



Contents

<i>Preface</i>	xiii
<i>Acknowledgments</i>	xix

1 History, Definition, and Significance	1
Historical Development	1
Development of Education for Social Work	7
Developing a Literature on Social Work Supervision	11
Supervision in Group Work and Community	
Organization	15
Toward a Definition	18
The Functions of Supervision	19
The Objectives of Supervision	20
The Hierarchical Position of Supervisors	21
Supervision as an Indirect Service	22
Supervision as an Interactional Process	22
Supervision as the Means to an End	22
Definition of Supervision	23
Empirical Validation of Definition	23
Ecology of Social Work Supervision	26
Community: General and Professional	26
The Social Work Profession	29
The Social Work Agency	30
The Unit Within the Agency	30
Supervisor-Supervisee Dyad (Supervisee Group)	30
The Demography of Social Work Supervision	30
The Significance of Supervision in Social Work	32
Summary	43

2	Administrative Supervision	45
	Introduction: Organizational Bureaucracy	45
	Tasks	47
	Staff Recruitment and Selection	47
	Inducting and Placing the Worker	48
	Work Planning	51
	Work Assignment	52
	Criteria for Assignment	53
	Work Assignment Procedures	54
	Problems in Work Assignment	55
	Work Delegation	56
	Monitoring, Reviewing, and Evaluating Work	60
	Coordinating Work	62
	The Communication Function	63
	Process in Organizational Communication	64
	Problems in Organizational Communication	66
	Lateral Communication	68
	Informal Communication	69
	The Supervisor as Advocate	69
	The Supervisor as Administrative Buffer	71
	The Supervisor as Change Agent and Community	
	Liaison	74
	Summary	77
3	Administrative Supervision: Problems in Implementation	79
	The Problem of Vicarious Liability	79
	The Problem of Authority and Power	82
	Rationale for Authority and Power	82
	Supervisory Authority and Sources of Power	84
	Reward Power	86
	Coercive Power	87
	Legitimate or Positional Power	87
	Referent Power	88
	Expert Power	89
	Interrelations Between Types of Supervisory Power	89
	Legitimation of Authority	94
	Nonauthoritarian Authority	95
	Problems in the Implementation of Supervisory Authority	98

Avoidance and Abrogation of Authority and Power by Supervisors	98
Organizational Factors Attenuating Supervisory Power and Authority	103
Supervisee Countervailing Power	106
The Problem of Rules, Noncompliance, and Disciplinary Action	111
The Functional Value of Rules	111
Understanding Noncompliance	116
Monitoring Noncompliance: Supervisor Responsibility	122
Taking Disciplinary Action	124
Summary	127
4 Educational Supervision: Definition, Differentiation, Content, and Process	129
Educational Supervision Distinguished from In-Service Training and Staff Development	130
Significance of Educational Supervision	131
Relation of Educational Supervision to Administrative Supervision	132
Content in Educational Supervision	135
The Individual Conference	143
Beginning the Conference	143
Structuring and Scheduling	143
Preparing	146
The Middle Phase	148
Teaching and Learning	148
Orientations to Teaching and Learning	156
Providing Helpful Feedback	158
Ending the Conference	162
Process Studies	163
Case Illustration	166
Summary	174
5 Principles and Problems in Implementing Educational Supervision	175
Conditions for Effective Teaching and Learning: Introduction	175
Principle 1: We Learn Best if We Are Highly Motivated to Learn	176

Principle 2: We Learn Best When We Can Devote Most of Our Energies to Learning	179
Principle 3: We Learn Best When Learning Is Successful and Rewarding	183
Principle 4: We Learn Best if We Are Actively Involved in the Learning Process	186
Principle 5: We Learn Best if the Content Is Meaningfully Presented	187
Principle 6: We Learn Best if the Supervisor Takes Into Consideration the Supervisee's Uniqueness	188
Establishing a Framework for Educational Supervision	193
The Significance of the Supervisor-Supervisee Relationship for Educational Supervision	193
The Supervisor's Problems in Implementing Educational Supervision	195
Differentiating Educational Supervision from Therapy	199
Differences Between Supervision and Therapy	200
Purpose and Focus	200
Difference in Role Relationships	202
Problems in Implementation of Therapy-Educational Supervision Distinction	204
Acceptance of Distinction Between Supervision and Therapy: Empirical Data	206
The Parallel Process Component in Educational Supervision	208
Developmental Supervision	212
Summary	216
6 Supportive Supervision	217
Introduction and Overview	217
Burnout: Definition and Symptoms	224
Sources of Job-Related Stress for the Supervisee	227
Administrative Supervision as a Source of Stress	227
Educational Supervision as a Source of Stress	228
The Supervisor-Supervisee Relationship as a Source of Stress	229
The Client as a Source of Stress	231
The Nature and Context of the Task as a Source of Stress	236
The Organization as a Source of Tension and Stress	240

