

4th European Academy on Youth Work

# SUPERVISION

*& Youth work*



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# *What is* **SUPERVISION?**

Lat. SUPERVIDERE

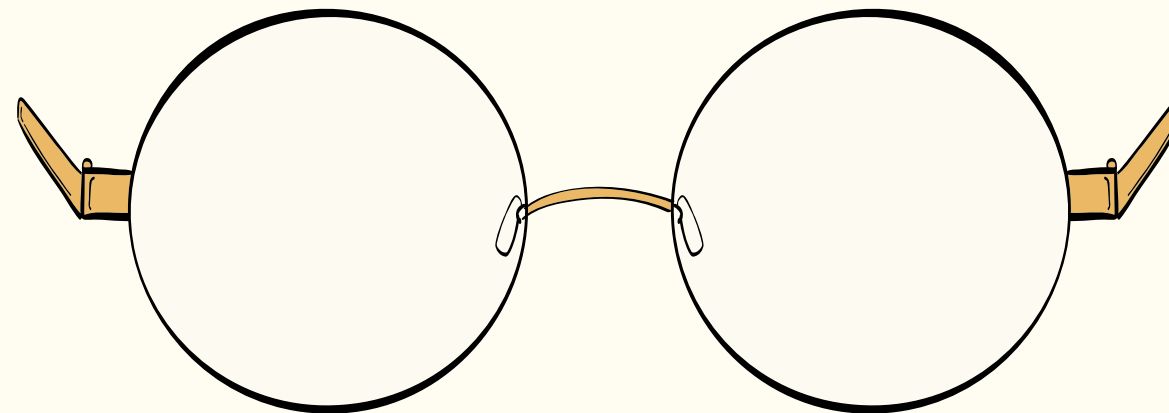
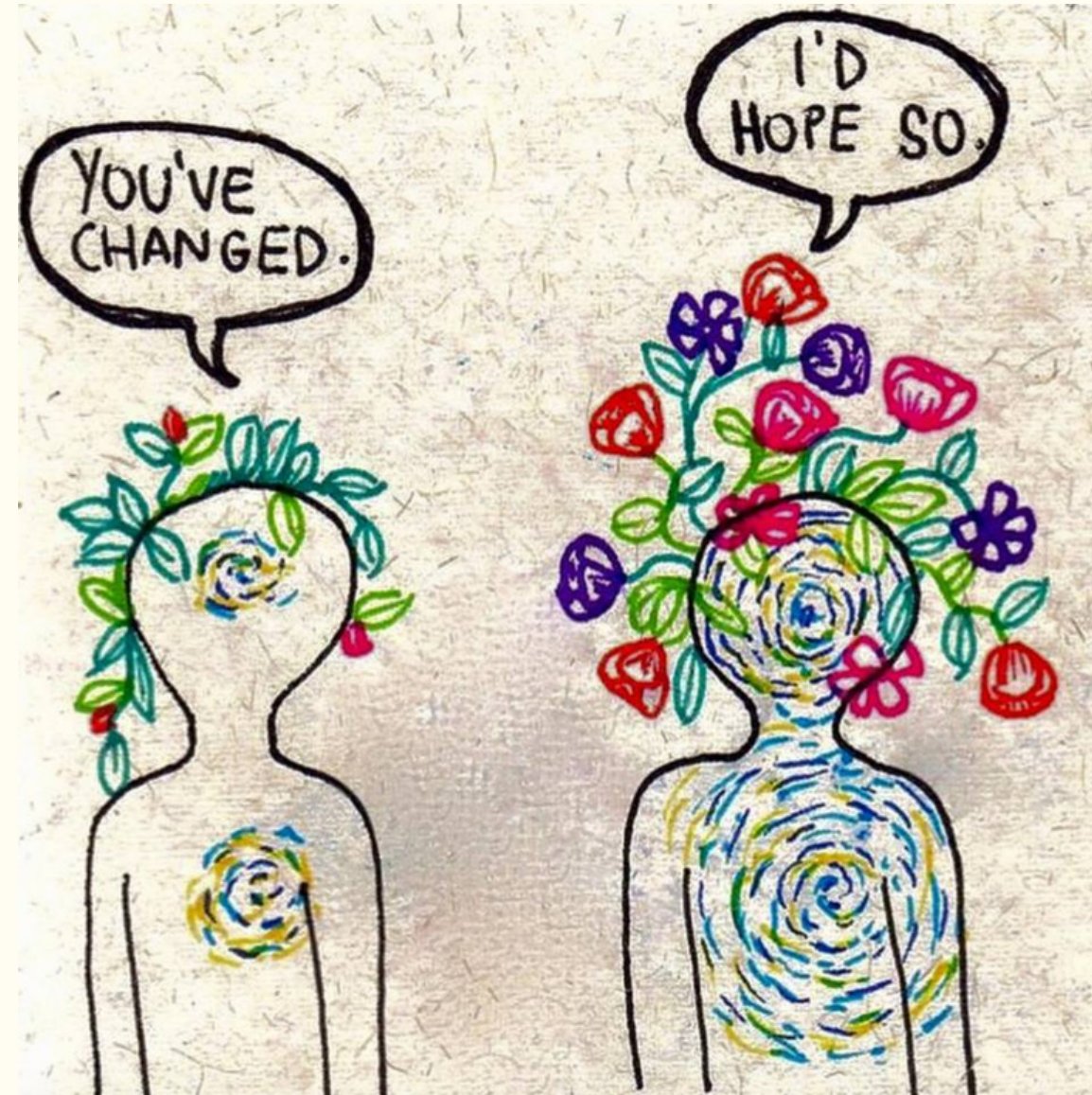
- to look further
- to see more
- to view something from above



