

**Experiences of Social Work supervisors on supervising
inexperienced social workers in the Department of Social
Development Malamulele Area Office**

By

Baloyi Thembhani

Master's Dissertation

Submitted in fulfillment of the requirement for the Degree of

Masters in Social Work

in the

**Faculty of Humanities
(School of Social Sciences)**

Department of Social Work

at the

University of Limpopo

Supervisor: Prof JC Makhubele (UL)

Co-supervisor: Mr MA Mabasa (UNIVEN)

2017

DECLARATION

I Baloyi Thembhani declare that **the experiences of Social Work supervisors in supervising inexperienced Social Workers in the Department of Social Development Malamulele area office** is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references and that this work has not been submitted before for any other degree at any other institution.

Baloyi Thembhani

Surname and full name

.....

Signature

DEDICATION

This study is dedicated to my dearest grandmother Manganyi Mjaji Maria for being the greatest practitioner of unconditional love. I also dedicate this study to my son Mfanelo for being my inspiration to go the extra mile. I also dedicate this study to the first lady, my mom regardless of your early departure on earth you will always be the pillar of my strength rest in peace.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my Father in Heaven the Most High God, Lord how excellent is thy name in all the earth who hast set thy glory above the heavens. I would also like to extend my gratitude to the people below and organisations.

- My supervisors Prof J.C Makhubele and Mr M.A Mabasa for your academic guidance and your expertise, you are the best. Thank you for making my dream come dream.
- My two uncles Thomas and Reckson Hlungwani for providing me with emotional and financial support, may our God richly bless you.
- My partner Misho Chauke for the emotional support. May God bless you abundantly.
- My two sisters Vongani and Hlamarisa Baloyi for your unfailing emotional support and love.
- The Department of Social Development (Limpopo Province) for granting me permission to conduct my study in their offices.
- To my participants who took part in this study.
- Lastly, HWSETA for funding my studies, thank you for making my dream possible.

TABLE OF CONTENTS

DECLARATION.....	i
DEDICATION.....	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT	ix
CHAPTER 1	1
GENERAL ORIENTATION OF THE STUDY	1
1.1 Background and Motivation of the Study.....	1
1.2 Research Problem.....	2
1.3 Operationalisation of Key Concepts	4
1.3.1 Social Work supervisor	4
1.3.2 Inexperienced Social Worker	4
1.3.3 Supervision	4
1.3.4 Experience	4
1.4 Theoretical Framework.....	5
1.4.1 Developmental theory	5
1.5 Purpose of the Study.....	6
1.5.1 Aim of the study	6
1.5.2 Objectives of the study.....	6
1.6 Research Methodology	7
1.6.1 Research approach.....	7
1.6.2 Research design	8
1.6.3 Population	9
1.6.4 Sampling	9

1.6.5 Data collection	10
1.6.6 Qualitative data analysis	10
1.6.7 Quality criteria	11
1.7 Ethical Considerations.....	12
1.7.1 Permission to conduct the study	12
1.7.2 Anonymity	13
1.7.3 Confidentiality	13
1.7.4 Voluntary participation.....	14
1.7.5 No harm to participants	15
1.7.6 Informed consent	15
1.8 Significance of the Research.....	15
CHAPTER 2	17
SUPERVISION IN SOCIAL WORK.....	17
2.1 Development of Social Work Supervision in South Africa	17
2.2 Theories of Supervision.....	18
2.2.1 Integrative theories of supervision	18
2.2.2 Ecosystem theory	19
2.2.3 Psychotherapy based supervision model.....	21
2.3 Supervisor's Training needs which enable them to Manage Inexperienced Social Workers.....	22
2.3.1 External supervision training for Social Work supervisors.....	22
2.3.2 Internal training for Social Work supervisor.....	23
2.3.3 Lack of training for Social Work supervisors	24
2.3.4 Benefits of proper training of Social Work supervisors.....	26
2.4 Supervisors' Management of Lack of Confidence amongst Inexperienced Social Workers.....	27

2.4.1 Management of inexperienced Social Workers	27
2.4.2 Inexperienced Social Workers' age.....	28
2.4.3 Inexperienced Social Workers' dependence on supervisors.....	29
2.4.5 Inexperienced Social Worker's poor professionalism.....	30
2.5 Knowledge Gap between Supervisors and Inexperienced Social Workers in terms of Relevant Theories, Skills and Techniques	31
2.5.1 Inexperienced Social Worker's lack of work experience versus Supervisors vast work experience.....	32
2.5.2 Inexperienced Social Workers theoretical knowledge versus Supervisor's theoretical knowledge	33
2.6 Assessment on how supervisors manage time to meet deadlines coupled with supervision	34
2.6.1 Supervisors' time management when supervising inexperienced Social Workers	34
2.6.2 Supervisors on their day-to-day operations in the office and meeting deadlines	35
2.7 Supervisory Relationship between Inexperienced Social Workers and their Supervisors	36
2.8 Characteristics of Effective Supervisor.....	38
2.8.1 Knowledgeability	38
2.8.2 Practice skills	38
2.8.3 Open-door policy.....	39
2.8.4 Commitment to supervision.....	39
2.8.5 Openness.....	39
2.8.6 Showing appreciation and giving commendation	39
2.9 Seven Principles of Supervision	40
2.9.1 Interpersonal interaction.....	40

2.9.2 Agency objectives	40
2.9.3 Flow of authority, information and feelings.....	40
2.9.4 Professional values	40
2.9.5 Job performance	41
2.9.6 Evaluation criteria	41
2.9.7 Involving parties	41
2.10 Policy and Legislature	42
2.10.1 Constitution of the Republic of South Africa, No.108 of 1996	42
2.10.2 Social Service Professions Act, No 110 of 1978	42
2.10.3 White paper for Social Welfare (1997)	43
2.10.4 Labor Relation Act, No.66 of 1998	43
2.10.5 Batho Pele “People First” White Paper on Transforming Public Service Delivery (1997)	43
2.11.6 Supervision Framework for Social Work Profession in South Africa February 2012.....	44
CHAPTER 3	45
DATA PRESENTATION, ANALYSIS AND INTERPRETATION.....	45
3.1 Introduction	45
3.2 Biographical Data	46
3.3 Theme 1: Lack of Confidence	47
3.3.1 How likely do inexperienced Social Workers require confidence to provide social services effectively?	47
3.3.2 Why do inexperienced Social Workers look down on themselves as professionals?.....	49
3.4Theme 2: Time Management	52
3.4.1 How do you balance your work and supervision?	52

3.4.2 The impact of failing to meet deadlines on Social Work supervisors' work	56
3.5 Theme 3: Supervisors' Training Needs	57
3.5.1 Implications of supervision training towards inexperienced Social Workers.....	59
3.6 Theme 4: Knowledge gaps between Supervisors and Inexperienced Social Workers	62
3.6.1 What is the impact of the knowledge gap concerning supervision?	64
CHAPTER 4	67
SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS....	67
4.1 Introduction	67
4.2 Restatement of the Research Problem	67
4.3 Re-statement of the Aim and Objectives of the Study	69
4.3.1 Aim of the study	69
4.3.2 The objectives of the study	69
4.5 Summary of the Major Findings	73
4.6 Conclusions.....	75
4.7 Recommendations	75
References.....	77
Appendix A: Consent Form	85
Appendix B: Declaration of Consent.....	85
Appendix C: Interview Schedule	87
Appendixes D: Application Letter to Conduct the Study to Provincial DSD	88
Appendix E: Application Letter to Conduct the Study to DSD, Vhembe District	89

LIST OF TABLES

Table 1: Illustration of the age, gender and number of years of Social Work supervisors in supervisory position.....	46
--	----

LIST OF ACRONYMS AND ABBREVIATIONS

DSD-Department of Social Development

SACSSP- South African Council for Social Service Profession

NASW- National Association for Social Workers

PIE- Person-In-Environment.

ABSTRACT

Social Work supervisors experience a lot of challenges when supervising inexperienced social workers. The overall aim of the study was to explore and describe experiences of social work supervisors in supervising inexperienced social workers in the Department of Social Development Malamulele Area Office. The study objectives were to identify supervisors' training needs that enable them to manage inexperienced social workers; to appraise how supervisors manage poor confidence among inexperienced social workers; to assess how supervisors manage time to meet deadlines coupled with supervising; and to establish knowledge gaps between supervisors and inexperienced social workers in terms of relevant theories, skills and techniques. The researcher used both explorative and descriptive research designs. The data was collected through semi-structured face-to-face interviews from eight (8) social work supervisors who are employed by the Department of Social Development, Malamulele area office. The sample consisted of social work supervisors who were available and ready to participate in the study. Eight social work supervisors who had supervised inexperienced social workers were interviewed. The researcher followed the steps of thematic data analysis which are transcription of data, checking and editing, analysing and interpretation, and generalisation to analyse data. Ethical considerations such as voluntary participation, permission to conduct the study, anonymity, confidentiality and no harm to respondents were considered. The researcher found that Social Work supervisors who render supervision do not have relevant and up-to-date theoretical knowledge. They still apply relevant theories that they learned during their time as undergraduate Social Workers, and the fact that they do attend supervisory training makes the supervision to be poor. The researcher found that a lot of Social Work supervisors rely on their experiences because they do not have formal supervision training. The researcher also found that inexperienced Social Workers are not receiving enough supervision from their supervisors. The researcher concluded that these Social Workers are receiving enough supervision because their supervisors have a lot of work such as attending clients and meetings. Social Work supervisors in Malamulele area office are currently practising without supervisory training, but they are appointed based on their working experience. The researcher recommended that the Department of Social Development, Vhembe

District Municipality should encourage inexperienced Social Workers and supervisors to attend courses in supervision offered by different service providers and to understand their role.

Key words: Social Work supervisor, inexperienced Social Worker, Experiences, and supervision.

CHAPTER 1

GENERAL ORIENTATION OF THE STUDY

1.1 Background and Motivation of the Study

Supervision in Social Work was started in Europe and North America by the Charity Organization Societies movement in 1878 (Munson, 2002). At that time, supervision focused on the organisation and the overseeing of volunteers, and later, on paid workers as it was administrative in nature throughout the 1800s. Tsui (2005) categorises the international development of supervision into four critical stages. These are stage 1 administrative root (1878-1910), stage 2 a change of context of supervisory training and emergence of a literature base (1911-1945), stage 3 influences of practice theory and methods (1930s-1950s), and stage 4 debates about interminable supervision and autonomous practice (1956-1970s).

The hierarchical position of the supervisor was revealed as the paid agent, and supervisors were placed in middle-management positions, as are supervisors today (Beverly, 2000). While 68498 Social Workers are needed, South Africa has only 16164 registered Social Workers with the South African Council for Social Service Professions (SACSSP). As a result, South Africa currently has a 77% Social Worker shortage (Macanda, 2016). Out of the 68498 Social Worker shortfall, 66329 are required to implement the Children's Act 38 of 2005, 743 are required for the Older Person's Act 13 of 2006, and 1426 for the Prevention of and Treatment for Substance Abuse Act 70 of 2008 (Macanda, 2016). Nicolas et al. (2010) state that supervision has been developed to increase workers' professional skills, knowledge and attributes in order to achieve competency in providing quality services to service users.

Supervision is conducted through different platforms such as meetings, seminars, panel inspections and scientific tools of evaluation to assess progress and quality, and to arrive at measures for improvement (Larsen & Hole, 2007). Supervision is one of the

core elements of rendering effective Social Work and welfare services to the client system by a broad spectrum of Social Work professionals. Larsen and Hole (2007) further point out that supervision is a specific learning, developmental and supportive method of professional reflection and counseling, enabling inexperienced Social Workers to acquire new professional and personal insights through their own experiences. Supervision assists these Social Workers to face challenges effectively through supportive function of supervision, and to grow professionally (Nicolas et al., 2010). Social Work supervisors face different challenges when supervising inexperienced Social Workers such as lack of management training. Engelbrecht (2013) states that as these Social Workers are trained in academic institutions to render quality Social Work interventions, their supervisors should, in turn, receive appropriate training to conduct quality supervision.

Supervision helps the individual to be even more successful in their work (Kadushin & Harkness, 2002). The researcher became interested in studying experiences of Social Work supervisors in supervising inexperienced Social Workers while doing block placement in Vhembe District Municipality. It is here that he observed that supervisors encounter different experiences in supervising these Social Workers as compared to those who have been working for more than two years.

1.2 Research Problem

Inexperienced Social Workers rely on supervision to fulfill work requirements. It becomes a challenge for supervisors to supervise these Social Workers as they struggle to complete their assigned tasks without their supervisors' assistance (Supervision Framework for the Social Work Profession in South Africa, 2012). Supervision is premised on different theories and models based on an organisational school of thought. Engelbrecht (2015) asserts that supervisors' working organisations with an empowerment orientation embrace strength perspective on the supervision of supervisees. He further argues that supervisors should outline their model of supervision, and discuss how decisions regarding the focus of supervision are generally determined. Engelbrecht (2006) proposes the following models: the Developmental

Model, the Integrated Model, the Orientation Specific Model and the Discrimination Model. This study will pay attention to the developmental model, which focuses on professional maturity and growth (Fulst-McMurtery, Dooley, Young & Webb, 2007). Fulst-McMurtery et al. (2007) are of the view that supervisors experience different issues when supervising inexperienced Social Workers. Firstly, according to Noble and Irwin (2009), inexperienced Social Workers lack motivation to do the job properly. They have limited skills and lack confidence. These authors further posit that it is the duty of the Social Work supervisor to ensure that the newly appointed Social Worker gains self-awareness as a professional, and that it may be a challenge to a supervisor to assist newly appointed Social Workers to stay motivated if they lack internal motivation (Noble & Irwin, 2009). The supervisor may have a challenge when an inexperienced Social Worker fails to live up to the supervisor's expectations such as failing to employ good problem-solving skills and be reflective about counseling and the supervisory process. The supervisor may end up experiencing stress caused by having to deal with too much work alone (Nicolas et al., 2010). The other experience that supervisors may encounter is lack of commitment in terms of assisting inexperienced Social Workers grow professionally (Lietz, 2010).

Social Work supervisors' experiences have to do with meeting deadlines, time pressure, lack of skills to supervise their supervisees and lack of support from the latter. As a result, this may lead to unproductive supervision; supervisees may end up not gaining any professional growth; and they may fail to do the work that they are assigned to do appropriately. Nicolas et al. (2010) state that when supervising inexperienced Social Workers, supervisors experience lack of management training and skills to perform in order to implement programmes requiring technological skills. Noble and Irwin (2009) indicate that inexperienced Social Workers with all theoretical knowledge may appear confident, but are often disappointed when they discover that there is a difference between their theoretical knowledge and the real work (practical work). It is the right time for the supervisor to intervene in terms of educational supervision.

1.3 Operationalisation of Key Concepts

1.3.1 Social Work supervisor

Social Work supervisor refers to a Social Worker with the required experience and qualifications to whom authority is delegated to supervise Social Work practitioners (Supervision Framework for the Social Work Profession in South Africa, 2012). This study adopted the definition of Social Work supervisor as explained above.

1.3.2 Inexperienced Social Worker

In this study the term inexperienced Social Worker refers to a Social Worker who has registered with the South African Council for Social Service Professions in terms of Section 17 of Chapter 2 of the Social Service Professional Act 178 (Act No.110 of 1978) as amended, who has limited skills, and lacks expertise and the required knowledge to practice Social Work effectively.

1.3.3 Supervision

The researcher used the term supervision as the process in which the supervisor helps supervisees to use their skills and knowledge to deliver effective services to the clients, thus achieving organisational objectives (Bertha, 2013). Lietz (2010) defines supervision as an educational process in which a person with a certain equipment of knowledge and skills takes responsibility for training a person with less equipment. O'Donoghue (2000) defines Social Work supervision as the process which takes place within a professional relationship between a Social Work supervisor and a supervisee, with the ultimate goal of facilitating critical reflections upon action, processes, person and the context of Social Work practice.

1.3.4 Experience

Experience is an accumulation of knowledge or skills that result from direct participation in events or activities, the content of direct observation or participation in an event (Collins, 2009). This study will adopt experience as defined above. The researcher used the term experience to refer to an event which leaves an impression on a person.

Experience arises in joining information from the external world with information from the internal world, and is personal and unique (Soanes, Spooner & Hawkers 2001).

1.4 Theoretical Framework

1.4.1 Developmental theory

There are plenty of theories pertinent to supervision, but the researcher will use the developmental theory in this study. Hayne, Corey and Moulton (2003) assert that the developmental theory is used to develop newly appointed Social Workers into knowledgeable and competent professionals in order to function effectively and independently from the supervisor. Gilbert (2009) states that the theory puts more emphasis on the fact that individuals are continuously growing. The objective of supervision from the study perspective is to enable the researcher to maximise and to identify the growth needed for the future in supervision. Hayne et al. (2003) contend that the developmental theory of supervision defines progressive stages of supervisee development from beginner to expert, with each stage consisting of discrete characteristics and skills.

