# Best Practise for Managing Youth Workers

# Based on the Experiences of Youth Workers and Managers

Jonathan Bell

A thesis submitted to

Auckland University of Technology

in partial fulfilment of the requirements for the degree

of

Masters of Arts (MA)

2013

School of Social Sciences and Public Policy

# Contents

# Attestation of Authorship

"I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except where explicitly defined in the acknowledgements), nor material which to a substantial extent has been submitted for the award of any other degree or diploma of a university or other institution of higher learning."

Jonathan Bell:
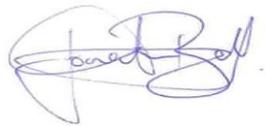
Date: 31st October 2013

# Acknowledgments

I have been supported by many wonderful people on this research project. People that have encouraged, given advice, and sometimes challenged, all without this thesis would not be possible. There are a few I would like to specifically acknowledge;

Firstly to Julie my wife and to Lillie-Madison, Rhiley and Cooper my wonderful children. Thank you for your patience and belief in me, may you pursue your dreams. To the rest of my family and friends thanks for your support.

I acknowledge my supervisors at AUT who have guided me through the process. Laumua Tunufa'i for your supervision in youth development. A big thanks to my primary supervisor Colin Knox from Te Ara Poutama. Colin your perspective often calmed my self-doubt; your concise feedback guided me through each step.

To all the research participants, thank you for sharing your stories and your input. I appreciate your honesty, courage and passion and I was inspired by your ideas and experiences. I hope this research represents your voice and supports you in the important work you do.

The Salvation Army has been an important support. You have demonstrated your commitment to developing your staff. To the 'Unleashing fund' committee for their financial support, this research would not be possible to complete. I hope this research can inform youth work practise and management within the organisation.

To the Faith Factory Salvation Army Waitakere team, thanks for giving time off to study and covering for my in so many areas. Especially the management team that have supported and released me to allow me to write, sound board, and express my doubts. Also the Youth Development Team of Christina Fa'aave and Andrew O'Brien who have taught me so much about youth work and culture. To all the young people I have the privilege to journey with over the years, thank you so much, I am richer for knowing you.

To Claire Speedy thank you for your encouragement and all the hours you invested into editing and questions you posed.


Jono

# **Abstract**

The aim of this research is to examine experiences in the management of youth work from the perspective of both youth workers and their managers. From these experiences will emerge some themes which contribute to a model of best practise in managing youth workers. Some important principles of management which lead to improving organisational culture and employee performance will provide a framework for discussing information gained from structured interviews with ten people working as or managing Youth Workers. They will include a range of management theories including the theories of McGregor (2000) regarding the encouragement of employee performance, as well as the ideas of Bruce et al (2009) regarding the four developmental needs of young people. The outcome of the research will be a discussion of theory and practise which increases the managers' understanding of the unique needs of youth workers in delivering their best performance.

# Chapter One – Introduction

Youth work is a developing profession that is different from other professions in some important ways. This research topic has evolved from the researcher's experiences of youth work and youth work management over twelve years, including observations of interactions between youth workers and their managers. The objective of the research is to investigate some of the developing conflicts between youth workers and their managers which are becoming apparent, and to reflect what might be "best practice" in the contributions of those professionals who have participated in the project.

As the profession develops the management of youth workers becomes critical, yet the field of youth worker management is largely unexplored. This investigation will explore both the capabilities and the organisational environment which lead to best practice when managing youth workers from a youth development approach. They will firstly be explored in the literature review and then developed further in discussing the research findings.

The research project includes interviews with youth workers and managers from a variety of backgrounds, including Pasifika and Māori. While not a key focus of the research, differences between the values of Pasifika, Māori and European professionals will become apparent as the research findings are presented. The term "Pasifika" is used to identify a group of people from the Pacific Islands who live in New Zealand, and the spelling of the term is that currently used by the New Zealand Ministry of Education.