Take a step back  
Be in the present

# What is supervision TO ME?

- *embracing emotions*
- *being structured & flexible/creative*
- *being consistent & caring*
- *report violence/abuse*
- *say goodbye & remain available*





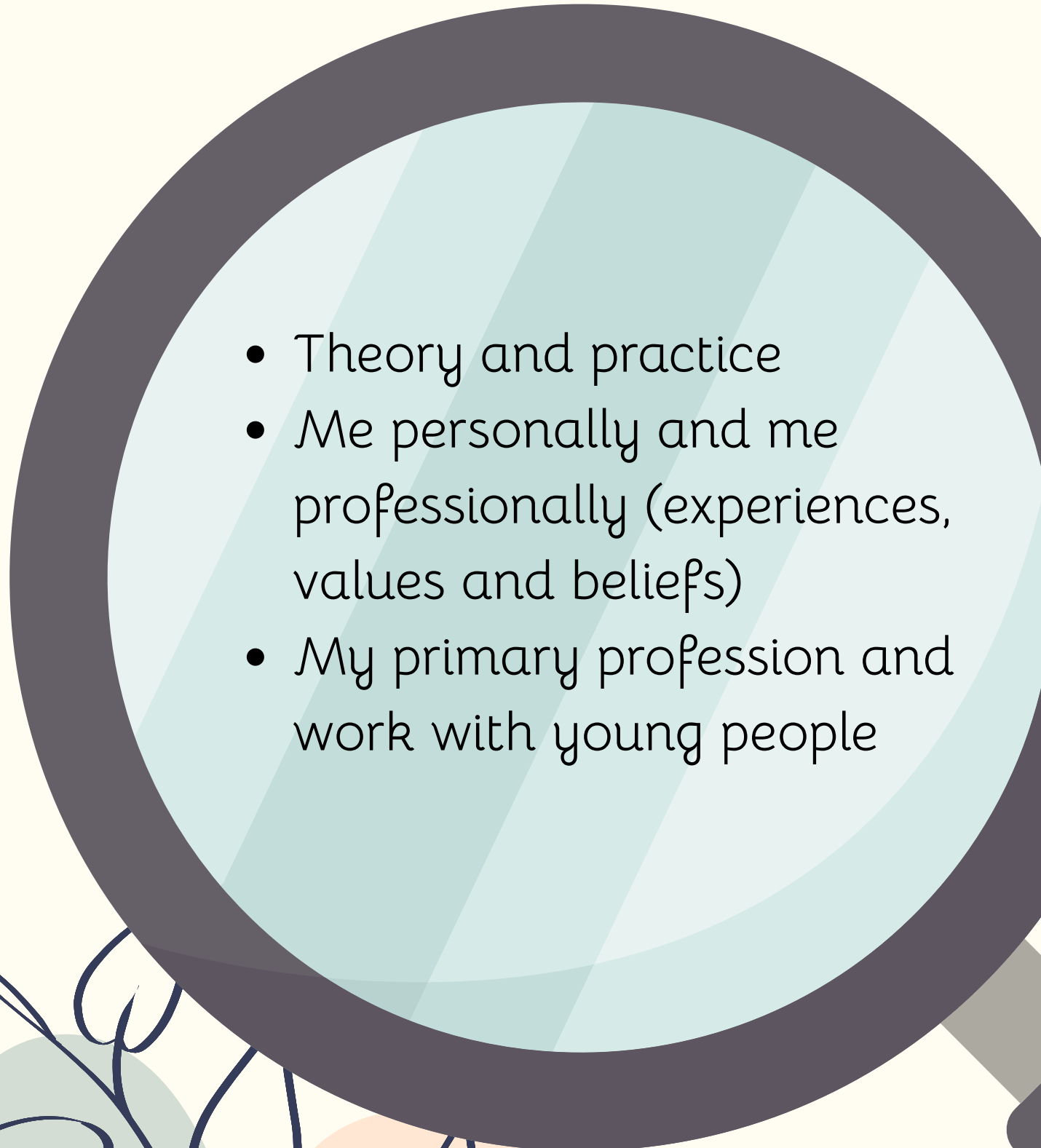
# What is SUPERVISION?

Supervision is a process of developing professionals as **reflective practitioners**.

It is a creative space in which the professional, in **collaboration** and partnership with the supervisor:

- learns from their own experiences and searches for their **own solutions** to work-related problems,
