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Abstract

The importance of supervision is largely taken for granted within social work. Yet it can often seem as if policy-based descriptions of what supervision 'should be' are disconnected from the realities of practice. In this study, we sought to understand the perspectives of social workers and supervisors about what supervision *is* and what it *is for*.

Interviews were undertaken with social workers (n=56) and supervisors (n=10) in one authority in England between September 2018 and March 2019.

We identified three functions of supervision – accountability, emotional support and providing a different perspective. Supervisors were expected to be constantly available for their staff yet had insufficient time to engage in what they considered to be reflective discussions. Supervision was considered to be primarily a mechanism for worker accountability, with support and education being much more ad-hoc functions.

These findings suggest that while workers are not wholly negative about case management approaches to supervision, there is a pressing need to define reflection more clearly and articulate what it looks like in practice and how else, if not via supervision, it can be enabled within statutory services for children and families.

Keywords: qualitative research; social work; children; families; management; reflection; supervision

Introduction and background

Supervision has been hailed as the cornerstone of good practice in social work (Laming, 2003). There is widespread agreement amongst policymakers, practitioners and academics that supervision is vital for social work and for social workers (Social Work Task Force 2009). Despite this consensus, Carpenter et al (2012) concluded that the evidence base for supervision is “surprisingly limited” (p.14). Nonetheless, numerous frameworks have been developed setting out what supervisors should be doing and describing the functions of supervision. In England, the Department for Education’s (2018) Knowledge and Skills for practice supervisors says that they should:

1. Promote and govern excellent practice
2. Develop excellent practitioners
3. Shape and influence the practice system
4. Make effective use of their power and authority
5. Contribute to confident analysis and decision-making
6. Enable purposeful and effective social work
7. Provide emotionally intelligent practice supervision
8. Provide performance management and improvement

The same framework describes various components to be addressed within formal supervision meetings, including: ‘ensuring accountability’, ‘facilitating the use of evidence’, ‘creating an ethos for staff to feel supported’, and ‘promoting a “reflective and curious approach” to practice’ (p. 5).

This image of what supervision *should be* is the result of many years of development through different periods and historical events (Tsui, 1997). Several high-profile cases of child death in England have led to a number of independent reviews, many of which made criticisms of the practice of supervision and recommendations for how it could be improved. For example, in the Serious Case Review for Baby P (Peter Connelly), it says “case supervision...for one of the social workers was ad hoc,

inconsistent, and often cancelled.” (London Borough of Haringey, 2009, p. 24). It concludes that “supervision [by itself] will not improve the quality of practice unless the manager has competent knowledge and skills” (p. 24) and recommends that supervision should be “provided at the time it is needed, but also in predictable and regularly arranged episodes so that progress of cases can be reviewed” (p. 23). Similarly, in her review of the child protection system, Munro (2011) made a number of recommendations about supervision, this time with a particular emphasis on critical reflection and analysis, and the role of supervision in facilitating these. These developments have helped shape the emergence of different theoretical understandings of supervision too (Sewell, 2018). Nonetheless, the three functions of supervision identified by Kadushin (1992) remain central, namely - administration, education and support. Morrison (2005) used these functions to develop the 4x4x4 Integrated Model of Supervision. (Table 1).

<Insert Table 1 about here>

Despite a broad theoretical agreement about the importance of supervision for social work practice, there remains relatively little empirical research on the subject. What UK-based empirical work there has been has mostly aimed to describe what happens in supervision, with some emerging evidence about the impact of supervision for practice and on families (Bostock et al., 2019; Wilkins et al., 2018). What is less apparent are contemporary efforts to understand what social workers and supervisors think about the functions of supervision and the role of the supervisor. Therefore, this paper seeks to address two questions:

1. How do social workers and supervisors describe the functions of supervision?
2. How do social workers and supervisors describe the role of the supervisor?

Methods

The data collected and reported on in this paper were collected as part of a pilot quasi-experimental study which sought to explore how supervision might be evaluated

and how to measure the difference it makes for families (Wilkins et al., 2020). As part of this pilot study, we interviewed supervisors and social workers to understand the functions of supervision and the role of the supervisor from their perspective..