## Research Objectives

The objectives of the research can therefore be summarised as:

1. Discovering what youth workers consider to be best practice in the management of their activities.
2. Providing a framework for managers of youth workers to assess and monitor the effectiveness of their management
3. Hearing the voices of youth workers and presenting their views clearly to youth worker managers and youth work organisations;
4. Gaining insight into Māori and Pasifika values and reflecting on how these values can support the management of youth workers and;

5. Identifying the features of youth work and examining how they fit within the wider field of youth development;

## Chapter Overviews

The thesis is organised into several chapters:

The first chapter introduces the investigation and articulates the rationale of the research and the research journey. It also indicates the motivation for the research, and its objectives.

Chapter Two contains the literature review. It begins with a brief overview of the youth work profession within New Zealand. It provides a description of youth work including three distinctive features of youth work practice: the development of a relationship between the youth worker and young people; the importance of the participation of youth in the process of selecting and implementing a development process; and the importance of utilising the strengths of youth in any development programme.

The literature review then focuses on management issues which are identified by participants in the research. It discusses theories and practises which support a 'business' management ideology, or an alternative 'community' of managing people. The influence of cultural values and particularly Tikanga Maori values in shaping the management of youth workers within New Zealand is also discussed.

Chapter Three describes and defends the research methodology adopted to investigate the views of youth workers and their managers. It outlines and justifies the use of an interpretative epistemological approach and explains why a qualitative approach was chosen. The methods of semi structured interviewing, sampling methods, coding and thematic analysis are outlined and the limitations of these approaches are discussed. Ethical considerations in planning and conducting the research are reviewed and the steps taken to minimise any risk or adverse impact of study are explained.

Chapter Four identifies and discusses the findings from the research. The chapter starts with the introduction of the research participants. Their comments are presented in four themes which derive from the interview transcripts. The findings of each theme are discussed, including references which support them. The discussion includes the implications of the findings in relation to the research objectives.

The concluding Chapter Five provides a summary of the findings and their implications for management practise.  It also gives an overview of the strengths and limitations of the research, and provides some recommendations for future research. It re-visits the research objectives and concludes with a reflection on best practise when managing youth workers.

# Chapter Two – Literature Review

The profession of youth work in New Zealand has been moving towards professionalism, a progression marked by an increase in the number of managers of youth work. Youth work was once a largely voluntary occupation. However, as youth work became recognised and value was placed on the important role the profession can play in the development of young people it began to attract funds for development (Barwick, 2006). The New Zealand government has repeatedly funded youth work and youth training.

With government funding came a need for greater accountability but there have been no clear goals or agreed outcomes to judge the performance of youth workers. Davies (2011) points to a similar situation in the United Kingdom where the government increasingly became involved in the provision of services and ensuring positive outcomes for youth without accounting for the features of youth work. It was up to managers to ensure accountability and effectiveness. New Zealand appears to have followed a similar journey, and while there has been little academic commentary over the last decade there has been an increase in interest in the professionalisation of youth work within New Zealand. Martin (2006) points out that the professionalisation of social work and early childhood education had followed a similar path.

Davies (2011) argues that a theoretical grounding is essential to enable an informed understanding of management principles and practices in youth work. Too often the dominant cultural perspective of management is portrayed, not only as rational and taken for granted, but as the only acceptable approach. This managerialist approach often runs counter to the principles and practices of youth work.

Harrison and Ord (2011) suggested that: "the theoretical grounding and the development of alternative ways of conceptualising management processes, whether that be from a modernist or postmodernist perspective, would enable both practitioners and managers to not only resist the negative elements of managerialism but also to develop practices that both embrace youth work and allow it to develop and flourish" (p.40).

One of the challenges of youth work has been its definition. It has been challenging to reach agreement on a set of concepts and principles for the profession of youth work (Mundy-McPherson, Fouche, & Elliot, 2012). Youth development encompasses many

professions that work with young people, including teachers, sports coaches, health professionals, and social workers. In recent years there has been promotion of positive youth development that has sought to bring definition to youth work and acceptance of the work. In seeking to distinguish youth work from other youth development approaches it is helpful to view youth work under an umbrella of a positive youth development approach.

New Zealand is fortunate to have the Youth Development Strategy Aotearoa (Ministry of Youth Affairs, 2002) which outlines six principles when working with youth. These principles state that:

1. Youth development is shaped by the 'big picture'.
2. Youth development is about young people being connected.
3. Youth development is based on a consistent strengths-based approach.
4. Youth development happens through quality relationships.
5. Youth development is triggered when young people fully participate.
6. Youth development needs good information.

