

TH-9



Ministry of Labor
Social Affairs and Social Services



Developing New Expertise in Management and Supervision in Social Work – Milestones and Training Programs for Managers

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ABSTRACT

The Central School For Workers In Social Services is part of the Senior Division For Research, Planning And Training - Ministry Of Labor, Social Affairs And Social Services Of The State Of Israel.

The School is the pedagogical framework of the Ministry for the purpose of training, promoting and developing the personal and professional abilities of each employee in social services.

The training is based on the values of social work , the Ministry's policy, and in accordance with the requirements for expertise.

The goal of the training is to provide the employees with knowledge and skills so that they can provide optimal intervention and service for the benefit of the customers and their well-being.

The School has more than 350 programs each year for:

Senior managers and the level of supervision at the ministry

District Managers and field workers in social services departments

All social workers - employees and managers in private and non-profit organizations

Social workers in other government ministries

Professional level workers (such as instructors, care givers etc.).

All programs are integrated into the relevant Growth Paths Tracks:

The “Growth paths Track Model” is a framework model for continuous professional development throughout the years of work – CPD.

It defines professional standards and is part of the expertise recognition process.

It includes a matrix system with 6 generic learning paths in social work and four stages of professional development:

Beginners 0-3 years in the profession

Experienced 3-7 years in the profession

Advanced 7-10 years in the profession

Expert - 10+ years in the profession

At School we develop tracks for all nine fields of expertise. This year we are focusing on the development of a tenth expertise – Management and Supervision in Social Work.

This presentation will focus on the milestones of developing this new expertise and will present the unique training programs according to the Growth path Model.

BACKGROUND

An Area of Expertise in Social Work is a focused content area, dealing with a unique target population, using methods of intervention tailored specifically to them, and within a network of dedicated services and functional frameworks.

The practice area is characterized by knowledge, both theoretical and applied, by specific skills and tools, by institutions and frameworks for learning, and by training and research. In addition, it is recognized within the professional community to which it belongs.

9 Practice areas have been recognized in Israel as expertise in Social Work: Child & Youth, Family, Old Age, Community Social Work, Disabilities, Health, Mental Health, Correctional, and Female Adolescence. The tenth and new area of expertise is: Management and Supervision.

A social work expert is a person whose expertise in one of the practice areas is based on professional experience and knowledge performance.

In Israel, The Ministry of Labor, Social Affairs and Social Services is responsible for setting policy, developing and supervising social services, budgeting, and training professional workers throughout their professional lives (CPD -Continuing Professional Development) up to the point of expertise. Training is at the national level through the central school of the government, while the degree in Social Work is achieved through universities and colleges.

METHOD

The Growth Paths Track Model is the systematic construction of training programs that contribute to the professional level of the manager and supervisor in his/her area of expertise, and to the improvement of his/her performance during the stages of his/her professional development.

It defines the expectations required from social work managers at each stage and the areas in which they are required to expand and deepen the knowledge, skills and tools.

The social work managers and supervisors are encouraged to build their training in order to receive the status of an expert. They are paving their way to accumulate credits that will allow them to reach the level of expert in management and supervision.

METHOD

Each training in the Growth Path Model contains 6 dimensions that are studied at various levels of complexity depending on the developmental stage:

Values and ethics

Clients, situations and phenomena

Professional perception of roles and skills

Context and organizational skills

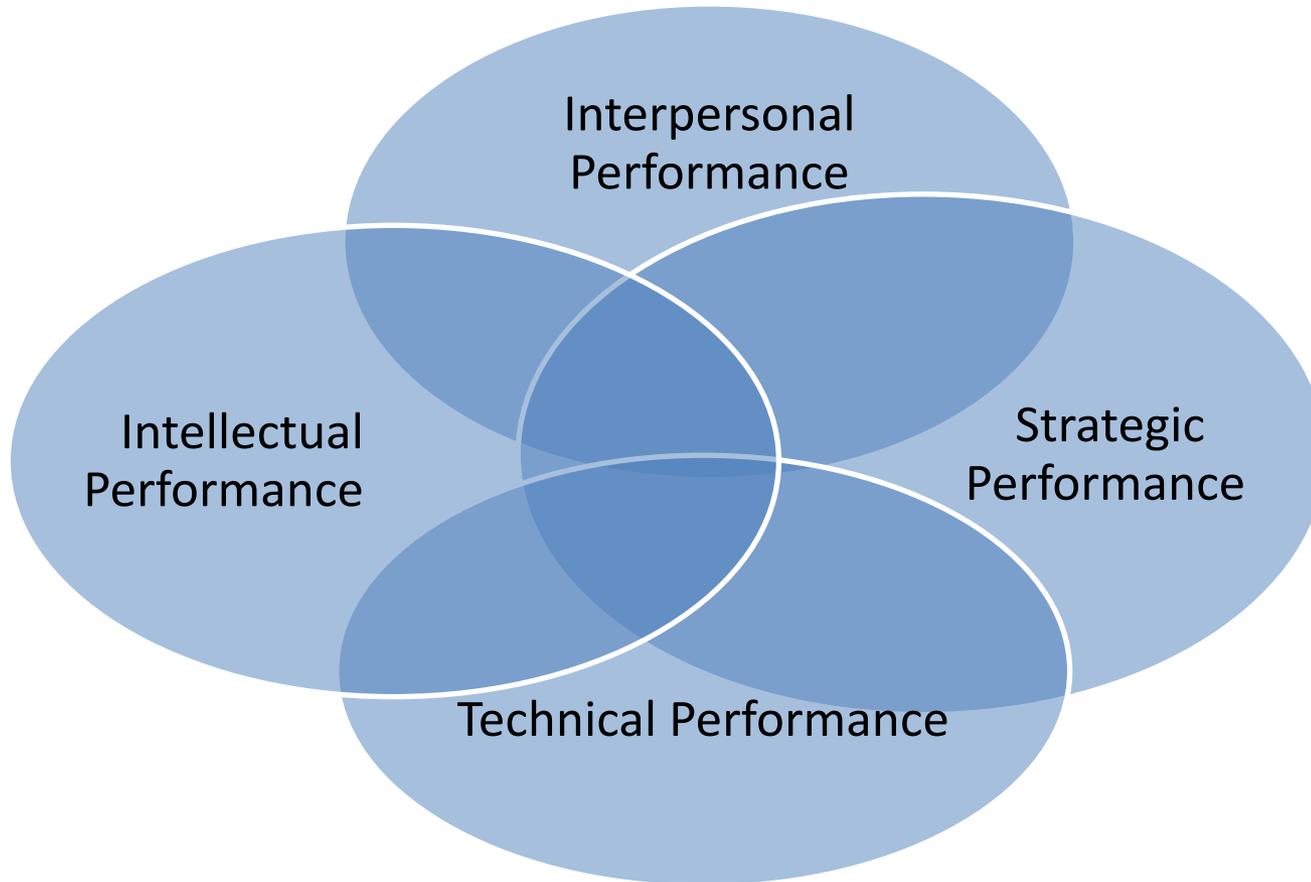
Professional leadership

Welfare policy, legislative processes and services

METHOD

Welfare policy, legislative processes, Supervision and services	Professional leadership	Context and organizational skills	Professional perception of roles	Clients, situations and phenomena	Values and ethics
Collection, analysis and knowledge management Use of information technologies	Interpersonal skills	Strategic planning Setting of goals and objectives Determination of measures and method of measurement	Development of self-efficacy	Ecological vision - a combination of disciplines and management and supervision	Cultural competence and diversity management
Knowledge of policies, procedures laws, rights and social services	Authority and influence	Marketing management and public relations SWOT And Management of internal and external stakeholders	Self-confidence in leadership and leadership abilities	Knowledge of intervention methods for a variety of situations, clients and populations, the psychosocial, organizational and environmental contexts in order to improve managerial decision making	The client approach
Effective use of monitoring and control tools	Leading changes and promoting innovation	Politics	Aimed at learning and professional		Implementation of the Ethics Rules

METHOD



DISCUSSION

The functions of supervision and management are distinguished by their definitions and emphasis, but an analysis of the fields of activity reveals that many identical components exist, as well as a developmental continuum in which workers sometimes begin supervisory roles, progress toward management roles and vice versa. Supervisors and managers need knowledge and tools relating to strategic planning and short-term planning, based on collection, analysis and presentation of information and data, planning and control, digital-based work, teamwork and team management, customer engagement, motivating people and tasks, and more ... positions that social workers did not require and did not study in the framework of previous studies.

Therefore, there is a clear need to develop and professionalize the area of supervision and management as an integrated area of expertise that is the management of social services, while addressing the unique characteristics of each of the supervisory and management functions.

CONCLUSION

The Ministry of Labor, Social Affairs and Social Services is responsible for establishing and setting a chain of supervisors and managers as a professional leadership who can influence and act to design, assimilate and adapt the Ministry's policy in the spirit of change. They are required to constantly professionalize, innovate and be creative, in accordance with professional ethical principles and in accordance with the unique context of the ministry's services and clients.

By developing expertise in management and supervision, the Ministry:

- Improves the quality of service for individuals, societies and communities.
- Contributes to the career and professional development - upgrades the status of the profession.
- Advances a common, guiding language for defining professional criteria in the various expertise areas.
- Develops a corporate culture - advance quality assurance and excellence in quality of service.
- Forms professional development processes which will persuade practitioners of the profession to regard the expert as a figure that sets high levels of norms and criteria for social, personal and professional commitment and accountability.

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