This theory enabled the research to unravel knowledge for supervisors by employing the developmental approach to supervision. The theory is key to accurately identify the supervisee's current stage of development, and to provide feedback and support appropriate in this developmental stage (Hayne et al., 2003). For example, inexperienced Social Workers at the beginner stage not only lack confidence, but they will also be expected to have limited skills. By contrast, senior Social Workers might have more skills and confidence, and have conflicting feelings about the perceived independence of the supervisor (Gilbert, 2009). For the development theory to be successful, the supervisor needs to deal with inexperienced Social Workers' development as individual workers, and not as a group. By so doing, the Social Work supervisor will be able to guide inexperienced Social Workers in the right direction. Instead of dealing with the inexperienced as a group, the supervisor will be able to identify areas where inexperienced social workers lack most.

1.5 Purpose of the Study

This section gives a description and application of the aim and objectives of this study.

The aim and objectives of the study are as follows:

1.5.1 Aim of the study

The aim is the purpose and goal of the study which explicitly gives its focus and what it includes and leaves out (De Vos, et al., 2005). The aim enabled the researcher in the study to have focus of what it is all about and how it was undertaken (Bryman, 2012). The aim of the study was to explore and describe experiences of Social Work supervisors in supervising inexperienced Social Workers in the Department of Social Development Malamulele Area Office.

1.5.2 Objectives of the study

The researcher ensured that the research objectives were specific, clear and achievable (De Vos, et al., 2005). The objectives were developed to assist the researcher to draw the feasibility and practicability of the study. The researcher, in developing the objectives of the study, was guided by the research design, problem, topic as well as questions. The research objectives enabled the researcher to look for the study's researchable practical significance (Babbie & Mouton, 2001).

The following main objectives guided the focus of the study:

- To identify supervisors' training needs which will enable them to manage inexperienced Social Workers.
- To appraise how supervisors manage poor confidence among inexperienced Social Workers.
- To assess how supervisors manage time to meet deadlines in terms of supervising.
- To establish knowledge gaps between supervisors and inexperienced Social Workers in terms of relevant theories, skills and techniques.

1.6 Research Methodology

Henning (2004) describes methodology as a coherent group of methods that complement one another and that have the ability fit to deliver data and findings that will reflect the research question and suit the researcher's purpose. Research methodology refers to the methods, techniques and procedures that are employed in the process of implementing the research project. Methodology includes the design, setting, sample, methodological limitations, and the data collection and analysis techniques in a study.

1.6.1 Research approach

The researcher employed qualitative research, which strives to obtain and understand experiences of the participants on a particular topic. Yates (2004) states that "qualitative research explores how the individual or group members give meaning to, and express their understanding of themselves, their experiences and /or their world". The qualitative research approach does not usually provide the researcher with a fixed recipe to follow step by step. It is a systematic, subjective approach used to describe life experiences and to give them meaning (Burns & Grove, 2003). The researcher chose this approach in order for him to be able to get indepth information concerning the experiences of social work supervisors on supervising inexperienced social worker. As a result the researcher discovered a lot of information. It is important to note that this research approach is linked to exploring the research question, thus in this research the experiences of Social Work supervisors in supervising inexperienced Social Workers were explored. The qualitative approach is mostly associated with words, language and experiences rather than measurement, statistics and numerical figures (Burns & Groves, 2003).

The researcher was interested in understanding the meaning that people have constructed, and how people make sense of their world and the experiences that they have in the world (Merriam, 2009). On the other hand, Denzin and Lincoln (2003) explain qualitative research as involving an interpretive, naturalistic approach to the world. This means that qualitative researchers study people in their natural settings, and attempt to make sense of, or to interpret phenomena in terms of the meanings people

bring to them. Neuman (2006) mentions that qualitative researchers borrow ideas from people that they study and place them within the context of a natural setting.

Qualitative researchers deploy a wide range of interconnected interpretive practices, hoping always to get a better understanding of the subject matter at hand. In this research, the focus was on the experiences of Social Work supervisors in supervising inexperienced Social Workers. The researcher's rationale for using a qualitative approach was based on the characteristics of the approach which created the context for a descriptive and explorative study. Since little study has been done on the experiences of social work supervisors the researcher managed to get deeper understanding concerning the feelings and experiences of social work supervisors when supervising inexperienced social workers as a result, the researcher managed to describe those experiences and make recommendations to the department of social development.

1.6.2 Research design

Kerlinger (2005) defines a research design as a plan, structure and strategy of investigation. According to Fouché and Delpont (2011) as well as Leedy and Ormrod (2005), a research design is a plan that guides the researcher to collect, analyse and interpret observed and collected data. The research design enabled the researcher to draw attention to the kind of results that were aimed at by writing a research problem statement and questions. By using both exploratory and descriptive research design the researcher managed to get deeper understanding on the experiences of social work supervisors.

The researcher used both exploratory and descriptive research design in the study. This type of research design enabled the researcher to gain a broad understanding of the situation or phenomenon (Bless, Higson-Smith & Sithole, 2013). The research design addresses the "what", "how", "who" and "why" questions (Neuman, 2000). The researcher explored and described experiences of Social Work supervisors in supervising inexperienced Social Workers. In descriptive research, the researcher tries

to determine the “how or why” of the research, while in the explorative research design the researcher answers the “what” question.

Burns and Grove (2003) define exploratory research as research conducted to gain new insights, discover new ideas and increase knowledge on a phenomenon. Babbie and Mouton (2001) also add that the exploratory research design assists the researcher to examine new interest where the subjects of study are relatively new. The descriptive research design in this study enabled the researcher to describe verbal narratives derived from interviews (Bless, et al., 2013). Neuman (2006) adds that descriptive research is a research in which the primary purpose is to paint a picture using words or numbers and to present a profile, a classification of types, or an outline of steps to answer questions such as whom, when and how.

1.6.3 Population

In the human sciences the term “population” usually refers to all possible cases one is interested in studying, or people with specific characteristics in common that are relevant to the study (Monette et al., 2008). The population of the study enabled the researcher to draw a group of people who were studied in order to make conclusions (Babbie & Mouton, 2001). The population enabled the researcher to consider and to determine the entire set of people who were the focus of the study and who had specific characteristics (Bless, et al., 2013). The study population were Social Work supervisors employed by the Department of Social Development based at Malamulele Area Office.

1.6.4 Sampling

Strydom and Venter (2002) define a sample as “the elements of the population considered for actual inclusion in the study. Strydom and Delport (2011) and Durrheim (2002) define sample as the means of taking any portion of a population or universe as representative of that population or universe. Sampling can be done by means of two methods, probability and non-probability sampling. The researcher focused on non-probability sampling which means all sampling methods in which the probability of the inclusion of the units is unknown.

Gray (2009) defines non-probability sampling as a technique used to draw a sample in such a way that the findings require judgment and interpretation before being applied to the population. The researcher used the convenient sampling technique, where only Social Work supervisors who were available and ready to participate formed part of the study (Gray, 2009). Eight Social Work supervisors were interviewed and the researcher felt that the information that he collected from the participants was enough.

1.6.5 Data collection

Data collection is a gathering of information to address the questions being asked in the study (Creswell & Plano Clarke, 2011). This involves several interconnected steps such as sampling, gaining permission, collecting data, recording data and administering the data collection process (Creswell & Plano Clarke, 2011). Data collection in this study involved a chronological process of obtaining approval from the ethics committee, and obtaining informed consent or declaration of consent as well as having methods of collecting data (Botma, Greeff, Mulaudzi, & Wright, 2010). An interview schedule was used to collect data from the participants. Secondary data was based on existing review of literature. A semi-structured interview guide (individual interview) was used as a tool to collect information which enabled the researcher to gain a detailed picture of experiences of Social Work supervisors in supervising inexperienced Social Workers (Botma et al., 2010).

1.6.6 Qualitative data analysis

The researcher used thematic data analysis. According to Mills, Durepo and Wiebe, (2010) coding is a basic analytic strategy used in thematic analysis, which is defined as a process of closely inspecting text to look for recurrent themes, topics or relationships, and marking passages with a code or label to categorise them for later retrieval and theory-building. There are steps to be followed when analysing data using themes. The researcher followed the steps below as outlined by Sarantakos (2002):

- **Transcription of data**

The researcher thematically transcribed data from tape onto paper thematically. The menu scripts were edited in order to eliminate typing errors and contradictions in the menu. Tape recorders will be kept in a safe and lockable place. Only the researcher and his supervisors have an access to the tape recorders as and when the need arises particularly for verification of data. After the completion of data analysis and interpretation in a year's time, the researcher will destroy the tape.

- **Checking and editing**

The researcher scrutinised and edited the transcripts, and related certain parts of the data in an attempt to prepare them for further analysis.

- **Analysing and interpretation**

This step entails data reduction and analysis. The researcher developed categories of the data. Codes and categories were used as tools of analysing the data. The symbols were assigned to specific sections of the text.

- **Generalisation**

The findings of individual interviews were then generalised. The researcher identified similarities and differences in order to develop the typologies of data.

1.6.7 Quality criteria

The researcher ensured quality data of the study that was trustworthiness through credibility, transferability, dependability and conformability (De Vos et al., 2011; Botma, et.al, 2010). Credibility as an alternative to internal validity which enabled the researcher to look into subjectivity, congruence, in-depth description, setting, population and theories was an appropriate criterion of ensuring quality data (De Vos, et al., 2011; Golafshani, 2003). The researcher also ensured quality data through credibility by engaging the participants through semi-structured interview schedules and questionnaires. Credibility and internal validity enabled the researcher to use the

exploratory-descriptive design by engaging the participants through semi-structured interview schedules in order to ensure quality data (Ravitch & Carl, 2016).

Literature review on the experiences of Social Work supervisors on supervising inexperienced Social Workers in the Department of Social Development Malamulele Area Office was conducted to ensure quality data. Transferability (preference to external validity or generalisability) allowed the researcher to provide sufficient data and context to enable other researchers and professionals to apply the findings to different situations and contexts (De Vos, 2011; Cameron, 2011).

Dependability enabled quality data by using research methods which were logical, well-documented and reviewed (De Vos, 2011; Cameron, 2011). This enabled the researcher to be consistent through data reduction, raw data and process notes (Golafshani, 2003). In this case, the researcher followed research processes that were documented and reviewed by other scholars. Conformability or neutrality enabled the researcher to ensure that the results of the study were from the participants through raw data, memos, themes, notes, data reduction and analysis (De Vos, 2011; Cameron, 2011).

1.7 Ethical Considerations

Ethics in this study brought the researcher into the realm of the role of values in the research process pertaining to the treatment of participants and activities undertaken (Bryman, 2012). Ethical considerations assisted the researcher to understand the imperative of ethical research (Bothma, et.al, 2010). In this study, ethics were interwoven throughout the research processes (Bothma, et al, 2010). Ethical considerations that were applied in this study were as follows:

1.7.1 Permission to conduct the study

The study was reviewed by the research ethics committee of the University of Limpopo and the Limpopo Premier's Office. Bothma et al. (2010) contend that all research involving human participants in South Africa must be reviewed by the research ethics

committee for permission purposes. The primary function of the ethics committee was to protect both the participants and the researcher (Bothma, et al., 2010). Permission to conduct the study was obtained from the University of Limpopo Turfloop Campus Research and Ethics Committee (TREC). Bothma et al., (2010) assert that permission to conduct research must be obtained from relevant institutions to recruit and screen potential participants. In addition, permission to conduct the study was obtained from the Department of Social Development before the commencement of the study. The permission was made in writing (Bothma, et al., 2010). The researcher obtained ethical clearance from the University of Limpopo and the Provincial Limpopo Office of the Premier.

1.7.2 Anonymity

Anonymity means that no one should be able to identify any research participant. The participants' identity is protected in that no one is able to identify any participants afterwards. This was done by removing any identifiable information of the participants from interview transcripts or quotations used (Hennink, Hutter & Bailey, 2011). Babbie (2010) adds that anonymity refers to the protection of the research participants by separating their specific identities from the information given.

The researcher ensured the anonymity of Social Work supervisors by not using their real names. Letters of the alphabet were used to code the participants and no identifying information is revealed in the research report. This was done to protect them from any form of discrimination that might come by identifying them with any data collected. However, it has to be noted that the participants are known to the researcher and letters of the alphabet are used to ensure that the responses are not linked to the participants in the research report for their protection.

1.7.3 Confidentiality

Bless et al. (2000) argue that it is imperative that participants are assured of confidentiality despite their anonymity, and that data will only be used for the purpose of the research. The participants were informed from the onset about the confidentiality of

their participation. The researcher ensured them that everything that they said will remain in the office of the researcher. The researcher would not discuss it with anyone else. In case he wants to publish it, the researcher will first get consent from the participants and they will remain anonymous. This was done to ensure that the information provided, particularly sensitive and personal information, will not be discussed with anyone, and will not be made available to anyone other than the researcher.

The responses given by the participants are kept confidential by the researcher. The researcher respected their privacy to enable them to freely participate in the study (Babbie & Mouton, 2001). To sustain confidentiality, the researcher ensured that there is limited access to the data collected, which is locked or stored in a safe and secure place (Neuman, 2014). No other person had access to the data other than the supervisor.

1.7.4 Voluntary participation

Neuman (2014) defines the principle of voluntary participation or consent as an ethical principle that people should never participate in research unless they explicitly or freely agree to do so. In this study, the participants were told about the nature of the study conducted. Leedy and Ormrod (2014) contend that people recruited for participation in a research study should be told about the nature of the study to be conducted and given a choice of either to participate or not to participate. The researcher ensured voluntary participation.

This also involved informed consent, which was the consent of the respondents to participate in the study (Babbie & Mouton, 2001). The researcher did not force the participants (Neuman, 2014). Participation was voluntary. This also involved informed consent (Babbie & Mouton, 2001). The researcher first agreed with each respondent to voluntarily participate. The researcher also informed them about the use of the tape recorder. Social Work supervisors were not forced to participate in the study but did so on their own will.

1.7.5 No harm to participants

Babbie (2010) asserts that human research should never injure the people being studied regardless of whether or not they are volunteers in the study. The researcher did not expose the participants to risk their lives, and they were not subjected to unusual stress, embarrassment, or loss of self-esteem (Leedy & Ormrod, 2014; Neuman, 2014). The researcher did not reveal the information of the participants to avoid embarrassment and emotional, psychological and physical harm (Rubin & Babbie, 2013). The researcher should have made referrals to other Social Workers and psychologists in cases where the participants were harmed emotionally and psychologically but neither of these happened.

1.7.6 Informed consent

Informed consent implies that all possible or adequate information on the goal of the investigation, the possible advantages, disadvantages and dangers to which the participants may be exposed, be discussed with participants (Strydom, 2005). The researcher respected and provided an opportunity for the participants to choose whether they want to participate or not (De Vos et al., 2011). All the participants signed informed consent to participate after they were given an explanation of the purpose of the study (Bless Higson-Smith & Kagee, 2006).

1.8 Significance of the Research

The findings of the study enabled the Department of Social Development to provide their supervisors with proper supervision-related training instead of assigning senior Social Workers to supervise inexperienced Social Workers with no supervision training. These Social Workers should know the impact of their behaviours during supervision sessions. The researcher outlined the findings, including the difficulties that supervisors encounter while supervising inexperienced Social Workers. The research further indicated that supervisors cannot know it all. They also need their supervisees, who should know that their supervisors are not there to harm, but to guide them, in the right

direction. The findings of the study also served as a point of reference for inexperienced Social Workers and senior Social Workers who do not like or attend supervision sessions because they think that it is useless.

The findings of the study also outlined the importance of supervision of inexperienced Social Workers in the workplace. The researcher also discovered that there are Social Work supervisors who are more skillful compared to inexperienced Social Workers, who are well-equipped with knowledge concerning relevant theories. On the other hand, there are Social Work supervisors who are not so familiar with relevant theories. The researcher outlined that Social Work supervisors learn from inexperienced Social Workers, and the latter also learn from Social Work supervisors concerning necessary skills.

CHAPTER 2

SUPERVISION IN SOCIAL WORK

2.1 Development of Social Work Supervision in South Africa

Earle (2008) states that the social work profession emerged during the eighteenth and nineteenth centuries, responding to the threat of social crisis among the working classes brought about by the industrial revolution. The development of Social Work education was an important part of the Social Work profession. The first school of Social Work in South Africa was established at the University of Cape Town in 1924, followed by the University of Witwatersrand in 1931 (McKendrick, 1990). It was in the early 1940s and the late 1950s that Social Work training for other racial groups was introduced in South Africa (Mazibuko & Gray, 2004). The Social Work Act was promulgated in 1978, which established the Council of Social Work that required all Social Workers to register annually by law in order to practise Social Work (SACSSP, 2012). The South African Council for Social Service Professions (SACSSP, 2005) emphasises the need for supervision as a special field in Social Work practice as reflected in the Code of Ethics of the South African Council for Social Service Professions.

