Makgoba, M., (2017) *No Guns: 94+ Silent Deaths And Still Counting South African Health Ombudsman Report on the deaths of Mentally ill patients moved from Life Esidimeni to Non-Governmental Organisations.* Report on the movement and death of mentally ill patients in Gauteng Province of South Africa. Published in mentalhealthworldwide.com. Accessed on 06/06/2017

Manthorpe, J., Moriarty, J., Hussein, S., Stevens, M., Sharpe, E., (2015) Content and purpose of supervision in social work practice in England: views of newly qualified social workers, managers and directors. *British Journal of Social Work.* 45: 52-68

Manthorpe, J., Moriarty, J., Hussein, S., Stevens, M., and Sharpe, E., (2013). Content and Purpose of supervision in Social Work practice in England: Views of newly qualified social workers, managers and directors. *British Journal of Social work.* Online publication at doi:10.1093/bjsw/bct102. Accessed on 21/06/2014

Manthorpe J., Moriarty, J., Rapaport, J., Clough, R., Cornes, M., CIiff, S., and OPRSI (Older People Researching Social Issues) (2008). 'There are wonderful social workers but it's a lottery': Older people's views about social workers. *British Journal of Social Work.* 38:1132-1150.

Maslow, A.H., (1943) A theory of human motivation. *Psychology Review.* 50(4): 370.

Mayock, E.C., and Radulescu, D., (2010). *Feminist activism in academia: Essays on personal, political and professional change.* Jefferson, North Carolina, MacFarland Publishers

Mbau, M.F., (2005) *The educational function of social work supervision in the Department of Health and Welfare in the Vhembe District of Limpopo Province.* Masters dissertation, University of Pretoria. Department of Social Work. Published in http://hdl.handle.net. Accessed on 18/07/2017

McCalman, J., Paton, R.A., and Siebert, S., (2015). *Change Management: A guide to effective implementation.* London, Sage Publishers.

McDonald, A., Postle, K., Dawson, C., (2008). Barriers to retaining and using professional knowledge in local authority: Social work practice with adults in the UK. *British Journal of Social Work.* 38 (7):1370-1387

Mcleod (2016). *Maslow's hierarchy of needs.* In http://m.simplypsychology.org. Accessed on 18/07/2017

McMahon, C., (2017). *Authority and Democracy: A general theory of government and management.* New Jersey, Princeton University Press.

McMillan Voice (2004). *Sharing good practice.* Issue No. 29 in www.supervisionandcoaching.com. Accessed on 02/04/2016

McMurray, A., (2004). *Research: A common-sense approach.* London, Cengage Learning Publishers.

McPherson, L., and Macnamara, N., (2017). *Supervising Child Protection Practice: What Works? An evidence informed approach.* London, Springer Publishers, http://www.springer.com. Accessed on 07/07/2017

Meterko, M., Restuccia, K.S., Mohr, D., Brennan, C., (2015). Response rate, non response bias, and data quality: Results from a national survey of senior healthcare leaders. *Public Opinion Quarterly. American Association of Public Opinion Research.* http://academic.oup.com. Viewed on 20/05/2017

Meyer, J.P., (2016). *Handbook of employee commitment.* Northampton: USA, Edward Elgar Publishing

Midgley, J., (2014). *Social development: Theory and practice.* London, Sage Publications. Thousand Oaks.

Min, R.M., (2012). Self-efficacy whilst performing counselling practicum promotes counsellor trainees development: Malaysian perspective. *Procedia-Social and Behavioural Sciences.* 69(2012): 2014-2021.Available online at www.sciencedirect.com. Accessed on 13/07/2016

Minh Tan, T., (2010). The human factor of supervision dynamics. Published in https://www.slideshare.net. Accessed on 21/03/2017

Mokoka, L., (2016). *The experiences of social work supervisees in relations to supervision within the department of social development in the Johannesburg region.* Master of Arts dissertation. University of South Africa: Pretoria; Department of Social Work

Mor Barak, M.E., Nissly, J.A., and Levin, A., (2001). Antecedents to Retention and Turnover Among Child Welfare Social Work and Other Humans Service Employees: What can we Learn from past Research? *Social Service Review.* 75(4):625-661

Mor Barak, M.E., Travis, D., J, Pyun, H., and Xie, B. (2009). The Impact of Supervision on Worker Outcomes: A Meta-Analysis. *Social Service Review* 83(1):1-32.

Moriarty, J., Baginsky, M., and Manthrope, J., (2015). *Literature review of roles and issues within the social within the social work profession in England.* King's College Social Care Workforce Research Unit. In www.professionalstandards.org.uk. Accessed on 20/04/2016

Morrison, T., (2005). *Staff supervision in social care: making a real difference for staff and service users.* London, Pavillion Publishers

Mouton, J., (2001). *How to succeed in your masters and doctoral studies: A South African guide and resource book.* Pretoria, Van Schaik Publishers

Moustakas, C., (1994) *Phenomenological research methods: Steps in phenomenological research.* London, Sage Publishers

Mowery, R.L., (2009) Expanding from ethical compliance to ethical empowerment: Supervisors are key. *Family Therapy Magazine*, Part 2: 48-51. In www.aamft.org. Accessed on 10/10/2013

Munson, C., (2012). *Handbook of clinical social work supervision.* (3rd ed). London, Routledge Publishers.

Munson, C.E., (2002). (3rd ed) *Handbook of Clinical Social Work Supervision.* New York City: Harworth Press.

Munson, C.E., (1993). *Clinical Social Work Supervision.* New York City: Harworth Press.

Nabhani, M., Bahous, R., Sabra, H., (2015). Teachers' and supervisors' views on clinical supervision: A case study from Lebanon. *The Educational Forum.* 79(2):116-129

National Association of Social Workers and Association of Social Work Boards (2003). USA *Best Practice Standards in Social Work Supervision.* SocialWorkers.org. Accessed on 03/04/2017.

National Association of Social Workers. (2013) (NASW, 2013). *Best Practice Standards in Social Work Supervision.* In www.naswdc.org. Accessed on 03/04/2017.

Norberg, T., Axelsson, H., Barkman, N., Hamrin, M., and Carlsson, J., (2016) What psychodynamic supervisors say about supervision: freedom within limits. *The Clinical Supervisor.* 35(2): 268-286.

North Carolina Social Work Association (NCSW)(2000) *Position paper on administrative supervision.* Published in www.ncswboards.org. Accessed on 24/07/2017.

Ndzuta, J.S., (2009). *The experiences of social work supervisors as first line managers in a welfare organisation.* Unpublished Masters in Social Work Management, University of Pretoria: South Africa, Department of Social Work.

Neuman, W.L., (2011). *Social Research Methods: qualitative and quantitative methods.* (7th ed). London, Pearson Publishers.

Ngwenya, P., and Botha, P (2012) The Foster Care Backlog: A threat to the Retention of Social Workers. *Social Work/ Maatskaplike Werk.* 48(2):209-224.

Nhedzi, F., and Makofane, M (2015) the experiences of social workers in the provision of family preservation services. *Social Work/Maatskaplike Werk.* 51(1):354-378.

Niven, D., (2014). *Stress and anxiety in social work: reflective supervision can help.* Published in theguardian.com. Accessed on 26/07/2017.

Noble, C., and Irwin, J., (2009). Social work supervision: An exploration of the current challenges in a rapidly changing social, economic, and political environment. *Journal of Social Work.* 9(3):345-358

Nykiel, R.A., (2007). *Handbook of Marketing Research Methodologies for Hospitality and Tourism.* London, Harworth Publishers

O'Boyle, E.H., and Forsyth, D.R., (2012). A meta-analysis of the dark triad and work behaviour: a social exchange perspective. *Journal of Applied Psychology.* 97(3): 557-579

O'Brien E.R., and Hauser, M.A., (2015). *Supervision and Agency Management for Counsellors.* New York, Springer Publishing Companies.