Sample

We interviewed 56 social workers and 10 supervisors, all of whom worked for child protection teams within a single local authority in England. Participants were informed about the study by one of the authors (DW) during their team meetings and invited to take part. They were informed that although the local authority was supporting the study, their participation was voluntary.

Data collection and analysis

One-to-one semi-structured interviews were completed by the authors (CP or SA), in-person within social work offices or via the telephone. The interviews were audio recorded for later transcription and analysis. The interviews took place between September 2018 and March 2019.

The interview data were analysed using a framework approach, which involves a systematic process of sifting, charting and sorting material according to key issues and themes (Ritchie & Spencer, 1994). The interview schedule was used as a starting point for the development of a thematic framework and issues identified from the transcripts were added as they emerged. The thematic framework was systematically applied to the data in its textual form and annotated via NVivo v12.

Ethics

Ethical approval was granted by our University's School of Social Sciences' ethics committee (SREC/2765). The main ethical issue related to the confidentiality of the data. We agreed with the local authority in advance that unless we became aware of serious breaches of professional codes of conduct, we would only share anonymised, group-level data about the findings (no such serious breaches occurred). Individual responses were anonymised by the allocation of a research code to each participant (which are also used below in relation to quotes).

Findings

We identified three functions of supervision: (1) accountability, (2) emotional support and (3) the provision of another perspective. Additionally, we identified a key role for the supervisor (4) to always be available. Finally, we identified one key missing ingredient - (5) supervision without reflection.

(1) It's a hugely responsible job: supervision as accountability

Social workers and supervisors were clear that one of the key functions of supervision is to provide a forum for the worker's accountability. Indeed, this was seen as *the* key function. Supervisors especially noted the influence of external pressures and organisational demands, including a culture of internal audit and quality assurance and inspections by Ofsted. Likewise, social workers described the need to ensure basic standards of process and procedure were met on every case, despite the demands of high caseloads and work pressures. Indeed, this combination of high workloads and a sense of being continually monitored were described as the driving force behind a significant focus in supervision on procedural compliance and case management. This need to demonstrate oversight and accountability is the 'core business' of formal supervision meetings, and considered to be the most important of its various functions.

Yet this was not viewed as necessarily problematic by social workers or supervisors. They did not see this focus on accountability as somehow *getting in the way* of other, more important, elements of supervision. Instead, they by and large understood supervision to be a form of accountability (Beddoe, 2010). Many workers welcomed the oversight provided by their supervisors in relation to case management, even though the process for doing so appeared to be largely formulaic and standardized across different supervisor-supervisee relationships.

[What would you do in a typical session, in relation to a specific family?]

A quick case update from the last supervision, from the month before. Review any actions, timescales, any actions, decisions made by me in the last supervision. We review them first and anything outstanding, the reasons why

they're outstanding and then we will talk about putting them back on to the agenda and tasks to be completed (Supervisor M3)

Throughout their formal supervision meetings, supervisors will typically ask questions to check on the progress of the case and monitor the worker's performance. The supervisor might check that visits to see the child have been completed, that written records are up to date and timescales are being met. Social workers and supervisors identified this case management approach as being central to their supervision sessions. Most of the social workers said they understood the need for this form of accountability, acknowledging the significant power they held over families, and the need to ensure the safety of the child. These monitoring processes help to provide a form of safety for the family and reassurance for the worker that they are doing the right things.

We're accountable, as a government-run service, we are accountable by law to work with our community, with children and families, it's a hugely responsible job. Everything we do is time-scaled, so the manager needs to check in to find out where we're at and how we're progressing the cases, it's about them having an oversight of the case (Social Worker SW23)

Obviously, my role is about accountability, it is about support. So just being very clear about the organisational requirements, that we are definitely meeting those and that we are within the legal framework of what we do (Supervisor M3)

Many workers said they appreciated this managerial element of supervision because it helped them prioritise their work, keep a focus on the child and avoid 'drift' (a sense of working with the family without a clear sense of purpose). It was seen as crucial in supporting decisions to change or escalate the statutory basis of the case, for example from 'child in need' (where parental involvement is voluntary) to 'child protection' (where it is not).