Engelbrecht (2013) asserts that the development of supervision in South Africa is divided into three periods. These are emerging and predominantly administrative years (1960-1975), period of integrated supervision functions, escalation of the knowledge base (1975-1990), and lastly, times of change (1990s). Social Work supervision in South Africa was developed to ensure the improvement of quality Social Work services offered to service users in communities. Botha (2002) further states that the South African context that is characterised by the unpredictable, non-routine, non-standardised, highly individual and imperceptible nature of Social Work practice necessitates supervision. Kadushin and Harkness (2002) as well as Munson (2002) assert that supervision is a major determinant of the quality of service to clients, the level of professional development of Social Workers and the level of job satisfaction

amongst Social Workers. The Department of Social Development (2006) posits that Social Work supervision in South Africa during the apartheid era was different across the race wherein inexperienced white Social Workers were given supervisory roles. This preference made Social Work professionals to be utilised in non-professional tasks, which in itself deprives them of professional growth, and increases their workload and thus their stress levels. This has been attributed largely to lack of structured supervision and poor quality supervisors, who themselves also lacked capacity to conduct professional supervision.

Nicolas et al. (2010) state that supervision has been developed to increase workers' professional skills, knowledge and attributes in order to achieve competency in providing quality services to service users. Social Work supervision is important for inexperienced Social Workers, Social Work supervisors and their clients. Supervision is fundamental in providing competent professional Social Work services, and is central to the development of Social Work practice. Skill for Care (2007) adds that supervision is an accountable process which supports, assures and develops knowledge, skills and values of an individual and group or team.

2.2 Theories of Supervision

2.2.1 Integrative theories of supervision

An integrative theory of supervision depends on more than theory and techniques (Haynes, et al, 2003). For the purposes of this study, the researcher will focus on Bernard's discrimination model and system approach. Bernard and Goodyear (2009) state that Bernard's discrimination model is comprised of three separate foci for supervision, which are intervention, conceptualisation and personalisation; and three supervisor roles which are, teacher, counselor, and consultant. The researcher believes that it is the role of a supervisor to teach inexperienced Social Workers about work stuff, including report writing and how they should incorporate theory in their reports. Inexperienced Social Workers can also go to their supervisors and ask about work-related stuff since the Social Work supervisor also plays the role of consultant. They have skills and the necessary knowledge that inexperienced Social Workers can learn a

lot from. Social work supervisors also need to perform supportive functions such as providing counseling to inexperienced social workers in case the latter encounter traumatising situations at work or at home. Social Work supervisors need to ensure that inexperienced Social Workers provide quality services to clients regardless of any circumstances. The supervisor could in any given moment, respond in one of the nine ways (three roles and three foci). For instance, the supervisor may take on the role of teacher while focusing on a specific intervention used by the supervisee in the client session, or the role of counselor while focusing on the supervisee's conceptualisation of the work. The response is always specific to the supervisee's needs; it changes within and across sessions.

The supervisor first evaluates the supervisee's ability within the focus area, and then selects the appropriate role forms which to respond focusing on the system approach to supervision. The focus in supervision is on the relationship between supervisor and supervisee, which mutually involves and aimed at bestowing power to both members. Hollow (1995) describes seven dimensions of supervision, all connected by the central supervisory relationship. These dimensions are the functions of supervision, the client, the supervisor, the trainee and the institution. The function and tasks of supervision are at the foreground of interaction, while the latter four dimensions represent unique contextual factors that are according to Holloway, covert influences in the supervisory process. Supervision in any particular instance is seen to be reflective of a unique combination of these seven dimensions.

2.2.2 Ecosystem theory

The Ecosystem theory comprises the Ecological theory, which is known as a person-in-environment. In the P-I-E system manual, first published in 1994, Karls and O'Keefe (2008) create an assessment tool specifically for identifying problems in individual functioning as related to the environment. Ecological theory focuses on the context in which individuals live, and their interpretations of that context and how that cultural context influences an individual's behaviour. The Ecological theory is concerned with how individuals and the environment achieve an adaptive balance, and why they

sometimes fail to achieve the balance (Zastrow, 2006). This theory is relevant to this study given that Social Work supervisors spend most of their times at work, and are influenced by social and organisational patterns in their interaction. This perspective underscores “the interdependence of individuals within their families, other social networks, community and the larger environment” (Northern & Kurland, 2001). From the inception of Social Work as a unique profession, practitioners noted the connection between individuals and their environment. The experience of Social Work supervisors needs to be seen in light of their environment within the DSD.

Sheafor and Horejsi (2006) define the environment broadly as “one’s surroundings - that multitudes of physical and social structure, forces and processes that affect humans and all other life forms”, but the authors then make a distinction between the “immediate environment”, defined in terms of social systems, and “distant environment”, which includes features of water, air, shelter and good soil to produce food. The theory has assisted the profession by giving the practitioner an organising framework to analyse the ever-shifting, volatile interaction of people in their environments. This theoretical construct facilitates the process of linking concepts from traditional theories such as “psychodynamic” and “behaviorism” together, enabling practitioners to visualise the human process as an eclectic whole (Farley, Smith & Boyle, 2010). According to Farley et al (2010), a system is a combination of elements with mutual reciprocity and identifiable boundaries that form a complex or unitary role. The Ecosystem theory also focuses on small groups that impact the individual such as the family, work groups, and other social groups. Inexperienced Social Work supervisors and inexperienced Social Workers are from families and have work-place groups. These systems can directly affect the behavioural patterns of the practitioners.

Social Work supervisors need to understand both the agency and inexperienced Social Workers in order to provide quality supervision. The Ecosystem theory helps TO describe how each system (viz., Social Work supervisors, inexperienced Social Workers and the agency) influences another. This will help in tapping into the problems as it is explained by the Systems theory, namely, that changes in one system affects the other

system positively or negatively. Inexperienced Social Workers are moved from one office to another. This can also affect them since they also have to be supervised by other Social Work supervisors. Inexperienced Social Workers may fail to adapt to their new office and new supervisors. As a result, this will prevent them from doing their job effectively. The Ecosystem theory also emphasises that Social Work supervisors and inexperienced Social Workers can work in a larger system such as community, organisation and people with different cultures. Focusing on the organisation where inexperienced Social Workers and Social Work supervisors will be working on, they can find themselves in an organisational structure executing certain roles and functions. They are both affected by the agency regulations, departmental rules and regulations, the professional code of ethics and acts from the judicial system. Since some of the acts that they are supposed to promote are against their beliefs, inexperienced Social Workers may find it challenging to execute these acts.

2.2.3 Psychotherapy based supervision model

There are different models under psychotherapy based supervision, such as psychodynamic, cognitive behaviour, feminist and person centred supervision. Karls and O'Keefe (2008) assert that psychotherapy focuses on the content and process of the supervisee's experiences as a counselor. The supervisor's role is didactic, with the goal of helping the supervisee understand and treat the client's material (Northern & Kurland, 2001). The supervisor is seen as the uninvolved expert who has the knowledge and skills to assist the supervisee considerable authority. The focus is on the client, and not on the supervisee or supervisory process; very little conflict occurs between supervisor and supervisee (Northern & Kurland, 2001). This lack of conflict or stress in the supervision sessions often reduces the supervisee's anxiety, making learning easier. Conversely, if conflict were to develop using this model, supervision could be impeded by not having a way to deal directly with it. The researcher believes that when employing this theory, both the Social Work supervisor and inexperienced Social Workers discuss the cases that the latter are dealing with in the offices.

The Social Work supervisor also encourages inexperienced Social Workers to make follow-ups on the clients after providing social services in order to know the impact of social services on the clients, whether they got help or still struggling. Social Work supervisors also assist inexperienced Social Workers to deal with the challenges that they encounter when providing social services to clients. The researcher also believes that Social Work supervisors play more supporting role when employing psychotherapy based supervision model.

2.3 Supervisor's Training needs which enable them to Manage Inexperienced Social Workers

2.3.1 External supervision training for Social Work supervisors

Social Workers who are supposed to practise as Social Work supervisors should attend a supervision course presented by an accredited service provider recognised by the South African Council for Social Services Professions (Supervision Framework for the Social Work Profession in South Africa, 2012). The move from Social Work practitioner to Social Work supervisor can cause a crisis in identity for some Social Workers, a point at which professional values, roles and commitment are questioned and re-analysed. It becomes difficult for Social Work supervisors to supervise senior Social Workers considering the fact that they used to be in the same level. Senior Social Workers might not take supervision seriously. Therefore, proper external supervision is needed which will enable supervisors to manage their supervisees. Proper external training is needed for Social Work supervisors to provide effective supervision (Cousins, 2004). The researcher also believes that being appointed as a Social Work supervisor without the necessary training is not easy for both prospective Social Work supervisors and their supervisees. Supervisees may not give their supervisors the respect they deserve considering that the only difference between them and their supervisors is working experience, but as far as qualifications are concerned they are even. I agree with the above authors that Social Work supervisors must attend proper supervision training. According to the Department of Social Development Human Resource Management in Vhembe District, supervisors today are performing supervision without proper training.

As indicated by the Human Resource Management of the Department of Social Development in Vhembe District, Social Work supervisors in the department are currently facing supervisory training related problems except for an internal organisational orientation on supervisory responsibilities. The Department of Social Development Human Resource Management in Vhembe District further indicated that many supervisors do not have formal qualifications in supervision. They only have Bachelor of Social Work degree just like inexperienced Social Workers, and the only difference between them and the latter is the working experience. For this reason, Social Work supervisors struggle to direct, guide and coach inexperienced Social Workers in the right direction.

As a result, inexperienced Social Workers do not take supervision sessions into consideration, because they think that there is nothing that their supervisors can tell them since both parties have the same degree with no supervision course. Engelbrecht (2013) states that academic institutions in partnership with practice institutions are challenged to introduce or extend supervision training in whatever form, which is holistic and specifically focused on grounded theories, models and perspectives on supervision in order to produce scholarly professionals and not just managerial supervisors who only mechanically tick the right boxes. Zorga (2002) asserts that external supervision training embraces not only acquired theoretical knowledge, values and skills, but also integration with practice education and the development of leadership competencies essential to proactively understand, critically analyse, interpret and strategically thwart both concealed and significant impact of managerialism on the configuration of organisations, supervision, Social Workers, service delivery and service users.

2.3.2 Internal training for Social Work supervisor

Supervisors need to attend formal internal training in order to become effective supervisors. They are supposed to be trained properly and to have the necessary knowledge and skills to supervise appropriately and should do so only within their areas of knowledge and competence (Engelbrecht, 2012). In doing so, it will enable the Social Work supervisor to guide, coach and direct inexperienced Social Workers to the right

direction, and to be able to deliver the right social services to the clients (Cousins, 2014). Internal training must focus on how to build a wide range of supervisees that is built on trust, openness and a sense of mutual exploration (Cousins, 2014). The researcher agrees with Engelbrecht (2012) concerning the fact that Social Work supervisors need to attend internal training. It is very important that when they are appointed as Social Work supervisors, the department needs to organise internal training that covers all the important aspects of supervision. This will enable those who have not attended any supervision training to provide quality supervision, and to establish good working relationships with their supervisees.

For supervisors to be able to identify and choose from a variety of supervision techniques and interventions, proper internal training is needed. Hughes (2010) posits that key to effective supervision is a trained supervisor before they start practising as Social Work supervisors. This way they can offer an effective supervision process to their supervisees. Supervisors do not necessarily become more competent merely by gaining experience in providing supervision; formal internal training is needed (Morrison, 2003). The researcher believes that internal training enables Social Work supervisors to be competent in their position. As a result, this will enable them to hold successful supervision sessions with their supervisees.

2.3.3 Lack of training for Social Work supervisors

Engelbrecht (2013) asserts that Social Work supervisors are not trained as a specialists, but rely on their own experiences of having been supervisees and their Social Work practice experience. Engelbrecht (2015) further posits that Social Work supervisors should have the necessary knowledge and skills to supervise appropriately, and should do so only with their areas of knowledge and competence. This will be possible only through supervisory training. Social Work supervisors struggle to provide proper supervision to newly appointed Social Workers due to lack of supervision training (internal and external training). Everyone who should practise as a Social Work supervisor should attend supervision training, have the necessary knowledge and professional qualities to be appointed in this especial position. The role of Social Work

supervisors include guiding, coaching and directing both inexperienced and senior Social Workers into the right direction so that they can provide quality social services to rightful social service users.

Human Resource Management of the Department of Social Development in Vhembe District indicates that some Social Work supervisors in the department are performing supervisors' duties without any internal and external training; they are appointed based on their experience, with no supervisory training. Cousins (2014) posits that there is a virtual absence of formal training courses to anticipate the significant role transition from practitioner to supervisor. During his tenure as an intern Social Worker at the Department of Social Development, the researcher observed that a lot of senior Social Workers are practising as Social Work supervisors and these Social Workers did not go through training to do such work. But they were appointed based on their experience. As a result, other Social Workers seemed not to be interested in anything that their supervisors asked them to do.

Cousins (2014) further posits that there is also absence of monitoring the quality of supervision arrangements by senior management. Essentially, the majority of organisations make the assumption that the supervisor is fulfilling their job and the needs of those below them without having any real way. Engelbrecht (2012) states that financial and structural impediments contribute to lack of training supervision programmes, which lead to inadequate supervision in the Social Work field. Many Social Work supervisors who are supervising inexperienced Social Workers have not attended training in their role as supervisors. They just use experience to provide successful supervision. Engelbrecht (2013) posits that as undergraduate Social Workers are trained at academic institutions to render quality Social Work intervention, supervisors of those graduates should in turn also receive appropriate academic training to conduct quality supervision. Mokoka (2016) also indicates that supervisors are assigned to their supervisory posts without proper orientation, and yet at the same time, they are expected to provide efficient services and effective supervision.

The Retention and Recruitment strategy of Social Workers in South Africa (Department of Social Development, 2006) indicates that some officials who are responsible for supervision do not have the capacity to effectively guide and support Social Workers. The manual also states that the impact of no or poor supervision in professional service delivery and the development of Social Workers can be seen in a number of cases where Social Workers are accused of misconduct and unprofessional practice. I agree with the manual in the sense that lack of supervision will lead to Social Work supervisors guiding and directing both inexperienced and senior Social Workers in the wrong direction. The Department of Social Development must ensure that no one practises as a Social Work supervisor without proper training. This will enable senior Social Workers to register supervision courses so that they can acquire the required training in case they would like to become Social Work supervisors in future.

2.3.4 Benefits of proper training of Social Work supervisors

Proper supervision benefits the employee, employer and service users. Worell and Remer (2003) posit that supervisors provide quality supervision which decreases complaints and concerns about the service and general performance through the identification of inexperienced Social Workers' training and development needs. They further assert that effective supervision results in increased staff retention which ensures continuing of care for clients. Proper supervision training ensures effective delivery of services (Worell & Remer, 2003). They further elucidate that proper training of Social Work supervisors enables supervisors to evaluate and direct services provided by the Social Worker to promote competent and ethical services to clients through the continuing development of the Social Worker's knowledge and application of accepted professional Social Work knowledge, skills and values.

Proper supervision training benefits the employee in the sense that supervisors guide and direct inexperienced Social Workers to the right direction, and the supervisor imparts knowledge and skills which enable these Social Workers (supervisees) to grow professionally and to be effective in their work (Rothstein, 2001). Tsui (2005) adds that Social Work can be a high risk area of practice as well as have high staff burnout. Tsui

(2005) further elaborates that proper supervision training will enable supervisors to provide quality supervision to inexperienced Social Workers, which decreases these factors, benefiting the employee. As the researcher, I believe that for social service users to receive quality services, it should start from the top. The Social Work supervisor must be knowledgeable in order to direct Social Workers in the right direction, which is to provide quality services to social service users. Proper supervision training benefits social service users, that is, both inexperienced and senior Social Workers and the agency. Lastly, supervisors also benefit since they will not struggle to do their job effectively as supervisors.

Rothstein (2001) elucidates that proper supervision training can also benefit employers in the sense that since Social Work as a profession often relies on individual judgment. Worell and Remer (2003) adds that supervision with a well-trained supervisor builds independence and competence within the workplace. Employees provided with quality supervision are more organised and efficient, which increases work productivity. Being supported through quality supervision can result in workplace contentment and commitment (Rothstein, 2001). Lastly, proper supervision training can also benefit clients. When supervisors have received proper supervision, they will be able to supervise inexperienced Social Workers. Clients will receive effective services, and quality ethical care.

2.4 Supervisors' Management of Lack of Confidence amongst Inexperienced Social Workers

2.4.1 Management of inexperienced Social Workers

Inexperienced Social Workers may struggle to believe in themselves due to their lack of work experience. They tend to be incompetent and may fail to attend certain cases, undermining their capabilities as professionals (Morrison, 2003). Worell and Remer (2003) point out that supervisors should make it a point that inexperienced Social Workers gain self-awareness as professionals regardless of their working experience. They tend to believe that their supervisors should handle sensitive cases, while they

handle so called “straight forward cases” (Ronthstein, 2001). Though experience in Social Work is very important, I believe that inexperienced Social Workers are well trained and got the necessary skills to do their job on their own without involving supervisors. The moment inexperienced Social Workers get placed in different offices, they need to know that they can do their job regardless of the number of working experience they have. They need to believe in themselves as professionals who are capable of bringing change in the lives of others and hope to communities.