O'Donoghue, K., (2004). Social work and cross disciplinary supervision. *Social Work Review.*16:2-7

O'Donoghue, K., (2012) Windows on the supervisee experience: An exploration of supervisee's supervision histories. *Australian Social Work*. 65(2):214-231

O'Donoghue, K.B., Baskerville, M.A., and Trlin, A.D. (1998) Professional supervision in the New Manageral Climate on the Department of Corrections. *A paper presented at New Zealand Association of Social Workers Inc. Aotearoa Conference held at Kirikiriroa Marae, Hamilton.* Published in www.geocities.ws/kieranodsw/confpaper.html. Accessed on 07/11/2015

O'Donoghue, K., and Tsui, M., (2012). Towards a Professional Supervision Culture: The Development of Social Work Supervision in Aotearoa New Zealand. *International Social Work Journal*. 55(1):5-28

Openshaw, L., (2012). *Challenges in clinical supervision.* Paper presented at North American Association in Social Work (NACSW) Convention held at St Louis, October 2012. Published in www.nacsw.org. Accessed on 10/10/2013

OxfamSA (2017) *Starting with people.* Oxfam briefing report dated 2 May 2017. Published in www.oxfam.org. Accessed on 01/06/2017

Pack, M, and Cargill, J., (2014). (eds) *Evidence Discovery and Assessment in Social Work Practice.* Chicago, IGI Global Publishers

Parker, J., (2010). *Effective practice learning in Social Work.* (2nd ed). London, Learning Matters Limited

Parker, L., (2017). *Essential professional competence of social work supervisors in a non-profit welfare organisation.* Unpublished Doctoral Dissertation presented for the degree of Doctor of Social Work in the Faculty of Arts and Social Sciences at Stellenbosch University. Stellenbosch, South Africa. Published in https://scholar.sun.ac.za. Accessed in 06/07/2017

Parton, N., (1998). Risk, advanced liberalism and child welfare: The need to rediscover uncertainty and ambiguity. *British Journal of Social Work.* 28(1):5-27

Patel, L., (2008) Getting it right and wrong: An overview of a decade of post-apartheid social welfare. *Practice.* 20(2):71-81

Patel, L., (2005). *Social welfare and social development in South Africa*. Cape Town, Oxford University Press.

Patel, L and Hochfeld, T., (2012). Developmental social work in South Africa: translating policy into practice. *International Social Work.* 56(5):670-704

Peach, J., and Horner, N., (2007) Using supervision support or surveillance? In Lumbery, M., and Postle, K., (eds). *Social Work: A companion for learning*. London, Sage Publishers:228-239.

Peet, S., (2011). Supervision: If it is not available, what will I do?. Published in The New Social Worker, the social work career magazine at www.socialworker.com. Accessed on 23/07/2017.

Pena, A., (2010). The Dreyfus model of clinical problem solving skills acquisition: a critical perspective. *Medical Education Online.* 15(10). Published in https://www.ncbi.nlm.nih.gov. Accessed on 26/05/2017

Pereira, H. R. (2012). Rigour in phenomenological research: reflections of a novice nurse researcher. *Nurse Researcher*, *19*(3):16-9.

Picketty, T., (2013). *Capital in the 21st century*. Massachusetts, The Belknap Press of Harvard University Press

Poole, J., (2010). Perspectives on Supervision in Human Services: Gazing through critical and feminist lenses. *Michigan Family Review.* 14(1):60-70.

Popejoy, M.W., (2006) *Why budgets fail. Journal of the Advancement of Educational Research*. 1(2). Published in www.linkedin.com. Accessed on 13/07/2017

Powell, D.J., (2010). *Clinical supervision and professional development of the substance abuse counsellor.* Pennsylvania, Diane Publishing

Pritchard, J., (1995). (eds). *Good Practice in Supervision: Statutory and Voluntary Organisations.* London: Jessica Kingsley Publishers.

Proctor, B., (1987). Supervision: A cooperative exercise in accountability in M. Marken and M. Payne (eds). *Enabling and ensuring supervision in practice.* Leicester: National Youth Bureau Publishers.

Reamer, F.G., (2006). Eye on ethics: Terminating services. Published in *Social Work Today* at www.socialworktoday.com. Accessed on 08/05/2017.

Reamer, F.G., (2002). Eye on ethics: Supervision protecting practitioners and their clients. Published in *Social Work Today at* www.socialworktoday.com. Accessed on 08/04/2015.

Reamer, F.G., (2009). Boundaries in Supervision. Published in *Social Work Today.* 9(1) at www.socialworktoday.com. Accessed on 08/02/2016.

Redmond B., Guerin S., Nolan B.D. and Egan A., (2010). *The retention of social workers in health services: An evidence-based assessment.* University College Dublin, Ireland. Published in www.ucd.ie. Accessed on 21/03/2016.

Reid, H., and Westergaard, J., (2013). *Effective supervision for counsellors.* Exeter: United Kingdom, Learning Matters.

Reiss, M., (2012). *Organisational Change: A balanced and blended approach.* Noordestedt, Books on Demand Publishers.

Republic of South Africa (1997). *Basic Conditions of Employment Act, 1997 (Act No.75 of 1997).* Government Gazette No. 18491 of 5 December 1997, Government Notice No. 1631. Pretoria, Government Printing Works.

Republic of South Africa (1983). *Child Care Act, 1983 (Act No. 74 of 1983).* Government Gazette 8765. Pretoria, Government Printing Works.

Republic of South Africa (2004). *National Health Act, 2004 (Act No.61 of 2003).* Government Gazette 26595. Government Notice No. 869 (469). Pretoria, Government Printing Works.

Republic of South Africa (2005). *Children's Act, 2005 (Act No. 38 of 2005).* Government Gazette No. 28944, Government Notice No. 610(492). Pretoria, Government Printing Works.

Republic of South Africa (2008). *Companies Act, 2008 (Act No. 71 of 2008).* Government Gazette No. 32121, Government Notice No. 421. Pretoria, Government Printing Works.

Republic of South Africa (1996). *Constitution of South Africa Act, 1996 (Act No. 108 of 1996)* Government Gazette No. 17678, Government Notice No 2083 and proclaimed in terms of Proclamation No.6 Gazette No. 17737 dated 24 January 1997. Pretoria, Government Printing Works.

Republic of South Africa (1995). *Labour Relations Act, 1995 (Act No. 66 of 1995).* Government Gazette No. 1877 dated 13 December 1995. Pretoria, Government Printing Works.

Republic of South Africa (2007) *Sexual Offences Act, 2007 (Act No, 32 of 2007).* Government Gazette No. 30599. Government Notice No. 1224 of 14 December 2007. Pretoria, Government Printing Works.

Republic of South Africa (2004) *Social Assistance Act, 2004 (Act No. 13 of 2004).* Government Gazette No. 26446, Government Notice No. 714 (468) of 10 June. Pretoria, Government Printing Works.

Republic of South Africa (1978). *Social Service Profession Act, 1978 (Act No. 110 of 1978). Pretoria,* Government Printing Works.

Republic of South Africa (1996) *South African Schools Act, 1996 (Act No. 84 of 1996)*. Government Gazette No.1867, 15 November. Pretoria, Government Printing Works.

Republic of South Africa (2003). *Ministry of Labour. The Scarce Skills Policy Framework for the Public Service.* Published in www.labour.gov.za. Accessed on 13/02/2013.

Republic of South Africa (1994) Ministry of Government Communication. *National Skills Strategy.* Published in www.gcis.gov.za. Accessed on 15/06/2014.

Republic of South Africa (1996). Ministry of National Treasury. *Growth, Employment and Redistribution Strategy of the RSA (GEAR).* Published in www.treasury.gov.za. Accessed on 12/12/2014

Republic of South Africa (1997). Ministry of Welfare and Population Welfare. *White Paper for Social Welfare*. Government Gazette No. 18166. Government Notice No. 1108(386) of 1997. Pretoria, Government Printing Works.

Republic of South Africa (2006). Ministry of Social Development. *Integrated Service Delivery Model.* Published in www.dsd.gov.za. Accessed on 21/04/2013

Republic of South Africa (2005). Ministry of Social Development. *Recruitment and Retention Strategy for Social Workers.* Published in www.dsd.gov.za. Accessed on 20/04/2013.