- considers the person's situation and resources, their own thoughts, feelings and resources, as well as the **relationship** with the beneficiary from different perspectives,
- deals more effectively with **stress**.

By **integrating** different aspects of professional situations, the supervisee develops as a professionally competent person.

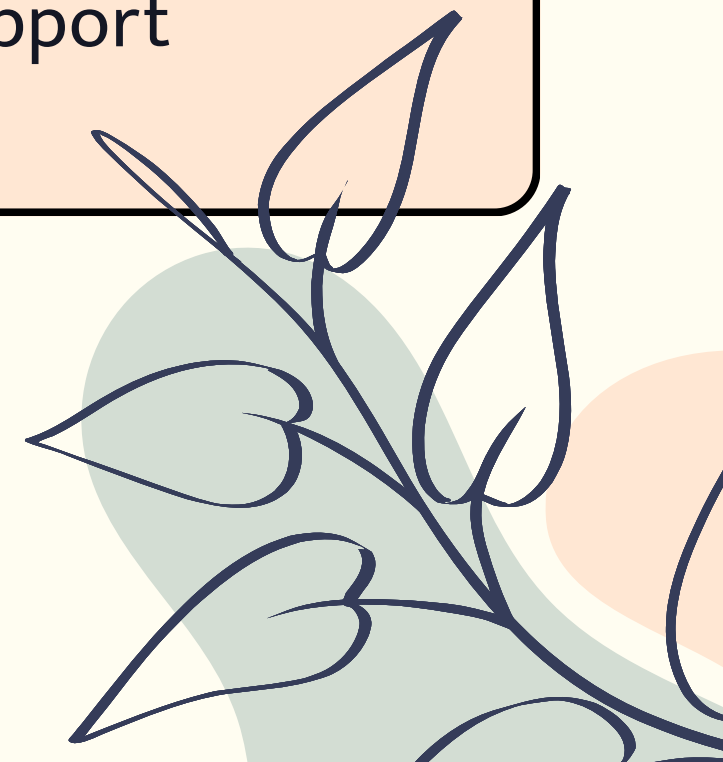
- 
- Theory and practice
  - Me personally and me professionally (experiences, values and beliefs)
  - My primary profession and work with young people