To keep me on track, it's very easy, being a social worker, with all your cases, and a lot of paperwork, you can fall off track. We have to adhere to many timeframes, everything has a timescale, sometimes you can get lost in the timescales, so yeah, make sure you've on top of your work and remaining child-focused (Social Worker, SW6)

I think that without my supervisor, I'd fall apart. You need your manager to keep you standing, to be that scaffold around you, to keep everything in place. She's on top of you, making sure your visits are done on time, making sure your reports done on time (Social Worker SW20)

There were a small number of workers who highlighted the 'tick box' nature of this approach and did not agree that it was important for families. These workers felt that supervision often provided little more than a superficial check-in, and that an emphasis on accountability stifled a more reflective approach.

Supervision feels more like a task, tick box rather than an open forum for discussion for me (Social Worker, SW7)

I prefer open discussions; I suppose it doesn't suit everybody and I suppose it's probably not the easiest thing for supervisors to have open discussions because they need to evidence that, but I think an open discussion is the best way to carry on with supervision as opposed to having a template and proforma and those sorts of things that make other people feel safe (Social worker SW19)

Likewise, it was acknowledged by some supervisors that their discussions with workers could become formulaic and task focussed. They also argued that this was

the result of external pressure, mainly Ofsted inspections, rather than being their preferred method.

A lot of it is quite prescriptive, we use a form with ten headings and write something under each one, but that's not always appropriate unless you can be there for 5 or 6 hours each time – supervision is not just about ticking a box
(Supervisor, M1)

(2) You're a human being too: supervision as emotional support.

Another function of supervision is to attend to the emotional wellbeing of the worker. Social workers discussed the difficulties of their job, and the emotional impact of the work. They talked about feeling over-whelmed due to the size of their caseloads and the complexity of the problems they encountered. There was complete agreement within all the interviews about the importance of workers being looked after within their supervisory relationships.

When you go to speak to families, they have so many problems with their own emotions. It's managing their emotions as well as your own because when I go into families, usually they're frustrated, high anxiety, panicking. And obviously you're absorbing all that... but you've gotta remember that you're a human being too (Social worker, SW24)

Because we work in a very difficult environment, emotionally, and it's about helping workers contain their emotions (Supervisor, M3)

The majority of workers said that their supervisor asked about their personal wellbeing during supervision meetings. Many workers felt well supported and said this was a priority area for their supervisor. They appreciated the chance to 'offload' about work-related problems.

She really prioritises our wellbeing, we have a catch up at the beginning of every supervision, how are you? Is there anything worrying you or any concerns. If there has been a significant event so if we have to go to court, dealing with quite a complex case which has caused some upset or difficulty, she always explores how I am feeling about that, whether I need any additional support (Social worker, SW2)

Workers often wanted to talk about the things they were finding difficult or distressing. For some, their supervisor took on the role of counsellor. Some workers said their supervisors would take a more practice approach, such as reducing their workload where possible.

I do get a lot of emotional support, if I am struggling with one of my cases and it is affecting me emotionally, if it is a case which is quite close to something that I have experienced in my past... my manager will talk me through about different way I could manage my emotions etc. and generally is quite supportive and if needs be would take me off the case if she feels there is a conflict (Social worker, SW45)

Many workers also said that supervision was a place in which they felt able to talk about personal problems too. Social workers particularly valued supervisors who 'got to know them' and spent time building a relationship.

I have a good relationship with my manager, so I would talk to her about personal things, I think that's the same for most the team. It's a bit like counselling, it takes things off your shoulders if you share problems with other people, I know not for everyone but for me, that works (Social worker, SW7)

On the other hand, a small number of workers said they needed more support than they were currently getting. They talked about an 'unmet need' for more emotional support. Due to their workloads, there was insufficient time in supervision to talk about casework and their well-being – and because of the importance of accountability, it was well-being that was overlooked.