Republic of South Africa (2011). Ministry of Social Development (2011). *The Generic Norms and Standards for Social Welfare Services.* Published in www.dsd.gov.za. Accessed on 20/04/2013.

Republic of South Africa (2012). Ministry of Social Development (2012). *Supervision Framework for the Social Work Profession.* Published in www.dsd.gov.za. Accessed on 21/03/2013.

Republic of South Africa (1999). *Public Finance Management Act, 1999 (No.1 of 1999).* Updated to Government Gazette 38735 of 30 April 2015. Original Act published in Government Gazette Nos. 19814 of 2 March 1999 and 19978 of 30 April, 1999. Pretoria, Government Printing Works.

Republic of South Africa (1994) *Public Service Act, 1994 (Proclamation 103 of 1994)*. Government Gazette No. 15791 of 3 June. Pretoria, Government Printing Works.

Republic of South Africa (2001). *Public Service Regulations*. Government Notice No. R.1 of 5 January 2001. Pretoria, Government Printing Works

Republic of South Africa (2011) *Regulations made under the Social Service Professions Act, 110 of 1978* published as Government Notice R101 in Government Gazette 34020 of 18 February 2011. Pretoria, Government Printing Works.

Republic of South Africa (2009) *Public Health and Social Development Sectoral Bargaining Council*. Resolution 1 of 2009 of the Health and Social Development Bargaining Council. Agreement of the implementation of an occupational specific dispensation (OSD) for social services professions and occupations. Published in www.phsdsbc.org.za. Accessed on 28/06/2014.

Republic of South Africa (2016) *Statistician General. Community Survey.* Published in www.stassa.gov.za. Accessed on 10/05/2017. Pretoria, Government Printing Works

Republic of South Africa (2015 to 2010). Provincial Government of Limpopo, Department of Social Development *Strategic Plan for 2015 to 2020*

Republic of South Africa (2016/2017). Provincial Government of Limpopo, Department of Social Development *Annual Performance Plan for 2016/2017*

Republic of South Africa (2016/2017). Provincial Government of Limpopo, Department of Social Development, *Social Work Service Operational Plan for Vhembe DSD for 2016/2017*

Rhinehart, A.J. (2015) *Lived experiences of beginning counsellors in harmful supervision*. Unpublished Doctor of Philosophy Thesis in Psychology. University of Tennessee, Knoxville, USA.

Robinson, K., (2013). Supervision found wanting: Experiences of health and social workers in non-government organisations working with refugees and asylum seekers. *Practice*. 25(2):87-103.

Robinson, V.P., (1936). *Supervision in social case work: a problem in professional education.* North Carolina, University of North Carolina Press.

Rogowski, S., (2011) Managers, managerialism and social work with children and families: the deformation of a profession? *Practice Social Work in Action*. 3(3):157-167

Rogowski, S., (2012) Social Work with Children and Families: Challenges and possibilities. *British Journal of Social Work*. 42(5):921-940

Rogowski, S., (2013). *Neoliberalism and social work: facing the challenges.* Bristol, University of Bristol Press.

Ronnestad, M.H., and Skovholt, T.M., (2003). The journey of the counsellor and therapist: research findings and perspectives on professional development. *Journal of Career Development.* 30(1):5-44.

Rothstein, J., (2001). Clinical Supervision – then and now: The professional development of social workers. *Reflections* 7(1): 61-71. California State University

Rouse, M., (2014) *Law of diminishing returns.* Published in <u>searchcrm.techtarget.com.</u> Accessed on 18/07/2017

Rubin, A., and Babbie, E.R., (2007). *Essential Research Methods for Social Work*. California: Thomson Brooks/Cole Publishers.

Rubin, A., and Babbie, E.R., (2010). *Essential research methods for social work*. London, Cengage Learning Publishers

Runcan, R., (2013). *Supervision in educational, social and medical services professions.* Cambridge: United Kingdom, Cambridge Scholars Publishing

Salas, L.M., Sen, S., and Segal, E., (2010). Critical theory: Pathway from dichotomous way to integrated social work practice. Families in society: *The Journal of Contemporary Social Services.* 9(10):91-96.

Sampson A (2006). A Supervision Guide, *Inside Out.* Issue 50. In iahip.org. Accessed on 12/10/2014

Scannapieco, M., and Cornell-Carrick., (2007). Child welfare workplace: The state of workforce and strategies to improve retention. *Child Welfare.* 86(6):31-52

Schroffel, A., (1999) How does clinical supervision affect job satisfaction? *The Clinical Supervisor.*18(2):91-105.

Searle, M.S., (1990) Social Exchange Theory as a framework for understanding ceasing participation in organised leisure activities. Editor: Bryan J.A. Smale, *Ontario Research Council on Leisure.* Proceedings, Sixth Canadian Congress on Leisure Research, May 9-12, 1990. University of Waterloo. Published in lin.ca>Uploads>cclr6>CCLR6-76. Accessed on 03/04/2014

Senediak, C., (2013). A reflective practice model of clinical supervision. Conference paper presentation: Advances in clinical supervision conference, Sydney, Australia, 4-6 June 2013. *NSW Institute of Psychiatry.* In www.clinicalsupervisionservices.com. Accessed on12/15/2015

Sewpaul, V., and Hölscher, D., (2004) *Social work in times of neoliberalism: A postmodern discourse.* Pretoria, Van Schaik Publishers.

Shohet, R (2008) *Passionate Supervision* (eds). London, Jessica Kingsley Publishers.

Shohet, R., and Wilmot, J., (1991). The key issue in the supervision of counsellors: The supervisory relationship. In W.Dryden and B. Thorne (eds). *Training and Supervision for Counselling in Action.* London, Sage Publishers.

Shosha, G.A., (2012) Employment of Colaizzi's strategy in descriptive phenomenology: A reflection of a researcher. *European Scientific Journal.* 8(27):1857-7881

Shulman, L., (1993) *Interactional supervision.* Washington DC: NASW Press

Shulman, L., and Safyer, A., (2014). *Supervision in counselling: interdisciplinary issues and research.* London, Routledge Publishers

Sibanda, S., and Lombard, A., (2015). Challenges faced by social workers working in child protection services in implementing the Children's Act 38 of 2005. *Social Work Maatskaplikke Werk.* 51(1): 367-386

Simpson, B., (2015). Large classes in social work education: A threat to the professional socialisation of social work student? *Social Work (Stellenbosch. Online).* 51(2): in http://dx.doi/51-3-467. Accessed on 20/10/2016

Siu-Wai, L., and Shek, D.T.L., (2002). Implications of social constructivism to counselling and social work practice. *Asian Journal of Counselling.* 9(1) and (2):105-130

Skills for Care (2007) Providing Effective Supervision. www.skillsforcare.org.uk. Accessed on 01/04/2014

Smith, K.L., (2009). *A Brief Summary of Supervision Models.* Published in www.cou_supervisionmodels.pdf. Accessed on 25/12/2014

Smith, M.K., (2011). The functions of supervision. *The Encyclopedia of Informal education.* In infed.org. Accessed on 14/09/2015

Smith, R., (2012). *Why poor supervision is damaging social work.* Published in www.communitycare.co.uk. Accessed on 23/07/2015

Smith, D.B., and Shields, J. (2013). Factors Related to Social Service Worker's Job Satisfaction: Revisiting Herzberg's Motivation to Work. *Administration in Social Work.* 37: 189-198

Social Work Guide (2015) *New York Social Work Licensing Requirements*. Published in www.social workguide.org. Accessed on 08/03/2017

South African Council for the Social Service Professions, (2007). (SACSSP) Policy guidelines for course, code of ethics and the rules for social workers. Published in http://www.sacssp.co.za. Accessed on 12/03/2014

Spolander, G., and Martin, L., (2015). Life in a time of neoliberalism: Social work in England. Social work around the world: colours and shapes in a complex mosaic. *Visioni Latino Americane.*13. Numero special: 22-44

Spolander, G., Engelbrecht, L., Martin, L., Strydom, M., Pervova, I., Marjanen, P., Tani, P., Sicora, A., and Adaikalam. (2014). The implications of neoliberalism for social work: Reflections from six-country international collaboration. *International Social Work*. 57(4):301-312.