2.4.2 Inexperienced Social Workers’ age

Engelbrecht (2013) posits that most inexperienced Social Workers confess that they are young, inexperienced and scared to handle certain cases independently. Due to their age, they tend to doubt their capabilities as professionals. Morrison (2003) posits that instead of assisting every social service beneficiary who reports to the Social Work office, inexperienced Social Workers believe that they do not have what it takes to assist social service beneficiaries. Morrison (2003) asserts that these Social Workers believe that there are certain cases that they cannot handle; therefore they tend to shift their responsibilities to their supervisors. The researcher believes that it is the duty of a Social Work supervisor to ensure that inexperienced Social Workers do their work effectively regardless of their age. For example, an inexperienced Social Worker who is supposed to assist the couple who have marital problems may decide to refer the couple to his or her supervisor, believing that there is nothing he or she can offer the couple since he or she is not yet married, forgetting that in order to assist the clients regardless of their needs, a Social Worker does not have to experience the problem first. Rather, they can apply the knowledge that they have acquired at university or college.

Another example is that in order for young inexperienced Social Workers to assist couples to revive their love, they look down on themselves due to their age. They think that there is nothing that they can assist the couple with. It is the responsibility of a Social Work supervisor to ensure that inexperienced Social Workers are aware that age does not mean anything, but what matters most is the knowledge they hold. For those

who think they cannot do their job successfully due to their young age, a combination of supportive and educational styles of supervision is needed so that they can gain professional awareness. As a result, it will boost their morale and they will gain motivation to provide rightful social services to the social service users and be effective (Engelbrecht, 2015).

2.4.3 Inexperienced Social Workers' dependence on supervisors

Inexperienced Social Workers depend on their supervision to provide effective social services to clients, and it becomes a challenge for supervisors to supervise them as they struggle to complete their assigned tasks without their supervisors' assistance (Supervision Framework for the Social Work Profession in South Africa, 2012). Inexperienced Social Workers tend to put too much trust on their supervisors, and they do not believe in themselves as capable professionals who can fulfill their tasks successfully and effectively in the absence of a supervisor. Engelbrecht (2013) asserts that the focus in supervision in Social Work is to assist supervisors in how to manage supervisees to function independently from the Social Work supervisor as quickly as possible. The researcher believes that Social Work supervisors need to communicate with inexperienced Social Workers concerning their expectations from all their supervisees from the start. This will enable them to know that their supervisors are not there to do handle cases for them but they are there to guide and direct them on how to do their work effectively.

Could and Baldwin (2006) assert that for inexperienced Social Workers to gain personal growth, supervisors should ensure that they have a personal development plan. After they have identified their learning needs and capabilities, supervisors will be able to know the focus areas which need their immediate attention (Loughry & O'Donovan, 2006). Inexperienced Social Workers need to be effective when providing social services to service users.

2.4.5 Inexperienced Social Worker's poor professionalism

It is not an easy transition from a student to be a professional somebody. Cousins (2004) posits that inexperienced Social Workers may struggle to adapt and settle in the workplace as professional Social Workers. They may be required to change their behaviour from that of a student, and be a professional practitioner at all times. This will lead to being able to handle cases effectively, and to meet the supervisor's expectations (Cousins, 2004). Engelbrecht (2015) asserts that the Social Work supervisor could be held liable in an instance where a complaint of alleged unprofessional conduct is lodged against the Social Worker. The researcher believes that the supervisor needs to place inexperienced Social Workers with senior Social Workers in the same office during their first month of appointment so that they can learn the skills, and how to handle themselves as professionals from senior Social Workers. After a month they may be placed in their own offices. This way the researcher believes that inexperienced Social Workers will start handling themselves as professionals.

For instance, after the inexperienced Social Worker has successfully assisted a couple with marital problems, they may go around telling everyone in the community about the problem that the couple was having. As a result, confidentiality is broken, and failure to maintain confidentiality is a sign of poor professionalism. It is the supervisor's responsibility to ensure that inexperienced Social Workers remain professional at all times in and off the office. Loughry and O'Donovan (2006) posit that supervisors should ensure that inexperienced Social Workers are not Social Workers only when they are in the office. But they must be Social Workers everywhere, wherever the community sees them they must see a Social Worker.

Munson (2002) states that new graduates require assistance to integrate the many practice demands that are marginally covered in their academic programmes. They must translate theory into practice. They should be supervised to deal with real social issues affecting people in their environments. Every educator, supervisor and Social Worker should personally accept, seek out and develop ways to put supervision in its correct perspective.

2.5 Knowledge Gap between Supervisors and Inexperienced Social Workers in terms of Relevant Theories, Skills and Techniques

Noble and Irwin (2009) indicate that inexperienced Social Workers with all the theoretical knowledge may appear confident but are often disappointed when they discover that there is a difference between their theoretical knowledge and the real work (practical work). This is the right time for the supervisor to intervene and to perform educational and supportive supervision. The knowledge gap may include the fact that inexperienced Social Workers have limited skills and experience, while Social Work supervisors have a lot of experience that can enable them to do the job effectively. They (Social Work supervisors) are able to detect if clients are hiding or lying to them. Inexperienced Social Workers fail to read the case, and discover what the client may be hiding, but they are very active when it comes to applying relevant theories since they come straight from universities; Social Work supervisors may have forgotten some of the theories that they learnt at universities since they have been in the field for a while.

They further elucidate that it is the role of Social Work supervisors to ensure that inexperienced Social Workers remain focused on their work at all times instead of dwelling on their feeling of disappointment, and integrate theory into practice. Collins (2007) posits that Social Work supervisors can also assist inexperienced Social Workers adjust in the workplace by informing them that not everything that they learned from university or college happens in real life, but those things were meant to sharpen their knowledge and for them to have a power brain. For example, an inexperienced Social Worker conducting an educational group may decide to set the group rules and get to know the group members in the first session, and decide to call it a day and plan to conduct another session after a week (Richard, 2013). Group members may lose interest about attending the group sessions, thinking that it is useless. The inexperienced Social Worker should as well explain the purpose and objectives of the

group in the first session. As a result, the group members would develop an interest in the group, since they would be aware of what it is all about (Richard, 2013).

2.5.1 Inexperienced Social Worker's lack of work experience versus Supervisors vast work experience.

Inexperienced Social Workers have limited skills, and they struggle to complete their assigned tasks as professionals on their own without the help of their supervisors (Cousins, 2004). They may fail to do their work properly due to lack of experience. Collins (2007) adds that supervisors do their work effectively since they are rich with work experience. Engelbrecht (2015) posits that working under the supervision of experienced Social Workers or supervisors, inexperienced Social Workers learn to apply in practice the knowledge, skills, and values that they have been exposed to in the academic courses. The researcher believes that experience plays a big role in the Social Work field. For inexperienced Social Workers to do their work effectively, they need to have skills to do the work. Though they are well-armed with theory, they need someone who can patiently assist them to put this theory into practice. Social Work supervisors are responsible for this since they have a lot of experience compared to inexperienced Social Workers who have limited experience.

Though supervisors may not know it all, supervisors have the necessary information and work experience or knowledge to provide rightful and meaningful social services to service users (Cousins, 2004). Social Work supervisors should employ traditional (problem-orientated) supervision, where the supervisor educates and the supervisee is taught, and the supervisor is the all-knowing expert and the supervisee is the layperson (Engelbrecht, 2015). Inexperienced Social Workers are expected to acquire advanced practice skills in case group work and community work, and to engage in transformative action to have opportunities to value local strengths and assets, and simultaneously work at meeting universal human rights (Raniga, 2012). Supervisors, with rich experience in the field, it is their duty to ensure that inexperienced Social Workers achieve professional growth so that they can be able to function on their own instead of depending on their supervisors.

2.5.2 Inexperienced Social Workers theoretical knowledge versus Supervisor's theoretical knowledge

Theoretical knowledge cannot replace hands-on experience in the Social Work field. Social Work supervisors may experience lack of skills to perform to implement programmes requiring technological skills, while inexperienced Social Workers may be dexterous concerning implementation of programmes requiring these skills (Could & Baldwin, 2006). The former have good skills to handle different cases; the latter struggle to show skills when handling different social cases. Engelbrecht (2015) posits that integrating theory and practice is a complex matter requiring inexperienced workers to be able to conceptualise key variables in a practice context, recognise the relevance of a theory, shape the theory for practice and assess whether the theory benefits the practice. Theories and techniques in the Social Work field are established every day, and inexperienced Social Workers are better armed with theoretical knowledge and techniques since they are coming straight from universities and colleges, where those theories, skills and techniques are taught (Could & Baldwin, 2006). In the meantime Social Work supervisors hold onto the theories and techniques that they have learnt during their days at universities and colleges.

Inexperienced Social Workers are better equipped with relevant theories and techniques in the Social Work field. Raniga (2012) asserts that Social Work supervisors need to be familiar with relevant theories that are currently being taught at universities and colleges to student Social Workers in the South African context. For the Social Worker supervisors to catch up with the tried out theories and techniques, they should work together with inexperienced Social Workers and learn from them. Engelbrecht (2015) posits that supervisors should employ strengths-based supervision, where he should admit that he is not the all-knowing expert, appreciates and utilises the supervisee's knowledge and experience. The Social Work supervisor should allow himself to learn from inexperienced Social Workers.

For instance, the Social Work supervisor may organise peer supervision, where inexperienced Social Workers will meet and discuss different theories in the presence of their supervisors. In this case, the former have to sit down and let the latter run the session (Could & Baldwin, 2006). These will benefit them in the sense that they will gain knowledge concerning relevant theories and techniques that will be discussed during peer supervision.

2.6 Assessment on how supervisors manage time to meet deadlines coupled with supervision

2.6.1 Supervisors' time management when supervising inexperienced Social Workers

Howe (2008) posits that many Social Work supervisors struggle to submit their work to their superiors in time. Since supervisors have a lot on their plate, one of the Social Work supervisor's duty is to supervise senior Social Workers, student Social Workers, social auxiliary workers and inexperienced Social Workers (Supervision Framework for the Social Work Profession in South Africa, 2012). A supervisor assigns cases and oversees the work of his or her supervisees. Supervisors should always plan ahead before in order to meet deadlines. Fook and Gardner (2007) elucidates that in order to be an effective supervisor of inexperienced Social Workers, supervisors need to always focus on events and sessions several days down the road, where they will be well-equipped to conduct successful supervision sessions. The researcher believes that planning ahead allows the supervisor to set aside a day or two before the final deadline to polish the project. In order to meet deadlines in time, supervisors need to plan ahead and not just focus on the work today.

Social Work supervisors perform supervision in different formats, such as individual, peer and group supervision (Hughes, 2010). In an individual format, a Social Work supervisor meets with an inexperienced Social Worker to discuss specific cases, determine courses of action and resolve problems or personal issues that may affect the worker. As a result, it will lead to the worker being ineffective. In a group format, the

Social Work supervisor meets with a group of inexperienced Social Workers to discuss different cases and issues that may assist the latter to be effective. Kadushin and Harkness (2002) assert that Social Work group supervision involves the use of a group setting to enable members to reflect on their work, have a clear agenda and to clarify the group about the purpose of the session. The supervisor plays the role of a facilitator. They further indicate that group supervision saves time since it allows the Social Work supervisor to address a large number of inexperienced Social Workers at same time. At first the supervisees may wonder about others' acceptance or rejection of them. In a peer supervision format, a group of supervisees meets in the absence of the supervisor. It provides an opportunity for continued professional growth amongst inexperienced Social Workers (Kadushin & Harkness, 2002). Peer supervision also allows for the opportunity to dialogue on ethical dilemmas that may provide alternative perspectives to difficult situations. Supervisees get to discuss different cases that they deal with in the office. Collins (2007) adds that regardless of the supervision format and the number of sessions that the Social Work supervisor employs, he or she needs to plan ahead. As a result, it will assist supervisors to complete all the planned supervision sessions in time, and the supervisor will be able to meet deadlines without any delay (Kadushin & Harkness, 2002).

2.6.2 Supervisors on their day-to-day operations in the office and meeting deadlines

Supervisors perform other duties except supervising inexperienced Social Workers and senior Social Workers. Some Social Work supervisors stay in offices and attend clients. According to NASW, some of the duties of a Social Work supervisor is to ensure that the objectives of the agency are met. Lishman (2009) posits that Social Work supervisors are also held accountable for implementing specific policies, locating and securing funding, and setting up staff training seminars. Tsang (2006) asserts that for a Social Work supervisor to manage and implement his or her day to day job report, he or she needs to be disciplined enough. Meeting deadlines is an issue to most workers. They only start preparing when they realise that they are approaching the due date, and as a result, they submit incomplete work that makes them incompetent (Gilbert, 2009).

2.7 Supervisory Relationship between Inexperienced Social Workers and their Supervisors

The relationship between supervisor and supervisee is the foundation for the work that occurs in supervision. Bennett and Deal (2009) posit that initially, the supervisory relationship is best described as anxious dependency. He further indicates that as inexperienced Social Workers continue to grow and enter the middle stage of the supervisory relationship, they feel a little less dependent on the supervisor, and ultimately strive for independence. Borders (2005) states that it is essential for the supervisor to create a safe, trusting, challenging and open environment. He adds that supervisors need to discuss with supervisees what they both can do to create a trusting supervisory relationship. Munson (2002) asserts that a supervisory relationship is the key to successful supervision. Trust is central to a supervisory relationship. The supervisor and supervisee must work together to establish a trusting climate. The supervisor must be diligent to avoid using the information learned in the supervisory process against the supervisee (Hughes, 2010).

Supervisors need to ensure that they establish a good working and professional relationship with their supervisees (inexperienced Social Workers) (Gilbert, 2009). As a result, inexperienced Social Workers will be free to an extent that they reveal their work related problems, share their mistakes and use the experience of both their supervisors and their peers (Gilbert, 2009). Effective and ethical supervisors provide constructive feedback to their supervisees in a supportive and non-judgmental environment. In order for the supervisory relationship to be successful, both the supervisor and inexperienced Social Workers must be open with each other and discuss all issues that may arise in the supervisory relationship. In the supervisory relationship, trust is essential because both supervisor and supervisee need to be honest with each other. Hughes (2010) asserts that inexperienced Social Workers are assigned a mentor and a supervisor who are supposed to guide, teach and instill them with the necessary skills so that they can be able to provide the right social services to service users. Since it is new for

inexperienced Social Workers to have someone who monitors their work progress, it becomes stressing and challenging at first. Hughes (2010) posits that a good open relationship between the supervisor and the supervisee will lead to a more productive session, and more honest and helpful feedback. She indicates that qualities such as trust, honesty, positive attitude, openness and listening are central to a good relationship.

The Human Resource section at the Department of Social Development in Vhembe District Municipality posits that inexperienced Social Workers in the department are supposed to share their offices with their mentors, though they may not share them with their supervisors. Inexperienced Social Workers tend to understand the supervisory styles employed by their mentors since they spend most of their time with them. It is further indicated that as a result, inexperienced Social Workers tend to prefer their mentors over their supervisors. These differences may prevent them (inexperienced Social Workers) from being proficient and effective in their practice within the agency, and as a result, they may struggle to handle certain cases. A discussion of the differences between a supervisor and supervisee should be incorporated into supervision. Border (2005) posits that a supervisor can be effective even if the supervisory relationship is not ideal. But both the supervisor and the supervisee may need to work harder to ensure that the goals of supervision are accomplished. He further asserts that to maintain a good supervisory relationship, the supervisor needs to listen diligently to what the supervisees are saying and not saying, and try to tune into their fears, struggles and hopes. The supervisor must also treat supervisees with respect, and be open and honest about what they know and do not know. The main goal of the supervisory relationship between inexperienced Social Workers and their supervisees is to encourage the latter's professional development.

Bennett (2008) asserts that supervisees are more likely to create a safe space for their clients if this was first modeled through their supervisory relationship. He further posits that the supervisory relationship provides a blueprint of knowing how to relate to one's client. Gilbert (2009) emphasises that most inexperienced Social Workers view their

supervisors as people who are there to make their lives difficult in the work place. As a result, their relationship with their supervisors become tense. Some inexperienced Social Workers use the supervisory relationship with their supervisors to their advantage, where they constantly consult about work-related issues, which is to promote professional development. There are some good examples of a supervisory relationship in which the inexperienced Social Worker has a negative attitude towards supervision. For instance, if he or she had a past negative experience of supervision during their block placement in their fourth year at school, they can view supervision as a useless process when they get to workplace, whereas it is a helping process. Such inexperienced Social Workers will be very resistant to supervision. The researcher believes that those Social Workers who experience organisational support become more engaged with their job and organisation, and that supportive supervision relates to higher job satisfaction.

2.8 Characteristics of Effective Supervisor

Skidmore (1995) outlined six characteristics of an effective supervisor as follows:

2.8.1 Knowledgeability

Knowledgeability is an essential characteristic of an effective supervisor. This means professional knowledge as well as knowledge about the agency in which practice is taking place. Supervisors need comprehensive knowledge, professional attitude and practice skills, and should be able to tie them in with the organisation and services of their agency. Supervisors should also be acquainted with the current professional literature in order to refer supervisees for further study.

2.8.2 Practice skills

Practice skills are essential for competent supervisors. This may mean professional competency in a particular Social Worker method or methods, with general abilities in all basic Social Worker methods. Such abilities would depend on what supervisors are doing, in which area they are working, and on the needs of students or workers.

2.8.3 Open-door policy

Having an open-door policy is highly desirable. This means that the supervisor can be reached in emergencies and that the door is usually open for the supervisee to come in, ask questions, and be given guidance when necessary. It does not mean that the door is open at all times. Usually, a weekly interview between the supervisor and supervisee can take care of most questions and problems.