# *Holding a* **GLASS?**



- What was happening while you were holding the glass?
- Did you try to help yourself? If yes, how? If not, why not?
- How does this relate to you when youth work becomes heavy?
  - When do you become aware that you need support?
  - What kind of support you have?
  - Do you use AI to support yourselves?

Inspired by: Understanding stress with a glass of water.





# *What is* **SUPERVISION?**

## TOPICS

**SHARE**

**UNDERSTAND  
BETTER**

**FIND A SOLUTION**

**EXPLORE TOPIC**

## FUNCTIONS

Educational

Supportive

Emotional and  
physiological  
(self)regulation

Administrative

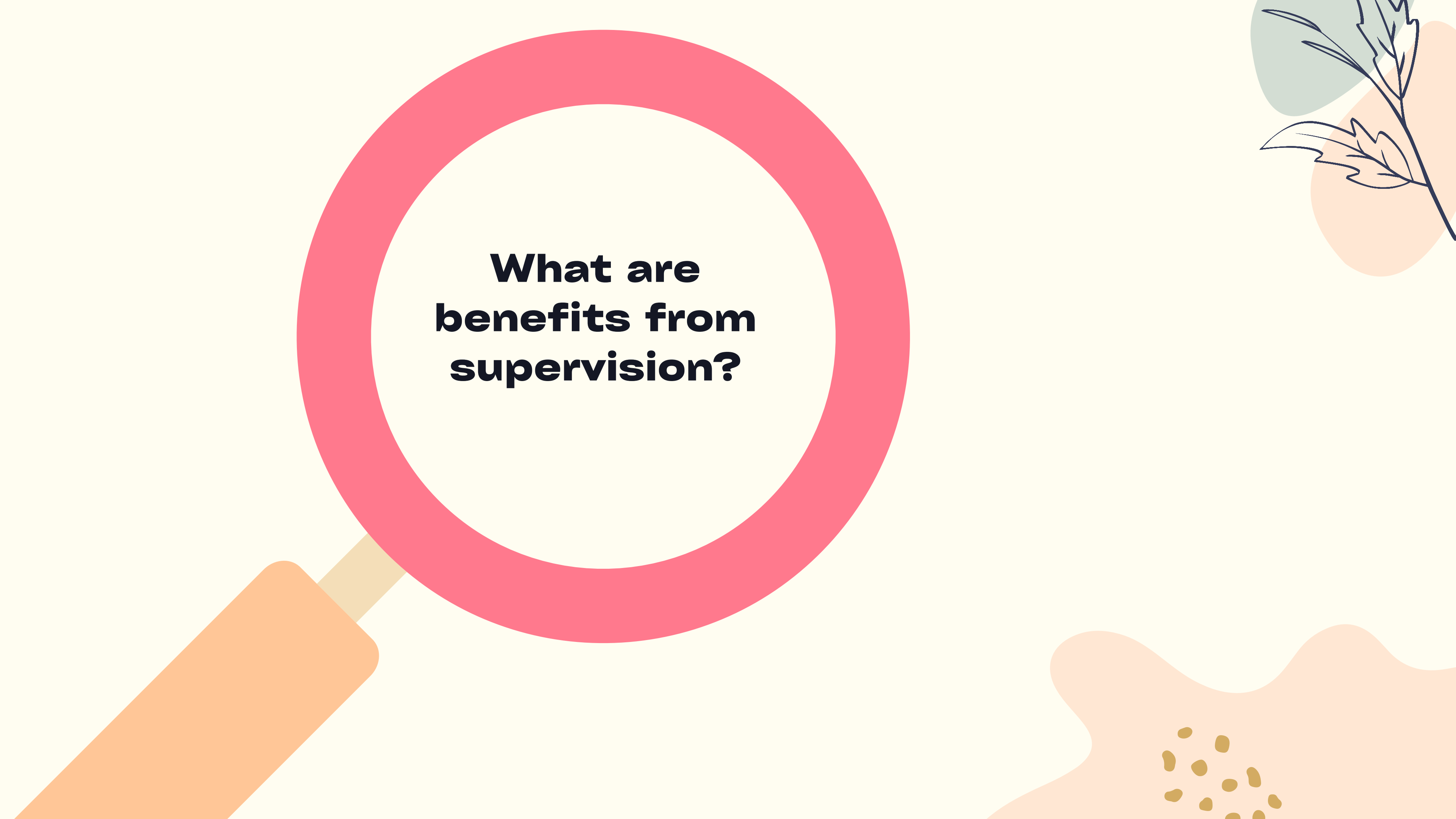
**What would you  
bring to  
supervision?**