Stengl, M., and Zenko, A., (2011). Supervision- the modelling of social work practice with children with behavioural disorders. *Dialogue in Praxis: A Social Work International Journal*. 13 (21):45-56

Stephenson, J., (2005). *Professional Supervision in Social Work*. http://www.unison-edinburg.org.uk/socialwork/supervision.html. Accessed on 04/04/2015

Stoltenberg, C.D., (2005). Enhancing Professional Competence through Developmental Approaches to Supervision. *American Psychologist*. 60(8):857-864

Stoltenberg, C., (1981). Approaching supervision from a developmental perspective: The counsellor complexity model. *Journal of Counselling Psychology*. 28(1):59-65

Stoltenberg, C.D., and Delworth, U., (1987). *Supervising Counsellors and Therapists: a developmental approach.* San Francisco, Jossey-Bass Publishers

Stoltenberg, C.D., and McNeil, B.W., (2010). (3rd ed) *IDM supervision: An Integrated developmental model for supervising counsellors and therapist*s. New York City: Routledge Taylor and Francis Group.

Stoltenberg, C.D., and McNeil, B.W., (1997). Clinical supervision from a developmental perspective: Research and Practice. In C.E. Watkins Jr (ed) *Handbook of psychotherapy supervision*. New York City, Wiley Publishers: 184-202.

Strutton, J., (2011) *Why companies fail to train their employees*. Published in www.accountability-plus.com. Accessed on 24/07/2014

Strydom, H., (2011) Ethical aspects of research in social sciences and human services (eds) in De Vos, A.S., Strydom, H., Fouche, C.B., and Delport, C.S.L., (2011). *Research in the grassroots: For the social sciences and human service professions.* 4th edition. Van Schaik, Pretoria:113-130

Summers, N., (2010). *Managing social service staff for excellence: Five keys to exceptional supervision.* Hoboken New Jersey, John Wiley Publishers.

SurveyMonkey, (2009). *Response rate and surveying techniques: tips to enhance survey response respondent participant*. Published in http://53.amazonaws.com. Accessed on 20/07/2016

Taetske, C.,Roux, A., Strydom, H., (2014) Factors that Affect Social Workers' Job Satisfaction, Stress and Burnout. *Social Work/ Maatskaplike Werk.* 50(2):153-169.

Tanner, R., (2017). *Motivation-applying Maslow's hierarchy of needs*. In managementisa journey.com. Accessed on 18/02/2017

Taylor, B.J., (2006). *Research in Nursing and Health Care: Evidence for Practice*. Australia, Cengage Learning Publishers.

Taylor, I., Bogo M., Lefevre, M., Teater, B., (2016). *Routledge international handbook of social work education*. London, Routledge Publishers

Tepper, B.J., (2000) Consequences of Abusive supervision. *Academy of Management Journal.* 43(2):178-190

Tekleab, A.G., and Chiaburu, D.S., (2011). Social Exchange: Empirical examination of form and focus. *Journal of Business Research.* 64(5):460-466

The College of Social Work, (2014). *Roles and functions of social workers in England. Advise note, London.* The College of Social Work. Published in https://www.tcsw.org.uk. Accessed on 26/10/2016.

Thomas, J.T., (2010). *The ethics of supervision and consultation: practical guidance for mental health professionals.* Washington DC: APA Publishers

Thomas, J.T., (2015). Ethical considerations for clinical supervisors. *The National Psychologist.* Published in nationalpsychologist.com. Accessed on 20/09/2016

Towler, J., (2009). Friend or foe? The influence of the invisible client. *Counselling at Work.* Published in www.counselingatwork.org.uk. Accessed on 12/10/2013

Trevithick, P., (2014). Humanising managerialism: reclaiming emotional reasoning, intuition, the relationship, and knowledge and skills in social work. *Journal of Social Work Practice.* 28(3):287-311

Truter, E., and Fouche, A., (2015). Reflective Supervision: Guidelines for promoting resilience amongst designated social worker. *Social Work/Maatskaplike Werk.* 51(2) published in http://socialwork.journals.ac.za/pub. Accessed on 24/06/2016

Tsui, M., (2004). *Social Work Supervision: Contexts and Concepts.* California: Sage Publications.

Tsui, M., (1997). The roots of social work supervision: An historical overview. *The Clinical Supervisor.* 15(2):191-198

Urban Dictionary., (2005). *Meaning of 'low hanging fruits'.* Published in www.urbandictionary.com. Accessed on 05/07/2017.

Vinokur-Kaplan, D., Jayaratne, D., and Chess, W.A., (1994). Job satisfaction and retention of social workers in public agencies, non-profit agencies and private practice: The impact of workplace conditions and motivators. *Administration in Social Work.* 18(3): 93-121

Vombatkere, (2016) *Impact of neoliberalism.* In www.decanherald.com. Accessed on 27/06/2017

Vygotsky, L., (1978). Interaction between learning and development. *Readings on the Development of Children.* 23(3):34-41

Walsh, J., (2013). *Theories for direct social work practice.* CA Thomson. Belmont Publishers

Wang, E., (2004). Social Exchange: Theory Applied in Romantic Relationships. *9.00 Paper III: rewriting the textbook.* Published in web.mit.edu. Accessed on 25/08/2014

Warrell, M., (2016) *Build competitive Edge by building braver people.* Published in www.forbes.co. Accessed on 27/05/2017

Watkins, C.E., (2011) Does Psychotherapy Supervision contribute to patient outcomes?. *The Clinical Supervisor.* 30(2):235-256

Webb, C.M., and Carpenter, J., (2012). What can be done to promote the retention of social workers? A systematic review of interventions. *British Journal of Social Work.* 42(7):1235-1255

Weigelt, J., (2016). *Supervisory working alliance and job satisfaction in community mental health setting.* Unpublished Doctor of Philosophy Thesis. Walden University, distance learning university. Accessed in http://scholarworks.waldenu.edu. on 28/06/2017. Minnesota, USA: Health Sciences.

Wenger, L., (2009). *The ten commandments of good supervision.* In Azine Articles, http://ezinearticles.com. Accessed on 19/07/2015

West, R.L., and Turner, L.H., (2007). *Introducing communication theory: Analysis and application*. Boston: McGraw-Hill Publishers.

Widbin, B., (2013). *Impact of agency's climate on burnout. Master of social work clinical research* paper 272. Published in http://sophia.skate.edu. Accessed on 30/07/2014

Wikhamn, W., and Hall, A.T., (2012) Social exchange in a Swedish work environment. *International Journal of Business and Social Science.* 3(23): 56-64

Wilkinson, R., and Pickett, K., (2010). *The spirit level: Why equality is better for everyone*. London, Penguin Publishers

Williamson, D.A., (1996). *Job satisfaction in social services.* Book news Inc Publishers.

Wilson, M., (2013). *Explain how professional supervision can protect the individual, supervisor and supervisee*. Published in www.antiessays.com. Accessed on 22/07/2014

Wonnacott, J., (2012). *Mastering Social Work Supervision*. London, Jessica Kingsley Publishers.

Wonnacott J., and Morrison T., (2010). *Supervision: Now or Never: Reclaiming Reflective Supervision in social work.* Published in www.aascf.com. Accessed on 12/12/2014

World Bank (2012). *Social Service Delivery: Singapore*. Published in siteresources.worldbank. sources, Accessed on 20/08/2017

Xerri, M.J., (2012) Workplace relationships and the innovative behaviour of nursing employees: a social exchange perspective. *Asia Pacific Journal of Human Resources.* 51(1): 103-123

Young T.L., Lambie, G.W., Hutchinson, T., and Dyer, T., (2011). The Integration of Reflectivity in Developmental supervision for clinical supervisors. *The Clinical Supervisor.* 30 (1): 1-18

Zafirovski, M., (2005). Social Exchange Theory under Scrutiny: A Positive Critique of its Economic Behaviourist Formulations. *Electronic Journal of Sociology* ISSN: 1198 3655: 1-39. Published in http://researchgate.net. Accessed on 23/07/2014

Zur, O., (2016). *Multiple relationships in psychotherapy and counselling: Unavoidable, common, and mandatory dual relations in therapy.* London, Routledge Publishers.