2.8.4 Commitment to supervision

A genuine conviction of the need for effective supervision is essential. Capable supervisors have a dynamic interest in the agency, in themselves, and in their supervisees. This should not be artificial or superficial. The supervisee can tell whether this interest is genuine. A sustained concern can be a positive motivating factor and can help to increase the supervisee's knowledge and skills.

2.8.5 Openness

Effective supervisors are open-minded. This means that although they ordinarily have answers to the questions that may be raised, they will admit it when they do not know the answer to a problem or question, and they will acknowledge their mistakes when they make them. Supervisors who recognise that they are human are the ones most likely to reach their workers.

2.8.6 Showing appreciation and giving commendation

New workers in particular hunger for commendation and appreciation. Such positive reinforcement can increase motivation and professional development. Supervisors who fail to show appreciation limit their effectiveness, slow down professional development, and decrease the competency of supervisees.

2.9 Seven Principles of Supervision

2.9.1 Interpersonal interaction

Supervision is an interpersonal transaction between two or more people. The role of supervision is that experienced competent supervisors help the supervisee and ensure the quality of services to clients (Kadushin & Harkness, 2002). For instance, the professional interpersonal relationship between the inexperienced and supervisors is very much important for effective supervision and service delivery.

2.9.2 Agency objectives

The work of the supervisee is related to the objectives of the agency through the supervisor (Kadushin & Harkness, 2002). When the supervisee arrives at the agency for the first time, it is the responsibility of the supervisor to give him orientation about the agency. The supervisor should also explain the objectives of the agency. For example, if the worker has just been appointed, the agency is supposed to assign that inexperienced Social Worker a supervisor who will explain what the agency is all about, and what it expects from him and what it aims to achieve.

2.9.3 Flow of authority, information and feelings

In the process of supervision, there is use of authority (the organisational/administrative function), the exchange of information, ideas and feelings and (professional/ educational function) and expression of feelings (the emotional/ supportive function) (Munson, 2002; Tsui, 2005). The researcher believes that supervision is a learning process, and Social Work supervisors need to learn from inexperienced Social Workers and the latter need to learn from the Social Work supervisor. Inexperienced Social Workers may also get a chance to express their challenges in the office.

2.9.4 Professional values

Supervision reflects the professional values of Social Work (Kadushin & Harkness, 2002). Social Work as a profession has different values that should guide inexperienced Social Workers to be professionals and to make the profession recognisable. They need

to treat their clients with dignity regardless of what they (the clients) may be going through. They also need to treat their clients equally without judging them. They also need to give their clients the respect they deserve as human beings, and whatever they present in the office should remain in the office. Inexperienced Social Workers are not allowed to go around spreading what the clients may have presented in the office.

2.9.5 Job performance

The supervisor monitors job performance, conveys professional values, knowledge and skills, and provides emotional support to the supervisee (Kadushin & Harkness, 2002). In the beginning when Social Work supervisors are assigned to supervise inexperienced Social Workers, there is a contract that both parties agree on. The Social Work supervisor explains what they (inexperienced Social Workers) should cover in their offices; they may plan quarterly or monthly; and it is the responsibility of the Social Work supervisor to monitor if they are doing the work effectively and are working to meet the target.

2.9.6 Evaluation criteria

In order to reflect the short and long-term objectives of supervision, the criteria for evaluating the effectiveness of supervision include satisfaction with supervision, job accomplishment and client outcomes (Kadushin & Harkness, 2002). The researcher agrees with Kadushin and Harkness (2002) that if Social Work supervisors provide quality supervision, they also expect inexperienced Social Workers to provide quality services to clients, and if the latter do not receive quality supervision, the clients also suffer because they will not receive enough assistance.

2.9.7 Involving parties

Supervision, from the holistic point of view, involves four parties: the agency, the supervisor, the supervisee and the client (Kadushin & Harkness, 2002). Since the supervisor is employed by the agency, the latter gives the Social Work supervisor the task of guiding and directing inexperienced Social Workers into the right direction. The

Social Work supervisor also checks on them to ensure that they are providing the correct services to the clients.

2.10 Policy and Legislature

2.10.1 Constitution of the Republic of South Africa, No.108 of 1996

Chapter 10 of the Constitution highlights the basic values and principles governing public administration. Subsection (a) and (h) of section 195 (1) identifies the following principles: (a) a high standard of professional ethics must be promoted; and (b) good human resources management and career-development practices to maximise human potential must be cultivated. Inexperienced Social Workers must always be professional, and the Social Work supervisor needs to ensure that the former are guided by a code of ethics such as confidentiality, respect and doing no harm to the clients. The act also stipulates that both Social Work supervisors and inexperienced Social Workers take good care of resources that can enable them to provide rightful services to the clients and make the agency recognisable and remain respected. Social work supervisors also need to develop themselves instead of depending on their experiences and skills to do the work. They need to attend supervision training and other training that can enable them to do their office work and supervise effectively.

2.10.2 Social Service Professions Act, No 110 of 1978

The act stipulates that a Social Worker may only be supervised on Social Work matters by another competent and registered Social Worker. Social Workers used to be supervised by another professional who was not a qualified Social Worker. As a result, the supervision was poor, and inexperienced Social Workers struggled to do their job effectively. This act puts more emphasis on the fact that they should be supervised by senior Social Workers who have necessary knowledge, skills and qualified to do so. This will enable the supervisees to provide quality services to the clients. This act enables Social Work supervisors to provide quality services to inexperienced Social Workers.

2.10.3 White paper for Social Welfare (1997)

Chapter 4 of the White Paper for Social Welfare gives an overview of the status of human resources within the welfare sector, specifically Social Workers. The act reflects issues of redeployment, capacity building and orientation, education and training, remuneration and the working conditions. It is the responsibility of the Social Work supervisor to ensure that when inexperienced Social Workers are appointed in the agency, they are given orientation around the agency, and its vision and mission. What is expected of them should be stated clearly to them. This will enable them to work towards the goal of the agency and to do their work effectively without going against its mission. The Social Work supervisor also performs educational functions when they teach inexperienced Social Workers how to fill all Social Work forms, including intake, assessment, plan of action, victim impact reports as well as monthly reports. The Social Work supervisor also encourages inexperienced Social Workers to develop themselves by engaging in a professional development plan.

2.10.4 Labor Relation Act, No.66 of 1998

The Act ensures the right to fair labour practices. It reflects the vision of workers, and employers' rights as envisioned by the Constitution. Social Work supervisors ensure that inexperienced Social Workers are not exposed to unfair labour practices but only work on their area of expertise, which is to assist people and communities realise their full potential. Social Work supervisors also ensure that the agency or employer provides them with resources that can enable them to assist their clients effectively.

2.10.5 Batho Pele "People First" White Paper on Transforming Public Service Delivery (1997)

Batho Pele principles promote service delivery which is quality-driven and person-centred. It also allows access to information, encourages transparency, redress and respect, standards, and is cost effective and time bound. Social Work supervisors guide inexperienced Social Workers to provide quality services to clients. This principle also enables clients to access any information provided in the Social Work office. Clients are

allowed to ask about the services provided in the office of Social Work so that they can have better knowledge concerning the services that are provided in the Social Work office. This principle also encourages inexperienced Social Workers to treat clients with respect regardless of differences. This principle also encourages them and Social Work supervisors to use departmental resources such as chairs, computers and vehicles with care so that it can last for a long time. This can enable the department to save money.

2.11.6 Supervision Framework for Social Work Profession in South Africa February 2012

The supervision framework emphasises that an orientation programme should be implemented for all inexperienced Social Workers, and they must have at least three years of supervision on a fortnightly basis before they advance to a consultative level. The supervision framework also states that upon completion of the three years structured supervision, a final assessment should be conducted to determine the supervision contract in terms of the frequency and format of further supervision. The framework also encourages Social Work supervisors to provide quality supervision to both senior and inexperienced Social Workers. The framework promotes that inexperienced Social Workers should provide quality services to the clients.

CHAPTER 3

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

3.1 Introduction

This chapter is aimed at presenting, analysing and interpreting the empirical findings of the study. The researcher used non-probability sampling, where he employed convenient sampling. Convenience sampling relies on data collection from population members who are conveniently available to participate in the study. It involves getting the participants wherever the researcher can find them and typically where it is convenient. The data was collected from eight (8) Social Work supervisors who are employed by the Department of Social Development in Malamulele area office.

The researcher used semi-structured interviews. Hesse-Biber and Leavy (2011) state that semi-structured interviews rely on certain set of questions and try to get the conversation to remain, more loosely, on those questions. The researcher allowed the conversation to flow more naturally, making rules for the conversation to go in an unexpected direction. Face-to-face interviews allowed the researcher to get in-depth data from the participants concerning the experiences of Social Work supervisors in supervising inexperienced Social Workers. The researcher recorded the information presented by the participants on the interviewing sheets.

The researcher used thematic data analysis. According to Mills, Durepo and Wiebe (2010), coding is a basic analytic strategy used in thematic analysis, and is defined as a process of closely inspecting texts to look for recurrent themes, topics or relationships, and marking passages with a code or label to categorise them for later retrieval and theory-building. There are steps to be followed when analysing data using themes. The researcher followed steps in thematic data analysis as outlined by Sarantakos (2002) which are transcription of data, checking and editing, analysing and interpretation, and

generalisation. The findings of the study on the experiences of Social Work supervisors in supervising inexperienced Social Workers in the Department of Social Development Malamulele area office were presented, interpreted and analysed in this chapter.

3.2 Biographical Data

The biographical data analysed statistically included the age, gender and number of years in supervisory position of Social Work supervisors who participated in the study.

Table 1: Illustration of the age, gender and number of years of Social Work supervisors in supervisory position

Name of participant	Age	Gender	Number of years in supervisory position
A	47	Female	10
B	45	Female	8
C	43	Female	8
D	43	Female	9
E	41	Female	5
F	35	Male	2
G	39	Male	3
H	36	Male	2

The table above depicts the ages, gender and number of years of Social Work supervisors in supervisory position. The researcher did not use real names of the participants but used alphabets A, B, C, D, E, F, G and H. Eight (8) Social Work supervisors formed part of the study. Five (5) participants were females and the other three (3) were males. All participants were between 36-47 years old and they as well differ with the number of years in supervisory roles where they ranged between 2-10 years.

Themes were transcribed from the interviews with the participants. These themes enabled the researcher to present the results through the discussion of the categories, and the presentation of figures that depict the physical setting and diagrams presenting the framework of the study (Plano Clark, 2011). The themes in this study also enabled the researcher to present tables and the narration of data (Plano Clark, 2011). There were four themes presented in this study, and these are lack of confidence amongst inexperienced Social Workers, time management, Social Work supervisors' training needs, and knowledge gaps between supervisors and inexperienced Social Workers. The themes are as follows:

3.3 Theme 1: Lack of Confidence

3.3.1 How likely do inexperienced Social Workers require confidence to provide social services effectively?

Morrison (2003) posits that instead of assisting every social service beneficiary who reports to the Social Work office, inexperienced Social Workers believe that they do not have what it takes to assist social service beneficiaries. He further asserts that inexperienced Social Workers tend to limit themselves, and as a result, looking down on themselves. Below is what Participant A had to say concerning the question above.

“To be honest with you, in order to provide effective social services inexperienced Social Workers need to be confident at all times”.

Participant B reveals that:

“Inexperienced Social Workers need to be always on their best, because their work require confidence at all times. Their work also require creativity their confidence will enable them to be creative and provide quality services”.

Inexperienced Social Workers tend to put too much trust on their supervisors, and do not believe in themselves as capable professionals who can fulfill their tasks

successfully and effectively in the absence of a supervisor. The researcher agrees with Participant A that all Social Workers, regardless of their experiences in the field, need to believe in themselves as professionals who are capable of bringing change to communities. Regardless of any circumstances whether or not inexperienced, senior Social Workers need to know that communities are looking and counting on them, and for them to provide quality social services to service users, they need to believe in themselves as capable professionals.

Other participants supported what Participants A and B indicated. Below is what the other participant stated:

“you have to believe in yourself at all times , and also believe in what you say that way people will believe in you, inexperienced Social Workers need to believe in themselves at all times”.

“All Social Workers regardless of the number of working experience need to believe in themselves at all times. They also need to believe that they can do the job effectively”.

“Inexperienced Social Workers are well equipped with theory they just need to work on their confidence, as a result they need to believe in themselves as capable professionals”.

“Inexperienced Social Workers need to believe in themselves as capable professionals who are equipped to do the job regardless of any circumstances”.

“Inexperienced Social Workers need to believe in themselves at all times regardless of their age, gender and their work experience”.

All Social Work supervisors who were interviewed emphasised that inexperienced Social Workers need to believe in themselves as professionals at all times. This will

enable them to provide effective services to service users. In case they lack confidence, it is the duty of Social Work supervisors to assist them to build their confidence as professionals. Engelbrecht (2013) asserts that the focus in supervision in Social Work is to assist supervisors on how to manage supervisees to function independently from the Social Work supervisor as quickly as possible, and believe in themselves as capable professionals.

3.3.2 Why do inexperienced Social Workers look down on themselves as professionals?

Social Workers in the Department of Social Development have to share offices, since there are not enough offices for each Social Worker. The Department of Social Development (2006) indicates that lack of resources to deliver on the mandate given to Social Workers results in a perceived unresponsiveness and decline in the productivity and quality of services rendered by Social Workers. One office may accommodate five Social Workers, since the Department of Social Development faces a challenge when it comes to office accommodation. The researcher believes that the Department of Social Development can place inexperienced Social Workers with their supervisors in the same office, and make sure that the office is not overcrowded because it scares them. They end up disliking their work, and as a result, they will stay at the same level without growing professionally. Below is what Participant A indicated concerning why inexperienced Social Workers look down on themselves:

“I think since they share offices with senior Social Workers they may not feel free to express themselves when they are with the clients in front of the senior Social Workers”

Despite the sharing of offices with other Social Workers, another participant stated that age also contributes to the fact that inexperienced Social Workers look down upon themselves. Engelbrecht (2013) posits that most of them confess that they are young, inexperienced and scared to handle certain cases independently. For those inexperienced Social Workers who think they cannot do their job successfully due to

their age, a combination of supportive and educational styles of supervision is needed so that they can gain professional awareness. As a result, it will boost their morale, and they will gain motivation to provide rightful social services to social service users and be effective (Engelbrecht, 2015). Below is what Participants B and C said:

“I think most of them are young and they think that just because of their age they cannot do their work effectively, they rely on us to do their work”.

“Some inexperienced Social Workers believe that since they are young and never experienced some of the problems reported in our offices such as assisting couple who are having marital problems, they think that there is nothing they can offer the clients because they have never been experienced such problems”.

Engelbrecht (2013) posits that most inexperienced Social Workers confess that they are young, inexperienced and scared to handle certain cases independently. Morrison (2003) asserts that these workers believe that there are certain cases that they cannot handle. Therefore, they tend to shift their responsibilities to their supervisors. Due to their age, they tend to doubt their capabilities as professionals. Englebrecht (2013) asserts that the focus in supervision in Social Work is to assist supervisors on how to manage supervisees to function independently from the Social Work supervisor as quickly as possible.

Participant D pointed out that the family background also contributes to inexperienced Social Workers' lack of confidence. Below is what the participant had to say:

“I think family background contribute a lot, look some of them come from poverty stricken families, and as a result they think less of themselves”.

Another participant supported what Participant D stated concerning the family background.

“Most of inexperienced Social Workers are coming from poor families and they have experienced most of the problems that are reported in our offices, and since they are working in their communities they also feel helpless and think that they have nothing to offer the clients.”

Social Work supervisors must ensure that inexperienced Social Workers have enough motivation to do their job effectively regardless of any circumstances. Growing up in a poverty-stricken family does not make one poor in mind. They need to know that it is not about them and their difficult upbringing, but it is about service users who need their full attention and assistance in order to realise their full potential. The researcher realised that it is not only inexperienced Social Workers who lack self-confidence due to growing up in poverty-stricken families, but also senior Social Workers and some supervisors do not believe in themselves. It is an open truth that no one will believe in someone who does not believe in his or her capability as a profession. This will lead to poor social services delivered to social service users, and it will bring the profession down since no one will believe in the Social Work profession.

It is not an easy transition from being a student to being a professional. Cousins (2004) posits that inexperienced Social Workers may struggle to adapt and settle in the workplace as professional Social Workers. She further asserts that they may be required to change their behaviour from that of a student, and be a professional practitioner at all times. This will lead them to be able to handle cases effectively, and meet supervisors' expectations. This is evident from what Participant F stated below.

“I think it started long ago when they were students, I believe those who look down on themselves were passive while they were students, they never believe in themselves as capable professionals and as a result they do not handle themselves as professionals”.

It is the duty of supervisors to apply administrative supervision function, by orientating inexperienced Social Workers in the agency, explaining what is expected of them as professionals. Supervisors need to be clear about the dress code, that is, how Social Workers should handle themselves in and outside the office. Supervisors also need to remind them about Social Work values, Social Work principles as well as office etiquettes that they learned at universities or colleges. Supervisors also need to encourage their supervisees to respect one another in different offices, since some of them are supposed to share offices with senior Social Workers.