# *Supervision* **IN PRACTICE**

- Voluntary participation
- Group of 6–8 professionals, from the same or different organizations
- Every two to three weeks, about 10–16 meetings
- Duration: two to three hours
- At a defined time, during or after working hours
- In agreed suitable premises

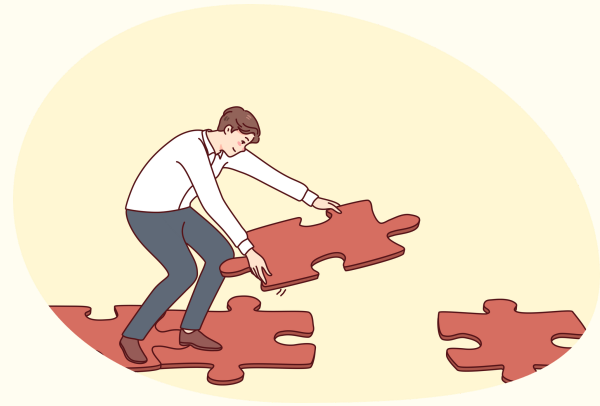
**Who supervisors  
are and what they  
do?**





**What are  
benefits from  
supervision?**

# Benefits of SUPERVISION



Receive support in reflecting and **broadening perspectives**, decision-making, and resolving complex situations



Think in different directions and foster **innovation**



Improve professional skills and increase a sense of **professional competences** (teamwork, communication....)



**Personal growth** and development (self-confidence, openness to emotions...)



Increase **job satisfaction**

# Context of YOUTH WORK



Create space for sharing experiences in a **confidential environment**



Connect people who work with youth and contribute to the development of a **community of practice**



Strengthen the connection between theory and practice and improve understanding of the **boundaries** of working with youth