Our supervisions are already 2 hours plus, it's already squishes in so much. Sometimes it does feel rushed because we are both really busy. But it becomes more important to go through the case discussion of talking through each case rather than how am I doing because obviously the families are really important but then so are the social workers (Social worker, SW20)

The team is under immense pressure, we are 3 workers down, and the manager is under intense pressure. If we had less cases, there would be more time and hopefully the manager would then look at how am I feeling, what is going on for me? What do I need to do better, but that is not the environment (Social worker, SW34)

(3) I have tried x, y and z and I can't get anywhere: supervision as another perspective

Social workers described the value of supervision in providing a different perspective on their work. For some, this was *the* way in which supervision made a difference for families. This might involve checking whether the worker and supervisor had a similar view about the family, whether they were 'on the same page', or whether the worker needed further guidance. Social workers said they appreciated a level of challenge from their supervisors and this often left them feeling reassured about what to do next.

She will disagree, challenge and make me think more. Which is really useful, sometimes you can get caught up in your own perspective, so you need another view, which is generally right (Social worker, SW5)

This outside perspective was viewed as particularly useful in more 'tricky' cases or when the worker felt 'stuck'. By 'bouncing ideas' with their supervisor, workers could (re) gain a sense of clarity and focus.

There are times when you don't know what to do, when cases are completely stuck and I don't know where to go with it, I have tried x, y and z and I can't get anywhere, I don't know what to do. Having that further knowledge around the cases helps you go out and have new ideas of how to work and engage with that family (Social worker, SW2)

(4) If a child is at risk of harm, you don't wait for supervision: supervisor as available

In relation to the role of the supervisor, workers particularly valued their supervisor's availability, seemingly without limit.

"We have an open-door policy, so although managers sit separately, their door is always open so whenever I ask for support from (my supervisor) she is always available, she will invite me in, I will sit down next to her, she will have a chat with me or if she is not in the office, if I am not in the office, I will call her, she is always at the other end of the line" (Social Worker, SW9).

Social workers said that this level of availability provided them with the reassurance that they were never alone when having to make decisions. They noted how this support was particularly important for them in crisis situations. Likewise,

supervisors prided themselves on having an “open door policy” and for being a visible presence in the office.

There is an open-door policy and with my manager, she will drop everything, if she's in the middle of doing something, she'll say right I need to finish this off and let's get together. Often, you can't afford to wait, it might be something so concerning you can't leave it for 2 days (Social Worker, SW3).

If a child is at risk of harm, you don't wait for supervision. We deal with it and the impact for that family so it's about what difference does it make to that family, but you don't have to wait until supervision (Supervisor, M1)

(5) My manager would love to be, but she can't: the absence of reflection

In the four sections above, we have outlined the three key functions of supervision (according to workers and supervisors) and a key part of the supervisory role (availability). This theme is different, in that it relates to the absence of reflection in supervision. Workers said this was because of their high workloads, and not the fault of their supervisors.

What's missing is reflection and exploring decisions and that's what would actually make a big difference for families, if you could reflect on how you're impacting a family. We don't get that chance. The problem is you can't do it all, we've got 20+ cases (Social worker, SW23)

I don't think it's anyone's fault, I've got a great manager, I think it's about a system that we're part of. The way we're monitored and evaluated has just led to a system whereby we are led by processes and not by family needs or the wellbeing of staff. My manager would love to be really reflective, but she can't unless she spends all her time in supervision. Fundamentally, we came into the

job to help people. But how do we get the right system to enable workers to do that? (Social worker, SW23)

Supervisors were also aware of this absence, and spoke about wanting to be more reflective, in part because a recent Ofsted inspection report said they needed to be.

Ofsted said we have to be more reflective, so I then tried to adjust my style, but I think then I completely lost the way, and I was looking at my supervision summaries and thinking that doesn't look like supervision to me (Supervisor M3)

Social workers said that the dominance of accountability in supervision had led to a more general neglect of reflective practice. A task-orientated approach was said to conflict with a more reflective style – you can do one or the other, but not both. External pressures inevitably meant that time for reflection was pushed aside in favour of case-management and process-compliance.