3.4 Theme 2: Time Management

3.4.1 How do you balance your work and supervision?

Fook and Gardner (2007) elucidates that in order to be an effective supervisor when supervising inexperienced Social Workers, supervisors need to always focus on events and sessions several days down the road, where they will be well-equipped to conduct successful supervision sessions. They further elaborate that planning ahead allows the supervisor to set aside a day or two before the final deadline to polish the project. In order to meet deadlines in time, supervisors need to plan ahead and not just by focusing on the work today. Collins (2007) supported Fook and Gardner (2007) indicates that planning ahead assists Social Work supervisors to do their work in time and to produce quality work.

Below is what the participant had to say concerning balancing work and supervising:

“Currently I am supervising six social workers of which two are just being employed, I meet them twice in a month, and I also meet the senior Social Workers once a month. Except that I spend the rest of my time in the office though I no longer deal with the clients, that is my schedule I prefer to plan my things ahead”.

Participant B stated:

“every month I spend three weeks in the office doing my work, but my office is always open incase my supervisee want any assistance and I dedicated one week in a month for supervision, where I visit my supervisees in their offices”.

The participant emphasised the issue of planning ahead. The researcher realised that in order to produce better results, one should plan ahead before the actual event. This also applies to supervisors if they want to provide quality supervision and to do their work as expected. They should always plan ahead. As a result, their supervisees will also produce quality work and submit their work or reports in time.

While Participants A and B had their own view about balancing work and supervising, Participant C expressed their view concerning balancing work and supervision. Below is what she had to say:

“I spend all of my time in the office doing my work, I only meet my supervisees when there is an emergency, I am currently supervising twelve senior Social Workers, and four Social Workers who are just being employed, and I also deal with clients’ every day. I cannot manage to focus on supervision at all, I have a lot of work”.

Supervisors perform other duties except supervising inexperienced Social Workers and senior Social Workers. Some Social Work supervisors stay in their offices and attend their clients. The participant focuses more on his day to day basis in the office than supervising. The participant also indicated that she is assigned to supervise four inexperienced Social Workers who had just been employed, but since she has a lot in her plate, she does not have time to supervise them. The researcher thinks that this supervisor needs to find time in her busy schedule to give attention to these Social Workers so that they can grow professionally in order to reach a point where they can function effectively without constantly relying on their supervisors.

Another participant indicated that she is currently failing to balance her work with supervision, and as a result, she indicated that she submit her work after the due date. Howe (2008) posits that a lot of Social Work supervisors struggle to submit their work to their superiors in time. Since supervisors have a lot on their plate, one of the Social Work supervisors' duties is to supervise senior Social Workers, student Social Workers, social auxiliary workers and inexperienced Social Workers (Supervision Framework for the Social Work Profession in South Africa, 2012). Below is what Participant D said:

“I do not have a specific work schedule since I work in the office and supervise a lot of Social Workers, in most cases I submit my work to my superiors after the deadlines, because after my supervisees have submitted their work to me I have to consolidate it and produce one report and it takes a long time for me to do that”.

The supervisor does not have to do it all on her own. The researcher thinks that the above participant can ask one or two of her supervisees to assist her when it comes to report consolidation. The participant indicated that she does not have a work schedule. The researcher thinks that it will be professional for the supervisor to draw a work schedule and plan her things ahead. This will assist her to complete her work in time and to meet deadlines. Since she stated that she cannot manage to give her attention to her supervisee individually, the researcher thinks that the supervisor can meet her supervisees in a group. Even if she meets them once in a month, it will be good for her and her supervisees. The supervisees may use that opportunity in the group to raise their concerns to their supervisor in case they come across difficult cases.

Some participants indicated that they have a lot of work in their offices and cannot see their supervisees. Participant E indicated that she spends most of her time with her supervisees in their offices. Below is what Participant E stated:

“I have a little to do in the office, I spend most of my time on the way checking on my supervisees. I supervised eleven Social Workers, including two students Social Workers based in five offices, so every week I make it a point that I visit each office twice”.

Some of the participants indicated that they meet their supervisees one in a month, while others said that they do not totally meet with their supervisees. Participant F stated that she only meet her supervisees when they submit their monthly reports in her office, and they focused more on the clients. Below is what Participants F and G said:

“I only meet my supervisees when they submit their monthly reports to my office, and I spend the rest of my time in the office, since I deal with the clients’ everyday”.

“I do not have time for supervision since I am always busy with my office work, my office is always open for my supervisees, I also call them to check how they are doing in their offices since I do not have time to go to their offices”.

Most Social Work supervisors in the Department of Social Development located in Malamulele area office fail to balance their work and supervision. After listening to all the participants, the researcher discovered that Social Work supervisors focus on one thing: supervision or their office work. They cannot manage to do their office work and supervise at the same time. They excel in doing one thing, and as a result it is the supervisees and the clients who suffer the consequences. Without proper supervision, there is no way that the clients will receive quality services. Social Work supervisors need to draft a work schedule in order to manage and balance their office duties and supervising. For instance, Social Work supervisors may dedicate one day in a week to do supervision and the rest of the week may focus on their clients.

3.4.2 The impact of failing to meet deadlines on Social Work supervisors' work

It is evident that most Social Work supervisors in Malamulele area office fail to meet deadlines due to having so much to do in their offices. As a result, their work and their relationship with their superiors get affected. The researcher wanted to know how failing to meet deadlines affect their work.

Most participants stated:

"It is tough, our Social Work manager will be always on your case, and I do not feel good working under pressure I feel like I am not doing work completely."

"We are made to work under pressure by our manager".

"It is tough when the time for rating comes, they are very strict and as a result we end up not getting bonuses".

"I am always behind because our Social Work manager make us do the work which we were supposed to do in the previous quarter, and as a result I end up failing to meet my target, and as a result I lose motivation to do the job because no matter how I try I cannot submit my work in time and it is very disturbing."

Social Work supervisors admitted that sometimes they do fail to meet the deadlines. They further indicated that whenever they submit their work after the due date, their superiors will always be on their case. They also said that their superiors will be always knocking on their doors, checking on their supervisees and how far they are with their reports. As a result, Social Work supervisors work under pressure, and this makes them to do their work in rush. The researchers think that it is a good strategy when Social Work supervisors feel the heat. They will also push their supervisees to submit their work in time. They will also work hard and submit their work in time.

Other two participants indicated that:

“I cannot tell since I do my work in time”.

“I always do my work in time”.

While some supervisors fail to do their work in time, two participants (Social Work supervisors) indicated that they have never submitted their work after the due date, where they stated that they always do their work in time. It takes discipline and commitment by Social Work supervisors to meet deadlines and to provide quality supervision to supervisees regardless of the amount of work they have on their plate. The Department of Social Development needs to workshop Social Work supervisors concerning time management because the above findings suggest that Social Work supervisors struggle to submit their work in time, but they only work harder when their superiors are pushing them. The following finding also influences inexperienced Social Workers and senior Social Workers to submit their work after the due date since they observe this behaviour from their supervisors who struggle to submit their work in time.

3.5 Theme 3: Supervisors’ Training Needs

Engelbrecht (2012) asserts that supervisors are supposed to be trained properly and to have the necessary knowledge and skills to supervise appropriately, and they should do so only within their areas of knowledge and competence. Supervisors do not necessarily become more competent merely by gaining experience in providing supervision, formal internal and external training is needed (Morrison, 2003). Below is a statement presented by Participant A.

“Before the Department of social development appoint senior Social Workers as supervisors, they should ensure that they send those Social Workers to external training for that position. The department must ensure that training need to cover the most important things in supervision”.

Social Workers who are supposed to practise as Social Work supervisors should attend a supervision course presented by an accredited service provider and recognised by the South African Council for Social Services Professions (Supervision Framework for the Social Work Profession in South Africa, 2012). Another participant seconded what Participant A said, by adding that the Department of Social Development should sponsor prospective Social Work supervisors in their supervision courses. Below is what the Participant B said:

“When senior Social Workers are appointed as Social Work supervisors they need to ensure that supervisors attend supervision training, and the Department of Social Development must make sure that they sponsor their employees financially to do those supervision courses”.

Another two participants indicated that:

“The department needs to organise internal training for those who are supposed to practice as supervisors. When I got appointed the department promised to organise internal training for two weeks but they kept on postponing up to date I have never attended any training, I only attended workshops”.

“Both external and internal training is needed, and the department should make it a point that no one practice as a social work supervisor without attending external and internal training”.

The move from Social Work practitioner to Social Work supervisor can cause a crisis of identity for some Social Workers. It can be a point at which professional values, roles and commitment are questioned and re-analysed. Proper external training is needed for Social Work supervisors to provide effective supervision (Cousins, 2004). Supervisors are supposed to be trained properly and have the necessary knowledge and skills to supervise appropriately, and should do so only within their areas of knowledge and competence (Engelbrecht, 2012).

“The Department of Social Development needs to ensure that inexperienced Social Workers also attend training, and workshops where they will be taught about being professionals on and off the office, these will make the supervisor’s job easier and as a result it enable us to do our job effectively”.

The researcher supports what the above participant is saying, since some inexperienced Social Workers do not receive any supervision in the Department of Social Development Malamulele area office. If they attend workshops and other training, they will learn a lot concerning Social Work profession. Even if some inexperienced Social Workers receive supervision, the researcher believes that those workshops will assist them to know what is expected of them as professionals, what they should do and not do and how to handle clients.

3.5.1 Implications of supervision training towards inexperienced Social Workers

Engelbrecht (2013) asserts that Social Work supervisors are not trained as specialists, and rely on their own experiences of having been supervised, and their Social Work practice experience. Engelbrecht (2015) further posits that Social Work supervisors should have the necessary knowledge and skills to supervise appropriately, and should do so only with their areas of knowledge and competence. This will be possible only through supervisory training.

“The training I attended was about report writing it does not help me when supervising inexperienced Social Workers in any way”.

“The training I attended was irrelevant to supervising inexperienced Social Workers”.

Another two participants supported the above participants. Below is what they had to say concerning lack of supervision training:

“The training I attended is about family preservation it does not assist me in anyway when supervising inexperienced and senior Social Workers”.

“I have never attended any supervision training, the only thing that I attended is workshops on how to supervise student Social Workers. I attended this workshop more than one since they organise this workshops every year when student Social Workers are placed in our offices for their practical work.

Participants A, B, C and D stated that they have never attended any supervision training, except one about family preservation and report writing. Social Workers are supposed to submit monthly reports to their supervisors each and every month. It is the duty of the Social Work supervisor to ensure that they write those reports accurately following a certain format. Participants A, B, C and D indicated that they have never attended any supervision related training. The researcher believes that all Social Work supervisors must attend proper supervision training in order to provide quality supervision. It is the duty of the Department of Social Development to ensure that all Social Work supervisors attend supervision in order to provide proper and quality supervision. Social Work supervisors struggle to provide proper supervision to inexperienced Social Workers due to lack of supervision training (internal and external training).

Two other participants supported the above participants, indicating that they have never attended any supervision training.

“I have never attended any supervision training”.

“I only attended workshop about HIV/AIDS, I have never attended any supervision training”.

Most of participants indicated that they have never attended any training. The researcher believes that it is the employer’s duty to ensure that no employee gets promoted to this important position without any supervisory training. Senior Social Workers must be encouraged to attend proper external supervision training before they get promoted. The researcher believes that the employer may also organise internal training for the prospective Social Work supervisors. This will ensure quality supervision. Worell and Remer (2003) emphasises that proper supervision training ensures effective delivery of services. Human Resource Management of the Department of Social Development in Vhembe District supported the above participants, indicating that some Social Work supervisors in the Department of Social Development are performing supervisors’ duties without any internal and external training. They are just appointed based on their experience, with no supervisory training.

While most Social Work supervisors indicated that they have never attended any supervision training, others indicated that the training that they attended did not relate to the supervision of inexperienced Social Workers. One participant indicated that the training she attended assist her when it comes to supervision. Below is what the participant said:

“It assisted me in a way that I have a better understanding of how to utilise the right supervision models and functions when supervising experienced Social Workers. Most of my time I engage my supervisees in a peer supervision, I think supervisees learn better from one another”.

3.6 Theme 4: Knowledge gaps between Supervisors and Inexperienced Social Workers

Supervisors who render supervision do not have recent and up-to-date theoretical knowledge base as they seem to have forgotten what they have received during their academic training at universities. The fact that those Social Work supervisors have never attended any supervision training before and after they got promoted as Social Work supervisors makes things worse. Engelbrecht (2013) emphasises that undergraduate Social Workers are trained at academic institutions to render quality Social Work intervention. Supervisors of those graduates should in turn receive appropriate academic training to conduct quality supervision. Engelbrecht (2015) posits that working under the supervision of experienced Social Workers or supervisors, inexperienced Social Workers learn to apply knowledge, skills and values that they have been exposed to in academic courses.

Below is what Participants A and B stated in relation to how they address the knowledge gap between them and inexperienced Social Workers in terms of relevant theories, skills and techniques.

“I engage all my supervisees (senior Social Workers and inexperienced Social Workers) in a group supervision, we call it information sharing. Inexperience Social Workers are asked to come and present two theories of their choice, and the senior Social Workers and I we also prepare two theories of our own choice. That way each and every one get a chance to catch up on the relevant theories”.

“When inexperienced Social Workers got appointed, I accommodate them in my office for a month before they move into their offices. For that one month I handle cases in front of them and they observe on how to handle such cases as a result they learn some skills concerning handling cases effectively”.

Based on what Participant A indicated, I think it is a great professional way of teaching each other. The supervisor learns from the supervisees, and the latter learn from the former without anyone feeling superior. Since inexperienced Social Workers are coming straight from universities and are still knowledgeable with theories, the researcher believes that Participant A is doing a great job by giving them an opportunity to share what they learnt from universities. The researcher also believes that Participant B is employing a good strategy of how to instill skills to do the job effectively, and that it is a good thing for inexperienced Social Workers to hear others' points of view from someone who has been long enough in the field. They also get a chance to learn the necessary skills from the supervisor during information sharing.

One of the participant indicated that she never addressed the issue of relevant theories. Below is what the participant said:

“I just encourage all my supervisees to include relevant theories when writing the reports, I never discussed any theory with my supervisees. Concerning the skills to do the job I encourage them to observe the senior Social Workers on how they handle cases and after two weeks they start handling cases”.

Another participant indicated that she never discussed any theory with her supervisees, but she asked them to include theories when writing reports. The researcher believes that this participant needs to find a way of discussing theories that she wants her supervisees to include when writing their reports in order to avoid the issue of supervisees writing irrelevant theories due to lack of clarification from the supervisor. During the researcher's block placement in the Department of Social Development at Malamulele generic office, the department used to organise meetings for inexperienced Social Workers and all Social Work supervisors located in Malamulele, including supervisors for probation officers. During the meeting, Social Work supervisors and supervisees discussed theories, skills and techniques which need to be applied when

writing reports. The researcher believes that the above participant can also engage her supervisees in a meeting once in a month and to discuss relevant theories, skills and techniques.

“I engage my supervisees on the peer supervision model, and I take a back seat, but I also contribute in terms of my understanding during the discussion, I think these make everyone to have a better understanding in terms of relevant theories”.

Raniga (2012) asserts that Social Work supervisors need to be familiar with relevant theories that are currently being taught at universities and colleges to student Social Workers in the South African context.

“Since inexperienced Social Workers are sharper in terms of theories, I give them an opportunity to facilitate when we meet for information sharing. Since the senior Social Workers are not that active when it comes to theories”.

Theories and techniques in the Social Work field are established every day, and inexperienced Social Workers are better armed with theoretical knowledge and techniques since they come straight from universities and colleges where those theories, skills and techniques are taught (Could & Baldwin, 2006).

3.6.1 What is the impact of the knowledge gap concerning supervision?

Inexperienced Social Workers are better equipped with relevant theories and techniques in the Social Work field. Engelbrecht (2015) posits that supervisors should employ strengths-based supervision, where the Social Work supervisor should admit that he is not the all-knowing expert and appreciates and utilises the supervisee’s knowledge and experience. In other words, the Social Work supervisor should allow himself to learn from inexperienced Social Workers. Participants A, B and C said:

“Inexperienced Social Workers participate fully, they have necessary knowledge about supervision and they are always excited about supervision sessions. They contribute in terms of theories which enable me as their supervisor and the senior Social Workers to learn from them as team members”.

“Inexperienced Social Workers always meet my expectations, when I ask them to prepare something they do exactly what I asked them”.

“All my supervisees, including inexperienced Social Workers always handle themselves professionally I never had any problem with them during supervision”.

It is evident that the knowledge gap concerning supervision between inexperienced Social Workers and Social Work supervisors is not an issue. Participants A, B and C stated that inexperienced Social Workers always handle themselves professionally; they know what is expected. Participant A adds that inexperienced Social Workers also contribute during the supervision sessions.