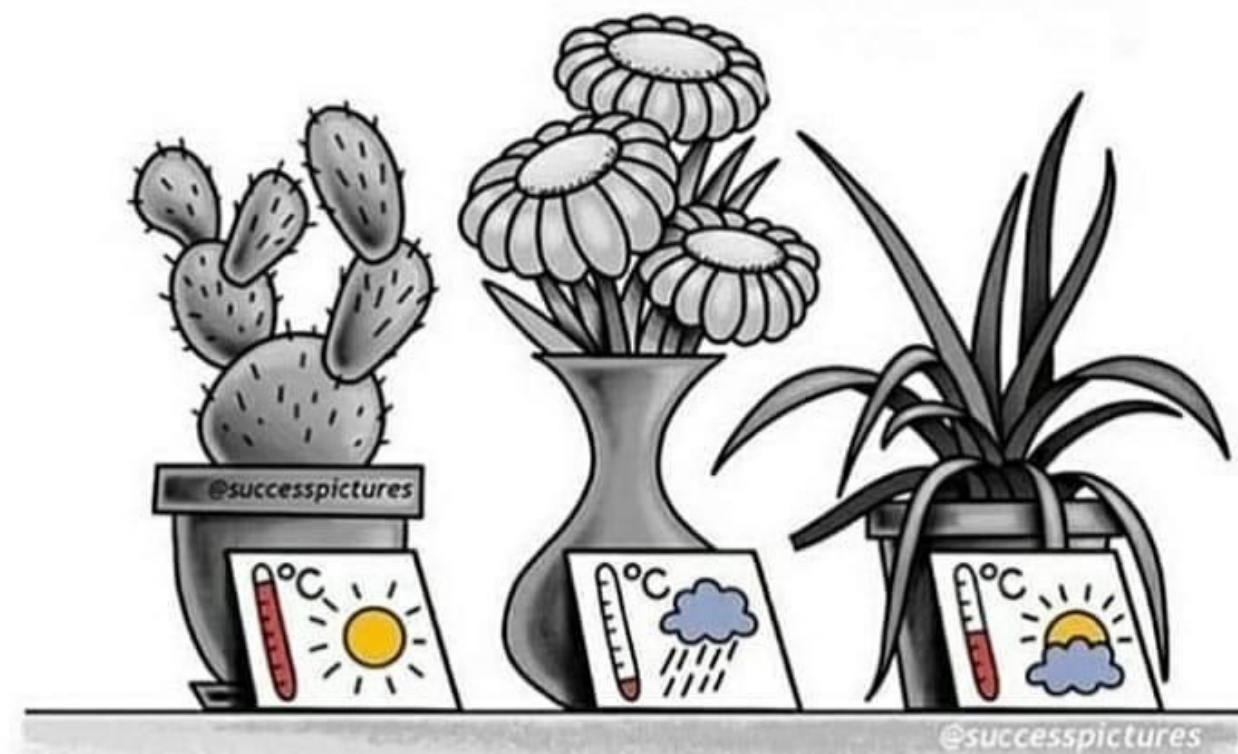


Reduce the negative effects of **professional stress** and improve the level of self-care



Improve the **quality** of work with youth

Every plant has their own requirements in order to grow...



And so do people.

- **Peer supervision/intervision**
- Consultation
- Monitoring
- Psychological crisis interventions
- Education and training
- Psychotherapy

### Woodcutter

Once upon a time, there was a woodcutter who auditioned to work at a timber company. The work and the working conditions sounded good, so he wanted to leave a good impression.

On the first day, he reported to the foreman, who gave him an axe and showed him to a particular area in the forest. Thrilled, the woodcutter went to work. In one day, he felled eighteen trees.

“Congratulations,” said the foreman. “Keep it up.”

Spurred by the foreman’s words, the woodcutter decided to surpass his results the next day. So he went to bed early that day. The next morning, he got up before everyone else and went into the woods.

Despite all the effort, he did not manage to cut more than fifteen trees. “I must be tired”, he thought. And decided to go to bed just after sunset that evening. At dawn, he awoke with the firm resolution to surpass his mark of eighteen trees today. He did not even manage half.

The next day, he only felled seven trees, and on the following day five. On the last day, he only cut down two trees. Concerned about what the foreman would say, the woodcutter stood before him, told him what had happened, and swore that he had toiled till you drop.

The foreman asked him, “When did you last sharpen your axe?”

“Sharpen the axe? I had no time for that. I was too busy cutting down trees.”