Community Attitudes Toward Social Work as a Source of Stress	242
Worker Personality as a Factor in Burnout	244
Implementing Supportive Supervision	246
Prevention of Stress	248
Reducing and Ameliorating Stress	248
Recapitulation and Some Caveats	258
The Value of Supportive Supervision: Research Findings	260
Additional Sources of Support for Supervisees	264
The Client	264
The Peer Group	264
Social Support Network	265
Supervisees' Adaptations	265
Supervisees' Games	266
Manipulating Demand Levels	266
Redefining the Relationship	267
Reducing Power Disparity	269
Controlling the Situation	271
Countering Games	274
Humor in Supervision	276
Summary	277
 7 Problems and Stresses in Becoming and Being a Supervisor	 279
Transition: Worker to Supervisor	280
Motives for Change	280
Preparation for Change	281
Changes in Self-Perception and Identity	283
From Clinician to Manager	287
Changes in Peer Relationships	289
Summary: Stress Associated with Becoming a Supervisor	291
Ongoing Supervisor Stress: Problems in Being a Supervisor	291
Ongoing Supervisor Stress: The Challenge of Human Diversity	296
Race and Ethnicity as Factors in Supervision	297
White Supervisor–African American Supervisee	297
African American Supervisor–White Supervisee	299

African American Supervisor–African American Supervisee	301
Gender as a Factor in Transition to Supervision	303
Gender as a Factor in Ongoing Supervision	305
Sexual Harassment: A Problem for Supervision	309
Problems Related to Hierarchical Position	312
Working with Administrators	313
Understanding and Working with Administrators	314
Summary of Stresses Encountered by Supervisors	315
Coping with Stress: Supervisors' Adaptations	317
Supervisors' Games	320
The "Good" Supervisor	323
Summary	327
8 Evaluation	329
Definition	329
Values of Evaluation	331
Value to the Worker	331
Value to the Agency	333
Value to the Client	334
Value to the Supervisor	334
Objectives of Evaluation	335
Dislike of Evaluations	336
Desirable Evaluation Procedures	340
Evaluation Conference: Process	346
Scheduling the Conference	346
Supervisor's Conference Preparation	346
Worker's Conference Preparation	347
Evaluation Conference Interaction	347
Communication and Use of Evaluations	350
Errors in Evaluation	352
Evaluation Outlines and Rating Forms	355
Evaluation Content Areas	358
Sources of Information for Evaluation	372
Evaluation of Supervisors	375
Controversial Questions	380
Summary	387

9	The Group Conference in Supervision	389
	Definition	390
	Advantages of Group Supervision	391
	Disadvantages of Group Supervision	399
	Individual and Group Supervision: Appropriate Use	402
	Research on Group Supervision	403
	Group Supervision: Process	405
	Group Setting	406
	Purpose	406
	Leadership and Planning	407
	Content and Method	410
	Supervisor's Responsibility in the Group Conference	413
	Humor in Group Supervision	419
	Illustration of Group Supervision	420
	Summary	425
10	Problems and Innovations	427
	Observation of Performance: The Nature of the Problem	427
	Direct Observation of Performance	433
	Sitting In	433
	One-Way Mirrors	433
	Co-therapy Supervision	434
	Observation Via Tapes: Indirect Observation of Performance	435
	Live Supervision During the Interview	442
	Bug-in-the-Ear and Bug-in-the-Eye Supervision	443
	Observing Worker Performance: A Recapitulation	447
	The Problem of Interminable Supervision	448
	Interminable Supervision and Worker Autonomy	449
	Attitudes Toward Interminable Supervision	451
	Innovations for Increasing Worker Autonomy	454
	Peer Group Supervision	454
	Peer Consultation	455
	Interminable Supervision and Debureaucratization	456
	Supervision in the Managed Care Context	459
	Administrative Supervision and Managed Care	461
	Clinical-Educational Supervision and Managed Care	462
	Supportive Supervision and Managed Care	463
	Agency Debureaucratization Experiences	464

Problem: The Professional and the Bureaucracy	465
Ethical Dilemmas in Supervision	469
Sexism and Social Work Administration	473
The Problem of Education for Supervision	475
A Perspective: The Positive Values of Professional Supervision	476
Summary	480
<i>Bibliography</i>	483
<i>Index</i>	547