I think it is quite a process-led supervision, that's time wise, it could take an hour and a half to discuss some of your cases, so to have the depth of reflection, to think about theory, research, I don't know how long that would take if that covered all of your children. It's just the core business (Social Worker, SW43)

One worked suggested that a separation of roles might help, whereby reflective sessions could be undertaken by someone external to the team.

The only way is to have separate supervision, you have to have accountability supervision so managers know we're doing what we should be doing, but the

reflective supervision, which makes a difference to social workers and families, can't be done at the same time, so it should be done separately (SW23).

Discussion

In this study, we set out to address two questions, drawing on the experiences of supervisees and supervisors:

1. How do social workers and supervisors describe the functions of supervision?
2. How do social workers and supervisors describe the role of the supervisor?

In part, we have addressed these questions by outlining three key functions – accountability, emotional support and an outside perspective – and the importance of availability. In this section, we want to reflect on how these functions compare to those presented in Morrison's popular 4x4x4 Integrated Model of Supervision (2005). We have chosen this model because it is one of the most well-known and widely referenced models of supervision in the UK. Based on our findings from this study, we present an emergent model of supervision, which looks quite different. It is important to note that the supervisors and workers in this study were not attempting explicitly to put Morrison's model into practice, and so we do not make this comparison in order to identify their 'limitations'.

Indeed, given their high workloads and general lack of resources, we were constantly impressed throughout the study with how available and supportive the supervisors were able to be for their workers. Similarly, we are not making this comparison to suggest a replacement model instead of Morrison's. Our intention is to demonstrate the differences between emergent (bottom-up) understandings of supervision and theoretical (top-down) descriptions, and by so doing to articulate a realistic set of expectations about what current approaches to supervision can achieve for workers and for families, given the obvious time-pressures faced by those involved and about the difficulty inherent in articulating a workable vision of what good (or reflective) supervision can 'look like' in the specific context of statutory child and family social work. In Figure 1, we present Morrison's model, and in Figure 2 we present our emergent model based on the interview data described above.

<Insert Figures 1 and 2 about here>

Differences and similarities

Comparing the two models, there are some obvious differences and similarities, (Table 2).

<Insert Table 2 about here>

Similarities

Both models suggest that accountability (or management) is a key function of supervision, alongside support. The workers and supervisors suggested that accountability is the key function, whereas in the Morrison model, management as a function takes its place as an equal alongside support, development and mediation. Support is given less weight as a function in our model, as it can all too easily be overtaken by accountability. Nonetheless, support is still an important component of our model, as it is in Morrison's. This finding – about the priority of accountability and case management – is not new. Previous studies have reported similar findings (Manthorpe et al., 2015; Turner-Daly & Jack, 2017; Wilkins et al., 2017). However, while this may be interpreted as a negative development in supervision (Bartoli & Kennedy, 2015; Beddoe, 2010; Egan et al., 2016), many of the social workers in our study said how much they valued the accountability function. Social workers and supervisors both felt that case management was a vital process for keeping children safe, helping to avoid 'drift' and as a mechanism for focussing on key outcomes. Few studies before have reported on these positive aspects of accountability from the perspective of workers.

The other main similarity between the models is that of 'plans and actions' within the process of supervision. For our respondents, although they did talk more about the importance of case management and timescales, they also acknowledged

how supervision meetings would include a review of previous actions and the identification of new tasks, even if these were often procedural.

Differences

Despite these similarities, there remain some significant differences between the two models as well. First, the stakeholders in supervision are described differently. Although one of the stated aims of supervision is to make a positive difference for people who use services, in our emergent model, it is Ofsted, the inspectorate for children's services, who are seen as a key stakeholder. Partner organisations are also not included. The replacement of people who use services with an inspection agency is a clearly a very significant difference and would suggest that supervision in both its form and function is being understood quite differently. According to the British Association of Social Workers, supervision should enable workers to "be accountable for their practice and ensure quality of service for people who use services" (2011, p. 7). Based on our findings, it is fair to say that supervision is certainly effective for ensuring accountability, but also that it 'ensures quality of service for the purposes of audit and inspection' more than it does 'for people who use services'. The type of social work practice that is oriented towards compliance with regulatory and inspection standards will almost inevitably be deficient in terms of actually helping the people who matter most. It is our view that supervision often serves as a reflection or an echo of practice, and vice versa. If so, then should not be surprised that a view of supervision in which the inspectorate has replaced people who use services as a key stakeholder is more prevalent at the same time when practice itself has been criticised for being too procedural and too focused on the need to obtain 'parental compliance' with the care plan.