Let Me Tell You a Story, Jorge Bucay

# For those who want to know more

ANSE - European umbrella association

- Members And Network Partners
- Publications



**For those who  
want to know more  
about peer-vission**



# Intervision/Peer-vision

- Adone of the formats that can be used to exchange and discuss challenging situations, behaviour or mentoring related emotional problems/stress that occur within mentoring process
- it gathers small group of mentors/colleagues (3-8 group of equals; no hierarchical relationship between the participants and the chairperson (also family or private partnership contacts within the interview group are undesirable)
- is guided by a chairperson
- aims at
  - improving the (quality of) work of professionals
  - increasing competences & professional development
  - increasing self-reflection and insight in personal functioning
  - learning how to deal with emotions related to work situations.
- Intervision is carried out during a certain period, in regular meetings organized for this purpose
- requires openness and sincerity (be ready to share)
- trust and confidentiality among the participants of intervision (information shared in intervision is treated as confidential)
- peervision agreement/contact (number of meetings, frequency, duration, place, agenda, rules, way of working...)
- Roles: Intervisor; member in focus, coordinator. At each meeting, the roles are reversed.

Louis Van Kessel, ZAČASNA POMOČ PRI  
INTERVIZIJI V ORGANIZACIJAH: MODEL  
V PRAKSI, ALI KAKO SE LAHKO UČIMO  
INTERVIZIJE  
Intervision guidelines UNODC

# Peer supervision process

## Selecting a chairperson

- does not participate in the discussions during an intervision session
- has to guide the meeting,
  - see to it that the agenda is followed,
  - that all participants can have their say,
  - that participants obey the agreed behavioural rules, etc.
  - can come up with tentative suggestions for behaviour alternatives.
  -

## Starting the problem/case discussion

- One participant will present the issue or case.
- Chairperson gives participants the opportunity to ask questions for clarification, aiming to reach a general agreement what the core of the problem is.
- Questions are answered and discussed
- Chairperson summarise the problem or case, indicating core elements.

## Discussing the problem/case

- chairperson asks the participants for clues and suggestions how to deal effectively with the problem or case, how to change/improve behaviour or how to change the approach to it.
- check if the clarifications are understood correctly, e.g. by giving short summaries.

## Finalising the problem/case discussion

- chairperson will try to formulate/propose a general agreement on conclusions regarding the way how the presented problem/case should be dealt with. In most of the cases this will be summarising the outcomes of the discussion rather than formulating a new-found solution to the problem/case presented.
- the chairperson will check with the participants and especially with the staff who presented the case or problem if the outcome of the discussion is seen as helpful and practicable
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## Finalising the intervision session

- chairperson will ask participants to evaluate the process, contents and outcomes

# Peer supervision -suggested guidelines

- Do not be judgemental, e.g. judgemental or disapproving behaviour or statements
- This also means, do not ask why questions. The question 'why' often simply
  - shows that you don't understand 'why' and therefore judge. Open questions for clarification, inviting people to tell their arguments/motives (e.g. 'can you tell me more about this?') will provide more important information and will contribute to a cooperative atmosphere.
- Do not patronize, so avoid offering advice or prescribing what to do or how to behave ('If I were you I would ...!'), but try to offer relevant information, tentative suggestions and discuss alternatives. Try to connect your input to the experience of the other. To be allowed to make one's own decision will be more adequate and effective than copying someone else's view.
- Do not take over responsibility for your colleagues' problems; try to motivate and support them in solving their own problems.
- Listen carefully, this means: do not talk too much, do not interpret, but make sure that you have understood correctly by recapitulating shortly what someone has said according to you and by asking if this is what he or she meant.
- Stick preferably to the 'here and now': what do people feel or think now, what do things/emotions mean to people now, what do they see as perspective, etc. This gives generally more relevant information for changing behaviour than discussing what happened in the past.
- Pay attention to emotions: how and what do people feel, what is the impact of certain events on them, etc. This can give people insight into the reason for their behaviour.
- Show that you understand and care, show interest: ask people how they are feeling, how things are going.
- Treat people with respect: for instance show appreciation for people's input, apologise in case of misunderstanding, etc.
- Do not play the therapist or the 'shrink'. Carefully listening and paying attention are important, but one should be careful to avoid taking on the role of therapist. Questions like 'Tell me, how does it feel?', 'What does this mean to you?' can raise feelings of aversion, especially when asked in response to questions for suggestions how to tackle a problem.