Participants A, B and C stated that the knowledge gap has a positive impact on supervision. Below is what one of the participant had to say:

“I had a challenge during one of my group supervision where some of the inexperienced Social Workers thought they know it all, I still remember we were discussing about theories that are applicable in relation to the cases that we deal with in our offices. Just because they were dominating during the discussion they thought they know it all and they thought there is nothing that senior Social Workers can say, it caused a division in my team even now when I invite senior Social Workers to meet with inexperienced Social Workers they refused and I cannot have a group supervision with both of them at the same time”.

Based on what the above participant said, it is clear that Social Work supervisors failed to address the knowledge gap. Inexperienced Social Workers should know that theoretical knowledge can never replace hands-on experience in the Social Work field. They need to be professional at all times, and respect their colleagues regardless of their qualities. The above participant needs to have a group supervision with inexperienced Social Workers in order to prepare them to meet with senior Social Workers to clarify her expectations from them.

Another three participants also had a say on the impact of the knowledge gap on supervision. Below is what they had to say.

“I cannot tell since I have never engaged my supervisees in a supervision”.

“I have never had a time with my supervisees for supervision as a result it is impossible for me to tell”.

“I only had few sessions with inexperienced Social Workers as a result I have no idea of the impact of the knowledge gap concerning supervision”.

Based on what the responses from the above participants, the researcher discovered that some Social Work supervisors never really have time with their supervisees and they do not have time for supervision. Therefore, Social Work supervisors should invest their time on supervision, getting to know their supervisees better. Engaging supervisees on supervision sessions will enable Social Work supervisors to know the impact of supervision on their supervisees, and the impact of the knowledge gap on supervision.

CHAPTER 4

SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

4.1 Introduction

This chapter serves to present the summary of the major findings drawn from the study about experiences of Social Work supervisors in supervising inexperienced Social Workers in the Department of Social Development at Malamulele area office. The chapter also presents the conclusion and recommendations of the study. Bless, Higson-Smith and Kagee (2006) argue that after interpreting the findings, it is useful to summarise the aims of the research, to compare them with the findings and to draw conclusions on how much and in which manner the goal has been achieved. This chapter will further present the re-statement of the problem, aim of the study, objectives of the study and the recommendation of the researcher.

4.2 Restatement of the Research Problem

The researcher became interested in studying experiences of Social Work supervisors in supervising inexperienced Social Workers while doing block placement in Malamulele area office in Vhembe District Municipality. It is here that he observed that supervisors encounter different experiences in supervising these Social Workers as compared to those who have been working for more than two years.

The researcher discovered that a Social Worker supervisor may be assigned to supervise a lot of supervisees, and at the same time they may be required to assist clients. Participants B and C supported this discovery, indicating that they do not have time to give supervisees the attention they deserve since they have a lot of work on their plate. They further pointed out that they have to see clients on a daily basis. On the other hand, they are assigned a lot of supervisees. The work becomes too much for

them. As a result, they end up paying more attention to both supervision and assisting their clients at the same time.

The researcher also observed that some Social Workers never met with their supervisees for supervision. It is for this reason that the researcher ended up developing interest in the study. Participants B and E supported this observation, where Participant B indicated that she only meets her supervisees when there is an emergency, while Participant E indicated that she only meets her supervisees when they submit their monthly reports.

The researcher also discovered that many Social Work supervisors in the Department of Social Development in Malamulele area office have never attended any supervision training, but they are appointed as supervisors, and practise without the necessary training and knowledge. Engelbrecht (2013) supports this observation, indicating that Social Work supervisors are not trained as specialists and rely on their own experiences as former supervisees and their Social Work practice experience. Mokoka (2016) also supports this observation, indicating that supervisors are assigned to their supervisory posts without proper orientation, and yet at the same time, they are expected to provide efficient services and effective supervision.

During the researcher's term as an intern Social Worker, he observed that inexperienced Social Workers often depend on their mentors and supervisors to do their work effectively. They rely on supervision to fulfill work requirements. The Supervision Framework for the Social Work Profession in South Africa (2012) supports this observation, asserting that it becomes a challenge for supervisors to supervise inexperienced Social Workers as they struggle to complete their assigned tasks without their (supervisors') assistance.

4.3 Re-statement of the Aim and Objectives of the Study

4.3.1 Aim of the study

The aim of the study was to explore and describe the experiences of Social Work supervisors in supervising inexperienced Social Workers in the Department of Social Development Malamulele Area Office. This aim was achieved.

4.3.2 The objectives of the study

The objectives of the study were:

- To identify supervisors' training needs which will enable them to manage inexperienced Social Workers.

This objective was achieved. Social Work supervisors in the Department of Social Development in Malamulele area office are currently supervising without proper supervision training. Most of the participants indicated that they have never attended any supervision training. Some participants stated that the employer should not let anyone without supervision training. They further elaborated that external and internal training is needed, and that Social Work supervisors should first attend internal or external supervision training before practicing as Social Work supervisors. Social Work supervisors also indicated that inexperienced Social Workers must attend supervision-related training and workshops. In this way, they will be aware of their behaviour as professionals and learn to be professional in and out of the office. Please refer to chapter 3, 3.2.3.1 and 3.2.3.2.

Engelbrecht (2013) asserts that Social Work supervisors are not trained as specialists and rely on their own experiences of having been supervisees and their Social Work practice experience. Mbau (2005) adds that lack of supervision has a negative impact on Social Workers. Engelbrecht (2015) further posits that Social Work supervisors should have the necessary knowledge and skills to supervise appropriately and should do so only within their areas of knowledge and competency. This will be only possible through supervisory training.

- To appraise how supervisors manage poor confidence among inexperienced Social Workers.

This objective was achieved. The participants confirmed that inexperienced Social Workers lack confidence and do not believe in their capabilities as professionals. Social Work supervisors further indicated that for these Social Workers to provide quality social services, they need to believe in themselves at all times, regardless of their age. Inexperienced Social Workers rely on their supervisors in order to complete the work that are assigned to them. Social Work supervisors also asserted that family background also contributes to inexperienced Social Workers' lack of confidence. Therefore, they encourage them not to focus on their family background, but should look at themselves as capable professionals. Another participant suggested that in order to manage inexperienced Social Workers during their placement, those who are responsible for placing should make it a point that they are not placed in an overcrowded office. Instead, they may be placed with their supervisors in the same office, or with one senior Social Worker. This will help them focus on their work instead of focusing on what their colleagues in the office would say about their professionalism when they are assisting their clients. Refer to chapter 3, 3.2.1.1 and 3.2.1.2.

Engelbrecht (2013) asserts that the focus of supervision in Social Work is to assist supervisors on how to manage supervisees to function independently from the Social Work supervisor as quickly as possible, and to believe in themselves as capable professionals. Engelbrecht (2013) further states that most inexperienced Social Workers confess that they are young, inexperienced and scared to handle certain cases independently. Morrison (2003) adds that instead of assisting every social service beneficiary who reports to the Social Work office, inexperienced Social Workers believe that they do not have what it takes to assist the beneficiaries.

- To assess how supervisors manage time to meet deadlines coupled with supervising.

This objective was achieved. Social Work supervisors in the Department of Social Development, Malamulele area office are struggling to balance their work. Instead of balancing their work, supervising and attending clients and meeting deadlines, Social Work supervisors are failing to meet deadlines. Some of the participants stated that in order to meet deadlines, they always plan ahead concerning the dates of supervision and the days in which they have to see their clients. Most participants indicated that they do not have time to supervise their supervisees due to having too much work to do in the office. Another participant who tries to do both supervising and to attend her clients indicated that she also submit her work after the due date. She further elaborated that after all her supervisees have submitted their work, she has to combine all their reports and make it one. She stated that this makes her fail to meet deadlines. Most Social Work supervisors in Malamulele area tend to focus on one thing, either attending clients or supervising. The participants also talked about the consequences of not meeting deadlines, indicated that failing to meet deadlines means your superiors will always be in your door, checking on you and how far you are doing your work. They further pointed out that working under pressure makes them do their work in rush and as a result, they fail to produce quality work. Refer to chapter 3 3.2.2.1 and 3.2.2.2.

Howe (2008) posits that a lot of Social Work supervisors struggle to submit their work to their superiors in time. Since supervisors have a lot on their plate, one of the Social Work supervisor's duty is to supervise senior Social Workers, student Social Workers, social auxiliary workers and inexperienced Social Workers (Supervision Framework for the Social Work Profession in South Africa, 2012). Fook and Gardner (2007) elucidate that in order to be an effective supervisor when supervising inexperienced Social Workers, supervisors need to always focus on events and sessions several days down the road, where they will be well-equipped to conduct successful supervision sessions. Collins (2007) support Fook and Gardner (2007), indicating that planning ahead assists Social Work supervisors to do their work in time and to produce quality work.

- To establish knowledge gaps between supervisors and inexperienced Social Workers in terms of relevant theories, skills and techniques.

This objective was also achieved. There is a knowledge gap between Social Work supervisors and inexperienced Social Workers in terms of relevant theories and techniques. Inexperienced Social Workers are well-equipped and active when it comes to relevant theories which are supposed to be applied in the office, while Social Work supervisors and senior Social Workers are said to be more skillful when it comes to handling cases. Some Social Work supervisors stated that they employ peer supervision in order to catch up with relevant theories, and that they let inexperienced Social Workers take control during peer supervision sessions while they take a back seat and learn from them. Another participant stated that in order to address the knowledge gap between them and their supervisees, they engage both senior Social Workers and inexperienced Social Workers in a group supervision where they facilitate the process in which every supervisee is supposed to come with two relevant theories. They will then start discussing those theories. Refer to chapter 3, 3.2.2.4.

Could and Baldwin (2006) assert that theoretical knowledge can never replace hands-on experience in the Social Work field. Social Work supervisors may experience lack of skills to perform to implement programmes requiring technological skills, while inexperienced Social Workers may be dexterous concerning the implementation of programmes requiring technological skills. Engelbrecht (2015) states that in order for Social Work supervisors to address the knowledge gap in terms of skills, they should employ traditional (problem-orientated) supervision, where the supervisor educates and the supervisee is taught. The supervisor is the all-knowing expert and the supervisee is the layperson. With their rich experience in the field, it is the duty supervisors to ensure that inexperienced Social Workers achieve professional growth so that they can be able to function on their own instead of depending on them. Engelbrecht (2015) posits that working under the supervision of experienced Social Workers or supervisors, inexperienced Social Workers learn to apply the knowledge, skills and values that they have been exposed to in academic courses.

4.5 Summary of the Major Findings

The following are the findings of this study:

- Social Work supervisors within the Department of Social Development, Malamulele area office are not specifically trained to perform this particular task; they were promoted to be supervisors based on their years of experience as Social Workers. This makes it difficult for them to know what they have to do and how they have to go about performing this role and function, which impacts negatively on Social Work service delivery to the clients. According to Human Resource Management in the Department of Social Development in Vhembe District, supervisors today are performing supervision without proper training. The Supervision Framework For the Social Work Profession in South Africa (2012) stipulates that Social Workers who are supposed to practise as Social Work supervisors should attend supervision courses presented by an accredited service provider recognised by the South African Council For Social Services Professions;
- Social Work supervisors who render supervision do not have relevant and up-to-date theoretical knowledge. They still apply relevant theories that they learned during their time as undergraduate Social Workers, and the fact that they never attended supervisory training makes supervision poor. Engelbrecht (2013) emphasises the fact that undergraduate Social Workers are trained at academic institutions to render quality Social Work intervention; supervisors of these graduates should in turn also receive appropriate academic training to conduct quality supervision;
- Social Work supervisors seem to have high caseloads because they are appointed to supervisory positions whilst they have other duties to perform, such as attending clients' every day. They are also assigned to supervise too many supervisees, and as a result, they end up focusing on either supervision or assisting clients. Some end up neglecting their supervisees at the end;
- Inexperienced Social Workers lack confidence due to different reasons. It was presented that some look down on themselves because of their age they believe that they are young, therefore cannot handle sensitive cases. Others look down

on themselves due to their family background, believing that they will never do anything great, or assist anyone to reach their full potential because they grew up in poverty-stricken families. Some began to look down on themselves when they were at university and as a result, when they arrived in the office, they continued to look down on themselves. Lastly, some look down on themselves because they share offices with senior Social Workers. Engelbrecht (2013) posits that most inexperienced Social Workers confess that they are young, inexperienced and scared to handle certain cases independently. Morrison (2003) adds that inexperienced Social Workers tend to be incompetent and may fail to attend certain cases, thereby undermining their capabilities as professionals;

- There is a gap between Social Work supervisors and inexperienced Social Workers in terms of relevant theories and skills. Inexperienced Social Workers are knowledgeable in terms of relevant theories compared to Social Work supervisors, and the latter are very skillful compared to inexperienced Social Workers. Some Social Work supervisors arrange meetings with their inexperienced Social Workers and senior Social Workers to discuss recent theories in order to be up to date with relevant theories. Raniga (2012) asserts that Social Work supervisors need to be familiar with relevant theories that are currently being taught at universities and colleges to student Social Workers in the South African context; and
- Social Work supervisors are failing to meet deadlines in the Department of Social Development in Malamulele area due to failure to plan how they should balance their day to day work and supervising. Fook and Gardner (2007) indicate that Social Work supervisors need to plan ahead. They further elucidate that planning ahead allows the supervisor to set aside a day or two before the final deadline to polish the project. In order to meet deadlines in time, supervisors need to plan ahead and not just to focus on today's work. Collins (2007) supports this by indicating that planning ahead assists Social Work supervisors to do their work in time and to produce quality work.

4.6 Conclusions

Based on the above findings, the study can conclude that:

- Some Social Work supervisors in Malamulele area office are currently practising without supervisory training, but they are appointed based on their working experience;
- In order for Social Work supervisors to provide quality supervision to their supervisees, they need to attend supervision training course presented by an accredited service provider recognised by the South African Council for Social Services Professions;
- Inexperienced Social Workers are failing to do their work effectively due to lack of confidence. They do not believe in themselves as capable professionals. They need to know that they are professionals and they are capable of assisting communities in anyway;
- The knowledge gap between Social Work supervisors and inexperienced Social Workers is addressed properly. They meet to discuss new and relevant theories;
- Inexperienced Social Workers are not being supervised properly because their supervisors have a lot of work such as attending clients and meetings; and
- Social Work supervisors are failing to meet deadlines due to poor time management.

4.7 Recommendations

The researcher recommends that:

- The Department of Social Development in Vhembe District Municipality should ensure that Social Work supervisors who are supposed to render supervision receive supervision training that will enable them to conduct professional supervision. They should also be able to integrate supervision theory into practice;
- Monitoring mechanisms need to be established to focus on the supervision process within the department. This would ensure that supervisors perform their

supervision tasks appropriately and supervisees are actively involved not only as the recipients but as active participants in supervision;

- The Department of Social Development, Vhembe District Municipality should encourage inexperienced Social Workers and supervisors to attend courses in supervision offered by different service providers in order to understand their roles;
- Since most Social Work supervisors are practising without proper supervision training, the Department of Social Development, Vhembe District Municipality should organise workshops and seminars on Social Work supervision on a regular basis for those Social Work supervisors who are practising without proper training;
- The Social Work manager in the Department of Social Development, Malamulele area office should organise a meeting between all Social Work supervisors, senior Social Workers and inexperienced Social Workers to discuss relevant theories. This will enable all parties involved in the meeting to be knowledgeable about new theories (relevant) in Social Work;
- Lack of supervision training amongst Social Work supervisors seems to be contributing to poor social services delivery. Therefore, the researcher recommends that the national Department of Social Development must only promote senior Social Workers who have attended a supervision course presented by an accredited service provider recognised by the South African Council for Social Services Professions. No senior Social Worker should practice as a Social Work supervisor without proper training; and
- Inexperienced Social Workers need to be brave and be aware that they are professionals who are capable of delivering quality social services regardless of experience. They need to believe in themselves at all times. They should stop doubting themselves and start serving society with honesty and self-confidence.

References

- Allen Jr, J. J., Bass, B. M., Calvignac, J. L., Gaur, S. P., Heddes, M. C., Siegel, M. S., & Verplanken, F. J. (2003). U.S. Patent No. 6,647,004. Washington, DC: U.S. Patent and Trademark Office.
- Babbie, E. & Mouton, J. (2001). *The Practice of Social Research*. South Africa: Cape Town: Oxford University Press.
- Batho Pele “people first white paper on transforming public service delivery 1997”
- Bernard, J.M. & Goodyear, R.K. (2002). *Fundamentals of Clinical Supervision*. Boston: Pearson Education.
- Bernard, J.M. & Goodyear, R.K. (2002). *Fundamentals of Clinical Supervision*. Boston: Pearson Education.
- Bless, C., Higson-Smith, C., & Kagee, A. (2006). *Fundamentals of social research methods: An African perspective*. Juta and Company Ltd.
- Bless, C., Higson-Smith, C., and Sithole, S.L., (2013). *Fundamentals of Social Research Methods: An African Perspective (5th ed)*. Pretoria: Juta Academic.
- Bogo, M., & McKnight, K. (2006). Clinical supervision in social work: A review of the research literature. *The Clinical Supervisor*, 24(1-2), 49-67.
- Botha, N. (2002). *Supervision and Consultation in Social Worker*. Bloemfontein: Druforma.
- Botha, N.J. (2002). *Supervision and consultation in social work*. Bloemfontein: Druforma.
- Botma, J., Greeff, F.M., Mulaudzi, M & Wright, S, C, D (2010). *Research in health sciences*. Heinemann.
- Bryman, A., (2012). *Social research methods (4th ed)*. New York: Oxford University Press.
- Burns, N. & Grove, S.K. (2003). *Understanding nursing research*. 3rd ed. Philadelphia: Saunders.
- Cameron, R., (2011). *Quality frameworks and procedural checklists for mixed methods research*. Melbourne: CQ University Australia.