Another difference related to need for supervisors to be almost constantly available. Social workers spoke again and again about the importance of knowing their supervisor was contactable, either directly (in-person), electronically (via email) or remotely (on the telephone). This emphasis on the importance of availability can be understood in relation to the concept of a safe haven within attachment theory. In relation to children, attachment theory argues that they need to know their parent or carer is available to them in times of trouble, as someone they can turn to for comfort

and reassurance (Collins & Feeney, 2000). Clearly, social workers are not young children, but the patterns described here in relation to the 'felt security' (Cashmore & Paxman, 2006) provided by having an available supervisor are hard to overlook. (We are not the first to apply the lens of attachment theory to supervision (Bennett, 2008). In fact, we are tempted to suggest that 'being available' (when needed) might be *the* most important feature of what it means to be a 'good supervisor', at least from the point of view of some workers.

Another difference between the models is the actual process of supervision. In Morrison's model, based on Kolb's adult learning cycle (2014), the process is outlined as follows – first, discuss a particular experience; second, reflect on that experience; third, analyse the experience and the reflections; fourth, make plans and agree actions. The process in the emergent model is different – first, provide a general update, without focusing on a specific experience; second, check that the worker has done the things they are supposed to, and within the appropriate timescale; third, review previous actions and agree new ones. In the emergent model, there is no space for reflection (or analysis) – and the outcome is not learning for the individual, but (more) work for them to do. Indeed, given that 'development' as a function is absent from the emergent model, the absence of learning as should not be a surprise. Mediation is also considered to be an important function within the Morrison model but does not emerge from the perspective of our respondents.

Reflection is absent – or is it?

Finally, reflection. Within the Morrison model, it plays an important part of the supervisory process. In our interviews, workers and supervisors alike said they did not have time to reflect. And, according to one supervisor, when they tried to, they ended up doing something that felt unlike what supervision should be.

But then how else can we interpret the notion that supervisors provide a different perspective on the case, if not as a form of reflection? The social workers who told us that they did not have time to reflect in supervision, and that their supervisor provided a 'fresh pair of eyes' did not see a contradiction. And yet, the theoretical literature on reflection would suggest that providing a different perspective or helping another person to look at a problem from a different point of view, is a part

of reflection (Tsang, 2007). Yet *reflection* itself can be a tricky concept to pin down (Ixer, 1999, 2012, 2016), not least because it has been interpreted in so many different ways – being both cognitive (Turney & Ruch, 2016) and affective (Ruch, 2012), involving the critical challenge of power dynamics and dominant assumptions (Fook, 2015) and being crucial for achieving cultural competence (Garneau, 2016). This ambiguity in practice about what it means to ‘reflect’ makes it difficult to know with certainty to what degree current supervisory practice is reflective or not and the extent to which this matters (Wilkins, 2017).

Despite this ambiguity, it is also apparent that providing a different perspective might be seen as a relatively diluted form of reflection, compared to some of the issues noted above, especially in relation to issues of power dynamics and dominant assumptions. Statutory child and family social work is positioned at the very fulcrum of an extremely unequal power relationship between the State and (mostly) poor and deprived families (Bywaters et al., 2018; Bywaters et al., 2016). If social workers are not enabled to reflect on these kinds of questions in supervision, it is reasonable to ask where else (or how else) they can be so enabled? Making good decisions in social work means making ethical decisions, and this in turn has to involve an awareness of how power is being used either to support or oppress people using services. Social workers are being failed organisationally if they are not supported and challenged to engage in these kinds of deeper reflective activities.