APPENDIX 1

INFORMED CONSENT FORM

Dear Research Participant

…………………………………………………………………

Researcher Details: Thivhusiwi Maureen Sikhitha, PO Box 96 Thohoyandou, 0950. Work Address: Limpopo Department of Education, 113 Biccard Street, Polokwane. Tel: 015-290 7679/ 084 504 5278. Email sikhithat@gmail.com

INFORMED CONSENT FOR PARTICIPANTS

INVITATION TO PARTICIPATE IN THE STUDY: You are hereby invited to participate in a study. The purpose of this research is to find the supervision expectations of social workers in Vhembe District of Limpopo Province.

TITLE OF THE STUDY: "SUPERVISION EXPECTATIONS OF SOCIAL WORKERS IN VHEMBE DISTRICT OF LIMPOPO PROVINCE".

This research is part of Ms Thivhusiwi Maureen Sikhitha's PhD studies in Social Work under the supervision of Prof. S.L. Sithole at the University of Limpopo.

BENEFITS: The expected outcome is that the survey results will help to provide a baseline of supervision needs and expectations of Vhembe District social workers and thereby improve supervision practices.

TO PARTICIPATE: As a respondent and participant in this study, you are a Social Worker employed by the Limpopo Department of Social Development under Vhembe

District. You are defined as a social worker by virtue of being duly registered as such by the South African Council for the Social Service Professions (SACSSP). There are approximately 400 social workers in Vhembe District who fit this description.

If you agree to participate, I ask that you complete the attached questionnaire that will take about 50 minutes of your time. You will be responding to questions and statements about post-social work qualification supervision.

VOLUNTARY PARTICIPATION AND RISKS: Your decision to participate is voluntary; you may decline to participate without penalty. Even if you decide to participate, you may withdraw at any time without penalty. You have the right to not respond to any question(s) you choose. There are no risks, discomforts, or costs to you for participating. There is no intention to deceive in this study.

CONFIDENTIALITY: In order ensure confidentiality, you will not be asked to provide your identification particulars in the questionnaire. Some of the answers to the open-ended questions may be used as quotations in the study. You can indicate anywhere on the questionnaire if you do not want your written responses to be used as quotations in the study. You will not be identified in the dissertation, or any presentation, publication, or discussion, however, the results of the study may be published in professional journals or presented at professional conferences.

FINANCIAL COMPENSATION: There is no financial compensation for participating in the study.

RIGHT TO INFORMATION: If you have any questions at any time about the study, the procedures and the results you may contact the Researcher, Ms Thivhusiwi Maureen Sikhitha at the above mentioned contact details.

STRUCTURED INTERVIEWS: Ten (10) supervisors and ten (10) supervisees will be interviewed after the analysis of the survey results for a deeper exploration of the trends and patterns in the findings.

STATEMENT OF CONSENT BY PARTICIPANT: I understand my rights as a research participant, and I voluntarily consent to participate in this study. I understand what the study is about and how and why it is being done. I will receive a signed copy of this consent form.

…………………………….   ……………………

Respondent's Signature   Date

……………………………   ……………………..

Researcher's Signature   **Date**

APPENDIX 2

QUESTIONNAIRE FOR QUANTITATIVE DATA COLLECTION

RESEARCH TOPIC: SUPERVISION EXPECTATIONS OF SOCIAL WORKERS IN VHEMBE DISTRICT OF LIMPOPO PROVINCE

By: Ms Thivhusiwi Maureen Sikhitha, Social Work Ph.D Student at the University of Limpopo

INSTRUCTIONS

As a respondent and participant in this study, you are a Social Worker employed by the Limpopo Department of Social Development. You are defined as a social worker by virtue of being duly registered as such by the South African Council for the Social Service Professions (SACSSP).

Social workers are participating in this study in their capacities as social workers responding to research regarding their supervision experiences, and more so, their expectations of the supervision experience. Accordingly, supervisors and supervisees are responding to the same questionnaire.

Supervision is defined as an interactional relationship whereby a social work supervisor supervises a social work practitioner by performing educational, supportive and administrative functions in order to promote efficient and professional rendering of social work services.

As such, variations of supervision methods such as group supervision, consultation, and peer consultation are not included in the definition. Where we refer to these concepts in the questionnaire, it is merely for purposes of highlighting a point.

Where appropriate, certain words/phrases have been footnoted with explanations for your ease of reference. The questionnaire consists of nine (9) sections (sections A to I); namely A. Demographics, B. Supervision Infrastructure, C. Purpose of Supervision, D. Process of

Supervision, E. Types, Styles and Models of Supervision, F. Supervision Outcomes, G. Self Evaluation, H. Readiness when first entered the work environment, I. Additional Comments.

Kindly respond to the questions and statements in this questionnaire in line with the instructions given in each instance. The preferred marking for the various questions with options is a cross; as follows:

1	2 **X**	3	4
Strongly agree	Agree	Disagree	Strongly disagree

Other relevant instructions are provided in the questionnaire such as a request for you to state your preference as well as providing reasons for your preferences.

SECTION A: DEMOGRAPHICS

1. **What is the highest academic qualification you have completed in Social Work?**

1	2	3	4	5
Diploma	3year degree	4 year degree	Masters	PhD/Doctorate

2. **What is the cumulative number of years that you have worked as a social worker after acquiring a qualification in Social Work?**

1	2	3	4	5
3 years or less	3+ to 6 years	6+ to 15years	15+ to 20 years	21 year +

3. **Which description below best describes your rank at the Department of Social Development in Vhembe District??**

	1	2	3	4
Rank	Qualified social worker in internship placement	Social Worker	Senior Social Worker and formally appointed as supervisor (senior can include Chief social worker, Assistant Director (ASD), Deputy Director, DD)	Senior Social Worker and not yet formally appointed as supervisor (senior can include Chief, ASD, DD)

4. **Average number of active files handled**

What is the average number of active files that you are currently handling? eg 70 files……………..

5. How old are you currently?

1	2	3	4	5
20 – 29 years	30 – 39 years	40 – 49 years	50 – 59 years	60+ years

6.   What is your gender?

1	2
Female	Male

7.   What is the gender of your current supervisor?

1	2
Female	Male

8.   What is your preferred gender of a supervisor?

1	2	3
Female	Male	No particular gender preference

9.   What is your racial classification?

1	2	3	4
African	White	Indian	Coloured

10.   What is your current work setting?

1	2	3	4	5	6
Traditional social work setting/agency (eg, Makwarela Office)	Health setting (eg Clinic, hospital)	Magistrate's Office	Child/Youth Care Centre (Children's Home)	Social Development Regional or District Office	Other, please specify

11.   What is your <u>PRIMARY</u> job function currently?

1	2	3	4	5
Social work with child, families, youth, adults, elderly (generic)	Hospital Social Work	Probation Work	Administrator/ manager/supervisor	Other, please specify

12.   What is the estimate distance of your place of work to the nearest town? (examples of town is Makhado/Ltt, Thohoyandou, Malamulele, Musina, Tshilamba, Polokwane)

349

1	2	3	4	5
Less than 5km	5 to 10 km	11 to 20 km	21 to 30km	31+ km

13.   What is the estimate distance of your place of work to your supervisor's office?

1	2	3	4	5
Less than 5km	5 to 10 km	11 to 20 km	21 to 30km	31+ km

14.   What is your annual salary?

Less than R150 000	
R150 000 to R200 000	
R201 000 to R400 000	
R401 to R600 000	
R600 000+	

15.   Who is your PRIMARY supervisor in your current work setting?

1	2	3	4	5
Social Worker	Health Professional	District Director	Family advocate	Other, specify

16.   Did you receive any training in social work supervision in your social work studies?

1	2
Yes	No

17.   Did you receive any supervision training since you started working as a social worker?(regardless of whether the training was provided by the employer or by you're your own effort)

1	2
Yes	No

18.   Do you share the same office space with other social workers?

1	2
Yes	No

SECTION B: SUPERVISION INFRASTRUCTURE (organisational matters, ethical issues, legal issues and evaluation of performance and compliance

What is your level of knowledge of the contents of the following two (2) policy frameworks for social work practice in South Africa?