- Clark, L. N., Kartsaklis, L. A., Gilbert, R. W., Dorado, B., Ross, B. M., Kisselev, S., & Vonsattel, J. P. (2009). Association of glucocerebrosidase mutations with dementia with lewy bodies. *Archives of neurology*, 66(5), 578-583.
- Constitution of republic of South Africa act no: 108 of 1996
- Creswell, J.W., & Plano Clark, V.L., (2011). *Designing and conducting mixed methods research (2nd ed)*. California: SAGE Publications, Inc.
- Creswell, J.W., (2014). *Research design: Qualitative, quantitative, and mixed methods approach*. Sage publications.
- De vos, A, S. Strydom, H. Fouche, C.B, & Delpont, C.S.L. (2005). *Research at grassroots for the social sciences and human service professions (3rd ed)*: Pretoria, South Africa: Van Schalk publishers.
- De vos, A, S. Strydom, H. Fouche, C.B, & Delpont, C.S.L. (2005). *Research at grassroots for the social sciences and human service professions (3rd ed)*: Pretoria, South Africa: Van Schalk publishers.
- De Vos, A.S., & Strydom, H., (2013). In De Vos, A.S., Strydom, H., Fouche, C and Delpont, C.S.L., *Research at grass roots: For the social sciences and human service professions (4th ed)*. Pretoria: Van Schaik Publishers.
- Deepwell, R., & Tsui, M. S. (2005). *Social Work Supervision: Contexts and Concepts*.
- Denzin, N.K., & Lincoln, Y.S. (2003). Introduction: Entering the field of qualitative research. In Denzin, N.K. & Lincoln, Y.S. (eds.) *the landscape of qualitative research: Theories and Issues*. 2nd ed. 1-45.
- Department of Social Development. (2006). *Draft Recruitment and Retention Strategy for Social Workers*. Pretoria.
- Durrant, M. (2009). *First steps in Research*. Pretoria: Van Schalk publishers.
- Durrheim, K. (2002). *Research design*. 2nd ed. Cape Town: UCT Press.
- Earle, N. (2008). *Social work in social change. The professional and education of social workers in South Africa*. Cape Town: HRSC Press.
- Engelbrecht, L. (2006). Cultural friendliness as a foundation for the support function in the supervision of social work students in South Africa. *International Social Work*, 49(2), 256-266.

- Engelbrecht, L. (2014). Social Work supervision policies and frameworks: playing notes or making music?. *Social Work/Maatskaplike Werk*, 49(4).
- Engelbrecht, L. (2014). Yesterday, today and tomorrow: Is social work supervision in South Africa keeping up?. *Social Work/Maatskaplike Werk*, 46(3).
- Engelbrecht, L.K. (2012a). Coaching, mentoring and consultation: The same but different activities in supervision of Social worker in South Africa? *Social Worker/Maatskaplike Werk*, 48(3): 357-368.
- Engelbrecht, L.K. (2013). Social Worker supervision policies and frameworks: Playing notes or making music? *Social Worker/Maatskaplike Werk*, 49(4): 456-468.
- Farley, O.W., Smith, L.L., & Boyle, S.W. (2010). *An Introduction to Social Worker*. (11th ed.). Pearson: Allyn and Bacon.
- Fouché, C.B. & Delpont, C.S.L. (2011). Introduction to the research process. In de Vos, A.S., Strydom, H., Fouché, C.B. & Delpont, C.S.L. (eds.), *Research at grass roots for the social science and services profession*. 4th ed. Pretoria: Van Schaik. 89-100.
- Fults-McMurtery, R., K. Dooley, J.S. Young, & T.T. Webb (2007). Intimate Behaviors in Clinical Supervision: A survey of licensed professional counselors in Mississippi. *Journal of Mississippi counseling Association* 8(1), 21-30
- Gilbert, C. (2009). Editorial. The Clinical supervisor, 28(1-2):1-2.
- Goddard, C., & Hunt, S. (2011). The complexities of caring for child protection workers: The contexts of practice and supervision. *Journal of Social Work Practice*, 25(4), 413-432.
- Golafshani, N., (2003). Understanding reliability and validity in qualitative research. *The qualitative report*, 8(4), pp.597-606.
- Gray, D.E (2009). *Doing research in the real world*. (2nd ed). London: Sage publishers.
- Henning, E. (2004). To understand people's situation: Research design and methodology [Online]. From: www.sajournalofeducation.co.za.19-1. (Accessed 3 Oct 2014).

- Hennink, M., Hutter, I. & Bailey, A. (2011). *Qualitative research methods*. London. Sage.
- Hesse-Biber, S. & Leavy, P. 2011. *The practice of qualitative research*. 3rd ed. Boston College. Sage
- Holloway, I. (1995). *Qualitative research for health care*. London: MPG Books Ltd.
- Human Resources Management of the department of Social Development in Vhembe District.
- Johannes, M. K. (2014). *Exploring Social Worker's experiences Regarding Workplace Violence* (Doctoral dissertation, University of Witwatersrand).
- Kadushin A., & Harkness, D. (2003). *Supervision in Social work*. 4th Edition .New York: Columbia University press.
- Kadushin, A., & Harkness, D. (2002). *Supervision in social work*. Columbia University Press.
- Kobolta, A., & Zorg, S. (1999) *Supervision the process of development and learning in the profession*. Ljubijana: Pedagoska Fakulteta.
- Kumar, R. (2005). *Research Methodology: A step –by-step Guide for beginners*. 3rd ed. London, Sage.
- Labor relation act, no: 66 of 1998
- Larsen, A. K., & Hole, G. O. (2007). The role of the virtual classroom in opening up the European curriculum. *Social Work Education in Europe*. Carocci, Roma, 73-88.
- Leedy, P.D. & Ormrod, J.E. (2005). *Practical research: planning and design*. 8th ed. New York. Pearson Merrill Prentice-Hall
- Lietz, C.A (2010). Critical thinking in child welfare supervision. *Administration in social work*, 34:68-78.
- Lishman, J. (2009). *Communication in social work*, Palgrave, Basingstoke, London.
- Macleod, C. (2004). South African psychology and 'relevance': Continuing challenges. *South African Journal of Psychology*, 34(4), 613-629.
- Mazibuko, F. & Gray, M. (2004). Social work profession association in South Africa. *International Social Work* 47(1) 129-142

- Mboniswa, M.B. (2007). Perspectives of Social Worker regarding supervision in the Department of Social Development. Unpublished Masters Dissertation: University of Pretoria.
- Mccrossin, J., & West, R. (1999) *A working relationship*. Fitzgerald, R. & Henderson, A. (eds) Partners: Harper Collins: Sydney.
- McKendricks, B.W. (1990). Introduction to social work in South Africa. Pretoria: HAUM. Tertiary.
- McMurtery, R. F., Webb, T. T., & Arnold, R. D. (2011). Assessing perceptions and attitudes of intimate behaviors in clinical supervision among licensed professional counselors, licensed social workers, and licensed psychologists. *Researcher: An Interdisciplinary Journal*, 24(2).
- Merriam, S. (2009). Qualitative research: A guide to design and implementation. San Francisco CA: Jossey-Bass.
- Mills, A.J, Durepos, G & Wiebe, E. (2010). *Encyclopedia of Case Study Research: L-Z; Index, Volume 2*. London: SAGE.
- Mogorosi, L.D. (2011). Steps in Research and Thesis Writing Process: Choices and Project Management. University of Venda.
- Mokoka, L. (2016). The experiences of Social work supervisees in relation to supervision within the Department of Social Development in the Johannesburg region. University of South Africa.
- Monette, D.R., Sullivan, T.J., DeJong, C.R., & Hilton, T.P., (2014). Applied Social Research: *A Tool for the Human Services (9th ed)*. New York: Brooks/Cole Cengage Learning.
- Monette, D.R., Sullivan, T.J. & De Jong, L.R. (2008). Applied social research: A tool for the Human service. 8th ed. Belmont, CA: Brooks/Cole
- Munson, C.E (2002). *Handbook of clinical social work supervision*. New York: The Haworth Press.
- National Association of Social Workers (NASW). (2013). Professional Self- Care and Social Work. In Social Work speaks: National Association of Social Workers Policy statement.9th ed. Washington, DC: NASW.

- Neuman, W.L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches (7th ed)*. USA: Pearson Education Limited)
- Neuman, W.L., (2000). *Social research methods: qualitative and quantitative approaches, (4th ed)*. Boston: Allyn & Bacon.
- Nicholas, L., Rautenbach, J., & Maistry, M. (2010). *Introduction to social work*. Juta and Company Ltd.
- Noble, C., & 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.
- Northern, H. & Kurland, R. (2001). *Social work with groups*. 3rd ed. New York. Columbia University Press.
- O'Donoghue, K. (2002). Global-vision, local-vision, personal-vision and social work supervision. *Social Work Review, 14*(4), 20-25.
- Raniga, T. (2012). Community work through reflective practice: Social work student perspective. *Alternative, 19* (2):273-292.
- Ravitch, S.M., & Carl, N.M., (2016). *Qualitative research: Bridging the conceptual, theoretical, and methodological*. California: SAGE Publications, Inc.
- Rothstein, J. (2001). Clinical supervision then and now: The professional development of social workers. *Reflections: Narratives of professional helping, 7*(1), 61-71
- Rubin, A., & Babbie, E. R. (2012). *Brooks/Cole Empowerment Series: Essential research methods for social work*. Cengage Learning.
- Rubin, A., & Babbie, E., (2013). *Essential Research Methods for Social Work (3rd ed)*. New York: Brooks/Cole CENGAGE Learning.
- SACSSP (South Africa Council for Social Service Profession). (2007). *Policy guidelines for course of conduct, code of ethics and the rules for social workers*. (Online) Available.
- Sarantakos, S. (2002). *Social research. (2nd ed.)*. New York: Palgrave
- Sheafor, B.W., Horejsi, C.R., & Horejsi G.A. (2006). *Techniques and Guidelines for Social Worker practice. (5th ed)*. Boston: Allyn and Bacon.
- Shokane, A. L., Nmutandani, V., & Budeli, N. J. (2016). Challenges faced by fourth year social work students during fieldwork practice at a rural-based

- university. *AFFRIKA Journal of Politics, Economics and Society*, 6(1), 133-163
- Skidmore, R.A. (1995). *Social Worker administration: Dynamic management and human relationships*. (3rd ed). United States of America: Allyn and Bacon.
- Soanes, C., Spooner, A. & Hawkers, S. (2001). Oxford paperback Dictionary: Thesaurus and word power guide. New York: Oxford University Press.
- South Africa (2012). Supervision framework for the social work profession in South Africa, (2012). February.
- South Africa. (2009). South African Local Government (2009-2011). Pretoria.
- South Africa. (2010). South African LED network. Pretoria.
- South African Council for Social Service Profession .n.d. Policy guidelines for course of conduct, code of ethics, and the rules for Social work. [Online]. From <https://www.sasccp.co.za/index.php?> (Accessed 9 Aug 2015).
- South African Council for Social Service Profession. Policy guidelines for course of conduct, code of ethics and the rules for social workers. [Online]. From: <http://www.sacssp.co.za/website/wp-content/uploads/2012/10/code-of-Ethics.pdf>. (Accessed 3 March 2013).
- South Workers Conference, Christchurch, 31 October-2November
- Strydom, H. & Venter, L. (2002). Sampling and sampling methods. In de Vos, A.S., Strydom, H., Fouché, C.B., & Delpont C.S.L. (eds.), *Research at grass roots: for the social sciences and human service professions*, 2th ed. Pretoria: Van Schaik.120-165.
- Strydom, H. (2011). Ethical aspects of research in the social sciences and human service professions. In de Vos, A.S., Strydom, H., Fouché, C.B., & Delpont C.S.L. (eds.), *Research at grass roots: for the social sciences and human service professions*, 4rded. Pretoria: Van Schaik.491-506.
- The Department of Social Development (DSD) and the South African Council for Social Service Profession (SACSSP). (2012). *Supervision framework for the Social Work Profession in South Africa*. Pretoria: Department of Social Development
- Tsui, M.S. (2005). *Social work supervision, context and concepts*. London. Sage.

- Worrell, J., & Remer, P. (2003). *Feminist perspectives in therapy* (2nd edition). New Jersey: John Wiley & sons.
- Yates, S.J. (2004). *Doing social science research*. London: Sage.
- Zastrow, C., (2006). *Introduction to social work and social welfare: empowering people*. Belmont: Brook/Cole-Thomson Learning.

Appendix A: Consent Form

Topic: The experiences of social work supervisors in supervising inexperienced social workers at the Department of Social Development Malamulele area office.

My contact number: 083 9530 153 (thembhanibaloyi@gmail.com)

Dear participant

My name is Baloyi Thembhani. I am a MASW Student in Social Work at the University of Limpopo. The research study on the experiences of social work supervisors in supervising inexperienced social workers at the Department of Social Development Malamulele area office was part of my MASW degree program. As part of this study, I was expected to collect data from identified participants and that included you. During the data collection, the researcher made use of an interview schedule.

You are kindly invited to be a participant in this study. The session will take approximately one hour. You are kindly requested to read and sign the informed consent provided to you. The participation in this study was voluntary and anonymous.

Thanking you in anticipation.

Mr. Baloyi Thembhani

MASW Social Work Candidate

University of Limpopo, Turfloop Campus

Signature: _____

Date: _____

Appendix B: Declaration of Consent

I,, hereby give permission to voluntarily participate in this research study with the following understanding:

- The Social Worker, Mr. Baloyi Thembhani, from University of Limpopo (Turfloop Campus) is conducting the research.

- The research forms full requirements for Mr. Baloyi Thembhani MASW degree Social Work.
- Information will be collected by means of interview schedules.
- My rights as the participant:
 - I cannot be forced to participate in this study.
 - I have the right to withdraw from the study at any given time.
 - I have the right to decline to answer any question (s) I am not comfortable with.
 - I will remain anonymous and my name and identity will be kept from public knowledge.
 - Any information I reveal during the process of this study shall remain confidential, shall only be used for the purposes of this research and for publication in Mr. Baloyi Thembhani's thesis, and relevant or appropriate publications.
 - I grant permission for any information I reveal during the interview process, with the understanding that data collected will remain in possession of the interviewer, Mr. Baloyi Thembhani and his supervisor.
 - The identification particulars such as surnames and names will be kept securely safe in Mr. Baloyi Thembhani's office and thereafter the list will be destroyed.

Signature Participant: _____

Date: _____

Appendix C: Interview Schedule

Lack of confidence

- How likely inexperienced Social Workers require confidence to provide social services effectively?
- Why inexperienced Social Workers look down on themselves as professionals?

Time management

- How do you balance your work and supervision?
- Share with me how failing to meet deadlines affect your work?
- What kind of time management strategy do you use to ensure that you meet deadlines regardless of having workload?

Supervisor's training needs

- What kind of training you think would help you to manage inexperienced Social Workers?
- How training you have attended before assist you when supervising inexperienced Social Workers?

Knowledge gaps between supervisors and inexperienced Social Workers

- How do you address the knowledge gap between you and inexperienced Social Workers in terms of relevant theories, skills and techniques?
- What is the impact of the knowledge gap concerning supervision?

Appendix D: Application Letter to Conduct the Study to Provincial DSD

**P.O.BOX 1678
MALAMULELE
0982**

**Department of Social Development
Polokwane
0700**

SIR/MADAM

APPLICATION FOR PERMISSION TO CONDUCT ACADEMIC RESEARCH IN VHEMBE DISTRICT MUNICIPALITY

I T BALOYI a Master of Social Work candidate at the University of Limpopo hereby request permission to conduct academic research in Vhembe District Municipality with Social Work supervisors based in the Department of Social Development in Malamulele area office. The topic is as follows: Experiences of Social Work supervisors in supervising inexperienced Social Workers in the Department of Social Development Malamulele area office.

Yours faithfully

T Baloyi (083 9530 153)

Researcher

Appendix E: Application Letter to Conduct the Study to DSD, Vhembe District

**P.O.BOX 1678
MALAMULELE
0982**

**THE DEPARTMENT OF SOCIAL DEVELOPMENT
VHEMBE DISTRICT MUNICIPALITY
THOHOYANDOU
0950**

SIR/MADAM

APPLICATION FOR PERMISSION TO CONDUCT ACADEMIC RESEARCH IN VHEMBE DISTRICT MUNICIPALITY

I T BALOYI a Master of Social Work candidate at the University of Limpopo hereby request permission to conduct academic research in Vhembe District Municipality with Social Work supervisors based in the Department of Social Development in Malamulele area office. The topic is as follows: Experiences of Social Work supervisors in supervising inexperienced Social Workers in the Department of Social Development Malamulele area office.

Yours faithfully

T Baloyi (083 9530 153)

Researcher