Conclusions

In comparing our emergent model with Morrison’s 4x4x4 Integrated Model of Supervision, it is clear there are both similarities and differences in how supervision has been described theoretically, and how it is perceived by workers and supervisors. It is important to emphasise again that we are not suggesting the supervisors in our study were trying to implement Morrison’s model and failing, or that Morrison’s model is in any way problematic. Indeed, we know that many supervisors find it to be a very helpful framework (Sturt & Rothwell, 2019). In part, however, we were motivated to write this article because we have felt an increasing sense that supervisors (and workers) are being held unfairly responsible for the absence of things such as ‘reflection’ in practice, without such criticisms being based on an informed

understanding of what supervision is and how it can help workers. To take one example, when Ofsted tell supervisors they need to be 'more reflective' (Stanley, 2018), what sort of reflection do they mean and how do they know that reflection is not already happening? If they have done so by simply asking workers (Ofsted, 2019), as we suspect they have, then they need to be careful about assuming everyone knows what 'reflection' means.

The argument we have sought to make is that we need to recognise more clearly the complex roles that supervisors undertake, and their existing expertise in negotiating and navigating the different functions of supervision.

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Table 1: Morrison's 4x4x4 Integrated Model of Supervision

| Four stakeholders in supervision | Four functions of supervision | Four elements of the supervisory cycle |
|---|--------------------------------------|---|
| People who use services | Management | Experience |
| Staff | Support | Reflection |
| The organisation | Development | Analysis |
| Partner organisations | Mediation | Action planning |

Table 2: An overview of the similarities and differences between Morrison's 4x4x4 Integrated Model of Supervision and our emergent model.

| Similarities | Differences |
|-------------------------------|--|
| Accountability and management | Stakeholders and the availability of the supervisor |
| Support | The process of supervision (experience, analysis and reflection vs update, case management and timescales) |
| Plans and Actions | Mediation and development |

Figure 1: Morrison's 4x4x4 model of supervision. Rectangles = the functions of supervision; circles = the stages of supervision; middle square = the stakeholders in supervision.

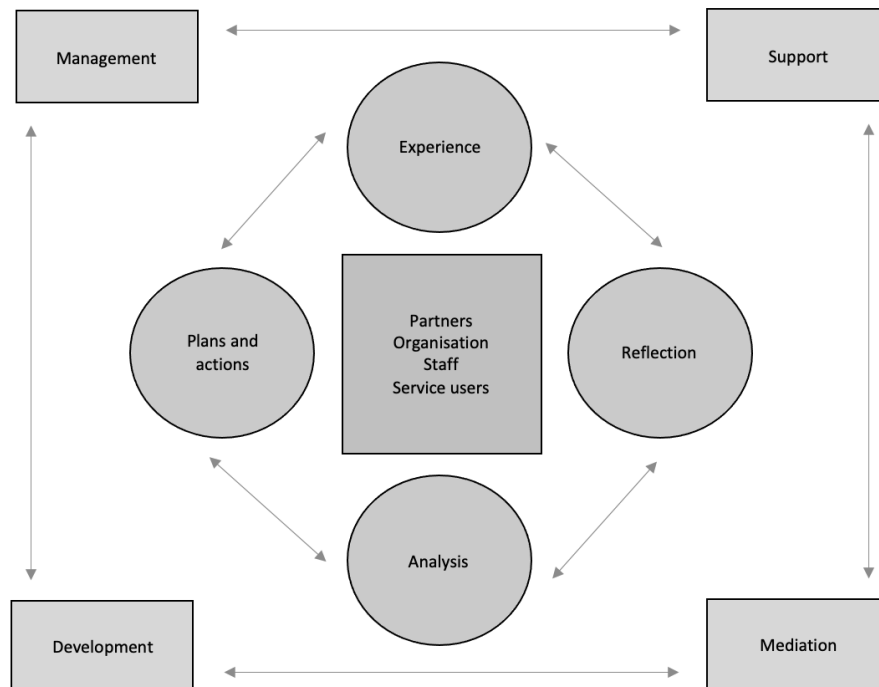


Figure 2: An emergent model of supervision. Rectangles = the functions of supervision; circles = the stages of supervision; middle square = the stakeholders in supervision.