19.   The Generic Norms and standards for Social Welfare Services (2011)

1	2	3	4
My knowledge of the content of the norms and standards is very good	I am aware of the norms and standards document and I know very little about its content	I am aware of the norms and standards document but I do not know the content thereof	I do not know anything about the norms and standards for social welfare in South Africa

20.   Supervision Framework for Social Work Profession in South Africa (2012)

1	2	3	4
My knowledge of the content of the Supervision Framework for social work profession is very good	I am aware of the supervision framework document and I know very little about its content	I am aware of the supervision framework document but I do not know the content thereof	I do not know anything about the about the supervision framework for social work profession in South Africa

21.   Which of the four options best depict your supervisor's <u>COMPETENCE</u>[1] as a social worker? (competence refers to the ability to perform social work functions properly)

1	2	3	4
Supervisor demonstrates a high level of competence as a social worker	Supervisor demonstrates minimal to limited levels of competence as a social worker	Supervisor demonstrate very low competence levels as a social worker	For one or other reason I cannot make an assessment

22.   Which of the four options best depict your supervisor's knowledge of social work ethics[2]? (Ethics as enshrined in the SACSSP Code of Ethics)

1	2	3	4
Supervisor demonstrates an adequate level of knowledge of the SACSSP Code of ethics	Supervisor demonstrates minimal to limited knowledge of social work ethics	Supervisor demonstrates very low levels knowledge of social work ethics	For one or other reason, I cannot make an assessment

---

[1] Competence as a social worker means the ability of the social worker to perform social work functions properly. Competence is a combination of practical and theoretical knowledge, ability to do and the corresponding attitude to want to do.

[2] Social work ethics refer to a list of statements that describe the standards of professional conduct required of social workers when carrying out their daily activities.

23. **Which of the four options best depict your supervisor's knowledge of legal issues[3] in social work? (example of legal issues are disclosure of client information and requirements of consent)**

1	2	3	4
Supervisor demonstrates an adequate level of knowledge of legal issues in social work	Supervisor demonstrates minimal to limited knowledge of legal issues in social work	Supervisor demonstrates very low levels to non-existent knowledge of legal issues in social work	For one or other reason, I cannot make an assessment

24. Which of the four options best depict <u>YOUR OWN</u> competence as a social worker? (ie your own ability to perform social work functions properly)

1	2	3	4
I demonstrate a high level of competence as a social worker	I demonstrate minimal to limited levels of competence	I demonstrate very low levels to non-existent competence levels	For one or other reason I cannot make an assessment

25. Which of the four options best depict <u>YOUR OWN</u> knowledge of social work ethics? (ie, social work ethics as enshrined in the SACSSP Code of Ethics))

1	2	3	4
I have adequate knowledge of the SACSSP Code of ethics	My knowledge of social work ethics is minimal to limited	My knowledge of social work ethics is very low levels to non-existent	For one or other reason, I cannot make an assessment

26. Which of the four options best depict <u>YOUR OWN</u> knowledge of legal issues in social work? (example of legal issues are disclosure of client information and requirements of consent)

1	2	3	4
My knowledge of legal issues in social work adequate.	My knowledge of legal issues in social work is minimal to limited	My knowledge of legal issues in social work is very low to non-existent	For one or other reason, I cannot make an assessment

27. **What is the prevailing philosophy and practice on who receives supervision at your place of work?**

1	2	3
Supervision should only be provided to new employees	Supervision is needed for all social workers no matter how long they have been working	I do not know what is the prevailing philosophy and practice on who receives supervision at my work place

---

[3] An example of legal issues in social work are the legal guidelines pertaining to disclosure of confidential information without a client's consent.

28.   Which option closely depicts who are the supervisors in your organisation?

1	2	3
Supervisors are always formally appointed to be supervisors	Supervisors are persons that are just regarded as supervisors without necessarily being formally appointed as supervisors	I do not know who gets to become a supervisors in my organisation

As a general assessment, what level of compliance with the policy frameworks[4] would you say is prevailing at your place of work?

29.   Level of compliance with the generic norms and standards for social welfare in South Africa (2011).

1	2	3	4
Very low levels	Acceptable levels of compliance	High levels of compliance	I do not know

30.   Level of compliance with supervision frameworks for social work profession in South Africa (2012)

1	2	3	4
Very low levels	Acceptable levels of compliance	High levels of compliance	I do not know

SECTION C: PURPOSE OF SUPERVISION

31.   Which expression of the purpose of supervision best describes your current experience of supervision?

1	2	3	4
A relatively balanced combination of focus on supervisee's acquisition of knowledge and skills of social work, emotional support of supervisee; and administrative tasks such as complying with	Focus mainly on social work knowledge and skills of supervisees (educational supervision)	Focus more on the emotional support of supervisees	Focus more on workplace administrative tasks such monitoring of work tasks and assignments ensuring compliance with organisational policies, procedures, and filling in forms.

---

[4] Norms and Standards for Social Work in South Africa and the Supervision Frameworks (2011)

policies/procedures and monitoring of work assignments			

32. Supervision should focus on the professional development of the supervisee (ie, supervisee is the social worker who is being supervised)

1	2	3	4	5
Strongly agree	Agree	Not sure	Disagree	Strongly disagree

33. Regarding the use of supervision as a forum to talk about ethical issues, which scenario best represents what happens to you currently?

1	2	3
Adequate discussion of ethical issues takes place in my supervision meetings	Minimal discussion of ethical issues takes place in my supervision meetings	No discussion of ethical issues takes place in my supervision meetings

34. Which of the two scenarios below best depict supervision and performance assessments arrangements at your work-place?

1	2	3
My supervisor supervises my work performance and also completes my performance assessments	One person provides me with supervision and another one completes my performance assessments	I do not have a supervisor and I do not get performance assessed

SECTION D: PROCESS OF SUPERVISION (frequency, timing and contracting)

35. What is the number of times per month that you have had a one hour scheduled supervision meeting with your supervisor?

1	2	3	4	5
0 times	Once	Twice	Thrice	More than three times

36. What are the numbers of times per month that you have had informal supervision discussions with your supervisor? (informal such as drop in meetings, impromptu meetings, random meetings in person or by phone)

1	2	3	4	5

0 times	Once	Twice	Thrice	More than three times

37.   What in your view, is the length of time required for social workers after obtaining their first social work qualification to achieve the following practice milestones through supervision? (write the length of time in either the number of days, months or years; or just put a cross mark next to a relevant milestone if you do not know the answer)

PLEASE GIVE AN ANSWER FOR EACH MILESTONE

Practice milestone	Length of time in days, weeks, months or years	I have no idea how long it should take
37.1 Knowledge and skill to practice independently		
37.2 Emotional adjustment to reduce job stress and other negative outcomes		
37.3Administrative accountability		
37.4 Professional development		

38.   **Do you and your supervisor have a supervision contract? (please put a cross next to your corresponding answer)**

1	2
Yes	No

8.1   If your answer to question 38 is YES, is the contract, in writing or oral? Please put a cross next to your answer below.

In writing	
Orally	

SECTION E: TYPES, STYLES AND MODELS OF SUPERVISION

<u>**Supervision Types**</u>

39. **At my workplace the following variations of supervision types are practiced (please put a cross in the bottom row corresponding with your answer for each option)**

1 Individual		2 Group		3 Peer consultation		4 None of these forms of supervision is taking place
To a large extent	To a less extent	To a large extent	To a less extent	To a large extent	To a less extent	

40. **I learned the most about social work in: (select only one)**

1 Individual supervision	2 Group Supervision	3 Peer Consultation	4 Other, please specify:	5 None of the methods are practiced in my case

41. **Which supervision style closely resembles that adopted by your supervisor? (for clarity, please use descriptions below)**

1	2	3
Democratic[5]	Autocratic[6]	Permissive[7]

42. **Which model of supervision does your supervisor subscribe to? (choose with a tick/cross the one that most closely describe your supervisor's model of supervision practice) for clarity on the models, please make use of descriptions given in the footnotes below**

Model of supervision	Number code	Response
Psychodynamic approach[8]	1	
Cognitive-behavioural model[9]	2	

[5] Democratic leadership style is also known as participative leadership. Those being led take a more participative role in the decision making process. For the purposes of social work supervision a democratic leader allows supervisees to participate in decisions that affect their learning process.

[6] Autocratic leadership style is also known as authoritarian leadership. It is characterised by the leader controlling over all decisions and little input from those led.

[7] Permissive leadership is also called "hands off" leadership. The permissive leader does not attempt to influence those led, and uses very little leadership pressure. The led are allowed and even expected to solve their own problems and accomplish goals using their own methods.

[8] Psychodynamic supervision has its source from Freudean theory where the focus is on understanding the dynamics of emotional reactions, use of defence mechanisms, transference and counter-transference by both supervisor and supervisee.

[9] The use of cognition and teaching new behaviours for the new professional identity of the supervisee. Cognitive-behavioural techniques used in supervision include setting an agenda for supervision sessions, bridging from previous sessions, assigning homework to the supervisee, and use of summaries by the supervisor

Person-centred model[10]	3	
Feminist model[11]	4	
Developmental model[12]	5	
Other	6	

42.1   Which model/s would help better meet your supervision needs? (Write the number code only)

....

43.   What is your priority supervision need? (Hair, 2008)

....

Supervision Outcomes For Clients (ie clients receiving services of the social work agency)

44.   Which of the 4 scenarios below best depict your own experience of supervision in relation to client outcomes.

1	2	3	4	4
The individual supervision that I have received /am receiving has helped to improve clients' satisfaction with the services that I render to them	The individual supervision that I have received has only had a minimal impact on my client's satisfaction with the services that I render	I do not know if there is any relationship between the individual supervision that I have received/am receiving and client satisfaction	I do not get individual supervision	I have no comment

Supervision Outcomes for the individual Social Worker (individual social worker is the Supervisee)

---

[10] Carl Rogers, the founder of the approach, believed that the client has the capacity to solve life problems effectively without interpretation and direction from the counsellor. In the same understanding, supervision within the person centred model assumes that the supervisee has the resources to effectively develop as a social worker. The supervisor is not seen as an expert, but as a collaborator who provides the supervisee the environment to develop.

[11] Feminist model links the individual's experiences to society's institutionalised attitudes and values. The model emphasises the need to empower the disenfranchised.

[12] The developmental approach to supervision is based on developmental psychology; the premise is that supervisees develop through predictable steps from a lower level of role functioning to a higher level of roles functioning

45. **Which of the 4 scenarios best depict your own belief regarding the impact of individual supervision on your professional development and ability to perform tasks?**

1	2	3	4
• High confidence in own professional identity (integration of theory into practice, ethical behaviour) • High confidence in conducting assessments, planning and executing interventions • Good report writing skills • Good inter-sectoral competence • Supervisory guidance/support needed rarely	• Able to act professionally, but have some anxiety around integrating theory and practice and knowing correct ethical behaviour • Can conduct assessments, but struggle to plan and execute interventions in some cases • Need some help with report writing • Relatively good inter-sectoral competence • Supervisory guidance/support need needed more often	• Not yet sure about own professional identity and still finding one's way around theory and practice • Not yet achieved competence to conduct credible assessments, planning and executing intervention plans • Not yet able to write a report on the clients' situation • Need supervision all the time to be able to do my work	Not receiving any individual supervision

---

SECTION G: SELF EVALUATION (YOUR current level of functioning)

---

46. **Which description of a social worker best depicts the level at which you are functioning currently?**

1	2	3
• I can work independently regardless of the clients presenting problem;	• I can work independently some of the times, depending on the nature of my clients'	• I need more coaching, teaching on how the work must be done; • I depend on my

• I regard myself as a peer to my supervisor, the hierarchy is no longer as pronounced; • I am stable, confident and calm in my dealings with clients; • My contacts with my supervisor are more of consultation and collegial support	presenting problem; • Some of the clients' presenting problems are still a challenge to me; • I have a fairly good understanding of my clients' situations; • For the most part, I am responsible to bring about change in my clients' situations; • I find that sometimes I am compelled to disagree with my supervisor on assessments and intervention plans for clients	supervisor or peers for guidance; • I am highly motivated and committed to work but still struggle to integrate theory and practice in the real work situation; • I need to be paired with someone else whom I can learn from 9this person can be a supervisor or even a peer) ;

SECTION H: COMMENT ON READINESS WHEN FIRST ENTERERED THE WORK ENVIRONMENT AS A SOCIAL WORKER

47.   **My university/College training prepared me best in: (mark all the answers that apply to you with a cross)**

The philosophical and historical foundations of the social work profession	1
Theoretical approaches to guide practice	2
Integration of theory into practice	3
Policy and Legislation	4
Legal issues affecting the profession of social work	5
Ethical issues affecting the profession of social work	6
Clinical Social Work	7
Well rounded training to cope with all eventualities of practice	8
Other, please specify	9

48. My university training lacked in focusing on: (mark all the answers that apply to you with a cross)

The philosophical and historical foundations of the social work profession	1
Theoretical approaches to guide practice	2
Integration of theory into practice	3
Policy and Legislation	4
Legal issues affecting the profession of social work	5
Ethical issues affecting the profession of social work	6
Clinical Social Work	7
Well rounded training to cope with all eventualities of practice	8
Other, please specify	9

49. **If you could be taken for training now, which area of your work would you prefer training on? (from the list of training areas in the tables immediately above)**

....

SECTION I: YOUR ADDITIONAL COMMENTS

50. What disagreements do you have about the current supervision practice for social workers at Vhembe District? (provide only up to 2 disagreements, if any)

1...
....
....2................
....
....
....

51. What suggestions for effective supervision do you have? (provide only up to 2 suggestions, if any; one being for yourself and the other being for social work profession)

1...
....
....2...............

....
....
....

52.   Would you say that the social work profession has a good future in Vhembe District and why?

Yes,
why..
....
....
....
....
....

No,
Why...
....
....
....

53   What in your view should be done to enhance the image, practices and the social work profession at the levels of:

53.1 The individual social worker	
53.2 The physical environment of work (such as offices, vehicles, and work tools.)	

53.3 Conditions of service (mainly Human Resources Management)	

If you have any other information to share, please write the information here

……
……
……
……
……
……

THE END: THANK YOU VERY MUCH FOR YOUR PARTICIPATION.

APPENDIX 3: QUESTIONS FOR STRUCTURED INTERVIEWS

1. *The respondents in the quantitative aspect of this study in relation to social work norms and standards, supervision frameworks, social work supervision ethics, legal issues in social work:*

a. *have uneven knowledge and experiences regarding the norms and standards for social work (2011). Would you say that you share this view?*

b. *have uneven knowledge and experience regarding Supervision Framework (2012). Do you share this view?*

c. *have uneven knowledge and experience of supervision ethics. Do you share this view?*

d. *have uneven knowledge of legal issues in social work practice. Would you say that you share this view?*

2. *The respondents in the quantitative aspect of this study in relation to supervision arrangements, office space and conditions of services:*

a. *have identified their supervisor as a social worker, but they experience the supervisor as not helpful. What is your view on this sentiment?*

b. *have reported that they are less likely to get supervision. What is your view?*

c. *have complaints about their work environment in relation to office space and conditions of service of a human resources management nature. What is your comment on these findings?*

d. *believe that social work supervision is necessary for professional growth, but they can't seem to link their professional competence and client satisfaction to the supervision they received. Is this perception a fact or fiction?*

e. *have a four year social work qualification, have worked for a period of between 3 and 20 years, practice generic social work, earn a salary of between R200 000.00 to R400 000.00 per year. What is your comment on this assertion?*

f. *have suggested improvements to the execution of the supervision function in Vhembe District such as: appointment of supervisors, training of social workers, review of the Reporting Framework, more and better access to supervision, office space, among others. How do you propose that the supervision function can be mainstreamed into the service delivery agenda of the Vhembe DSD*

APPENDIX 4

ANALYSIS OF VARIANCE (ANOVA) TABLES FOR REGRESSION MODELS

Table No.	Independent and dependent variables tested	Source of variation	Degrees of freedom	Mean of squares	Alpha	Test statistic	Conclusion
1	Work experience vs age of respondent: 50-59 years	67.843 + 7.357 75.2	1 3	67.843 2.452	21.20	27.7	Reject the null hypothesis. The relationship between work experience and 50-59years age range is

Table No.	Independent and dependent variables tested	Source of variation	Degrees of freedom	Mean of squares	Alpha	Test statistic	Conclusion
							significant
2	Work experience vs rank of social worker	1653.69 +5171.11 6824.8	1 3	1653.69 1723.70	21.20	0.96	Accept the null hypothesis. Work experience does not determine rank
2	Work experience vs rank of senior social worker	0.798 +20.001 20.8	1 3	0.798 6.667	21.20	0.11	Accept the null hypothesis. Work experience does not determine the rank of senior social worker
3	Work experience vs annual salary	716.37 +4050.83	1 3	716.37 1350.3	21.20	0.5	Accept the null hypotheses, there is no relationship as the regression model is not significant
4	Rank vs annual	0.46239	1	0.46239	21.20	0.00014	Accept the null

Table No.	Independent and dependent variables tested	Source of variation	Degrees of freedom	Mean of squares	Alpha	Test statistic	Conclusion
	salary	+6415.5376 6416	3	32.07.769			hypothesis. Rank does not determine salary
9	Distance between respondents' office and supervisors' office vs frequency of scheduled supervision	921.6 +199.6 1121.2	1 3	921.6 66.53	21.20	13.85	Accept the null hypotheses
11	Respondents work experience vs frequency of supervision	45.898 +645.301 691.199	1 3	45.898 215.100	21.20	0.213	Accept the null hypothesis. Work experience does not determine the frequency of scheduled supervision
12	Frequency of scheduled supervision vs knowledge of social work norms and standards	980.1 + 99.9 1080	1 3	980.1 33.3	21.20	29.43	Reject the null hypothesis. The regression model shows a significant relationship between the variables
13	Frequency of scheduled supervision vs	705.6	1	705.6	21.20	15.85	Accept the null

Table No.	Independent and dependent variables tested	Source of variation	Degrees of freedom	Mean of squares	Alpha	Test statistic	Conclusion
	own competence as a social worker	+<u>133.6</u> 839.6	3	44.53			hypothesis
14	Frequency of scheduled supervision v own supervision outcomes	336.4 +<u>300.4</u> 636.8	1 3	<u>336.4</u> 100.1	21.20	3.36	Frequency of scheduled supervision does not determine high confidence in own professional identity
15	Frequency of scheduled supervision vs client outcomes	656.1 +<u>143.1</u> 799.2	1 3	<u>656.1</u> 47.7	21.20	13.75	Accept the null hypothesis
16	Frequency of scheduled supervision vs independent functioning regardless of client presenting problem	547.6 +<u>501.2</u> 1048.8	1 3	<u>547.6</u> 167.0667	21.20	8.28	Accept the null hypothesis. Frequency of supervision is not leading to independent functioning for social workers
16	Frequency of scheduled supervision vs partial	1612.9 +<u>213.4</u>	1 3	<u>1612.9</u> 71.133	21.20	22.67	Reject the null hypothesis. Scheduled supervision

Table No.	Independent and dependent variables tested	Source of variation	Degrees of freedom	Mean of squares	Alpha	Test statistic	Conclusion
	independent functioning and needing more coaching	1826.3					leads to partial independence and needing more coaching
17	Work experience vs frequency of informal supervision	131.359665 +473.440335 604.8	1 3	131.359665 157.813445	21.20	0.83	Accept the null hypothesis
18	Frequency of informal supervision vs own competence as social worker	52.9 +672.3 725.2	1 3	52.9 224.1	21.20	0.24	Accept the null hypothesis. Informal supervision is just as unhelpful as scheduled supervision
19	Frequency of informal supervision vs own supervision outcomes	102.4 +340.4 442.8	1 3	102.4 113.5	21.20	0.9	Accept the null hypothesis
20	Frequency of informal supervision vs functioning in supervisee development terms	78.4 +404.8 483.2	1 3	78.4 134.93	21.20	0.58	Accept the null hypothesis

Table No.	Independent and dependent variables tested	Source of variation	Degrees of freedom	Mean of squares	Alpha	Test statistic	Conclusion
21	Frequency of informal supervision vs client outcomes	324.9 +888.3 1213.2	1 3	324.9 296.1	21.20	1.097	Accept the null hypothesis
38	Work experience vs own competence as social worker (high competence)	270.549 +1526.651 1797.2	1 3	270.549 508.884	21.20	0.53	Accept the null hypothesis
45	Work experience vs independent functioning	214. 4458 +1324.3542 1538.8	1 3	214.45 441.45	21.20	0.486	Accept the null hypothesis

University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 2212, Fax: (015) 268 2306, Email:noko.monene@ul.ac.za

---

TURFLOOP RESEARCH ETHICS
COMMITTEE CLEARANCE CERTIFICATE

MEETING: 27 January 2016

PROJECT NUMBER: **TREC/10/2016: PG**

PROJECT:

Title:	Supervision expectations of social workers in Vhembe District of Limpopo Province
Researcher:	Ms TM Sikhitha
Supervisor:	Prof SL Sithole
Co-Supervisor:	N/A
Department:	Social Work
School:	Social Science
Degree:	PhD in Social Work
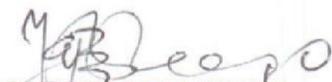
PROF TAB MASHEGO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: **REC-0310111-031**

Note:
i)   Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee.
ii)   The budget for the research will be considered separately from the protocol.
       PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE PREMIER

LIMPOPO PROVINCIAL RESEARCH ETHICS

COMMITTEE CLEARANCE CERTIFICATE

MEETING: **05th MAY 2016**

PROJECT NUMBER: 2015/09PG

PROJECT

Title: Supervision Expectations of Social Workers in Vhembe District of Limpopo Province.

RESEARCHER: Sikhitha T.M

Department: Department of Social Development

Prof S Maputle

Acting Chairperson: Limpopo Provincial Research Ethics Committee

The Limpopo Provincial Research Ethics Committee (LPREC) is registered with National Health Research Council (NHREC) Registration Number **REC-111513-038.**

Note:

Should there be any amendment to the approved research proposal; the researcher(s) must re-submit the proposal to the ethics committee for review prior to data collection.

PLEASE QUOTE THE PROJECT NUMBER IN ALL ENQUIRIES

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF SOCIAL DEVELOPMENT

VHEMBE DISTRICT

Ref:10/4

Enq: Mmbi A

To   : Research Committee

This is to confirm that Ms Thivhusiwi Maureen Sikhitha, presented her research proposal before the Acting Vhembe District Director, titled *"Supervision Expectations of Social Workers in Vhembe District of Limpopo Province"*.

It is envisaged that the research results will benefit the Department in:

- Establishing the supervision experiences of social workers in the Department.
- Determining the supervision expectations of social workers.
- Developing a supervision model for social work practice.

In view of the above, the District Director hereby grants permission to Ms Thivhusiwi Maureen Sikhitha (UL student number: 201324936) to use the Department's facilities to conduct the above mentioned study in Vhembe District, 2016.

....   19/04/2016
....

District Executive Director: Vhembe District   Date