These principles relating to youth development may also be applied to youth workers and Blyth (2006) puts forward additional principles relating to the provision of supportive environments, opportunities for youth to succeed, and connection with peers and family members.

Youth work describes a particular approach of working with youth, different from the other professions identified above which also work with young people. All of these professions subscribe to a youth development approach, however the question remains: what is distinctive about youth work compared to other professions operating from a positive youth development model? It seems that there are three important interrelated aspects, which are discussed below.

### Relationship

The fourth principle of positive youth development stated in the Youth Development Strategy identifies the relationship between a youth worker and a young person as a critical aspect of youth work. Martin (2002) says that the relationship between the young person and the youth worker is the end goal, distinguishing it from developing a

relationship in order to then deliver an outcome or service. Daughtry (2011) suggests that:

> "Youth workers are people who bring theoretical frameworks, professional helping skills and ethical standards into activities and conversations with young people – imaginatively transforming what happens in formal spaces such as offices and classrooms, as well as in many informal settings – all the time looking as if they're 'just hanging out and having a chat" (p.29).

The relationship is the purpose of the interaction and positive outcomes may result from it. A youth worker will not focus solely on their own relationship with the young person but will support youth to strengthen the relationships that they have with others in their other social contexts such as family members and teachers. Martin (2002) identifies social research which suggests that for a young person to thrive in their development a minimum of six stable and significant adults are needed in the young person's world.

The youth worker has a role to play as one of these six adults and in some cases can be one of a few adults that will treat youth with respect and trust. Davies (2010) outlines respect and trust as the key elements in the relationship building process. As the relationship develops between a youth worker and a young person, the youth worker can be a strong influence in directing the actions and future for a young person. Rodd and Stewart (2009) suggest that in evaluating the success of interaction between a youth worker and a young person it is the relationship which should evaluated rather than other outcomes such as whether a young person reduces negative behaviours.

## Youth Participation

The second area of youth work that is consistent in the literature as a characteristic of youth work is youth participation. This is closely tied to relationship, and is one way that youth workers can balance out the power in the relationship by assisting the young person as an active participant. Participation can include the young person being involved in decision making, solving problems and designing support systems at an individual level and also in the wider context of organisations, and community (Ministry of Youth Affairs, 2002). The importance of participation is validated by its inclusion in the United Nations Convention on the Rights of the Child, where the rights of all children is to express their views and to participate in relevant decision making processes are outlined. While this has had significant impact on Government policy

there are few examples in New Zealand of youth rights having been implemented successfully (Bruce et al., 2009).

A key theme in youth participation is power. Empowerment has become a key phrase in youth work. There is debate about whether power can be given by one person to another (Badham & Davies, 2007). Youth work occurs as a choice of the young person, "young people may enter, and exit, the relationship freely" (Williamson, 2007, p. 39). A young person can choose not to engage and keep power at any stage and on their own terms.

Other professions in the youth development field, especially those in coercive and structured environments, can require youth to receive their services. The youth worker has an important role in ensuring that young people understand the organisational or statutory constraints which apply to them and encourage young people to participate.

Effective youth work practise is aware of power differences in relationships. These occur where one person's view is imposed on another. A relationship that tries to influence rather than use power or authority will have longer term benefits, including decrease levels of crime, and higher levels of school attendance (Sercombe, 1998).

The word 'empower' is common in youth work language as it seeks to give power from the caring professional to the young person. "It means making people aware of what is theirs" (Sercombe, 1998, p. 26). Martin (2002) suggests that this aligns with the circle of courage model, from indigenous American tradition, which talks of independence as a key developmental need in order for a young person to thrive. Independence, synonymous with responsibility, is the process of young people having the power to make decisions about their lives. Therefore for independence to be fully realised, power over a young person must be minimal.

Practical ways a youth worker may seek to support a young person towards gaining independence include involving youth in making decisions, and having the young person take part in writing case notes, educating youth about their rights, and how systems such as the government system influence their world.

A model that can be used to demonstrate the different power relationships impacting a young person's life is Bronfenbrenner's ecological systems model. Bronfenbrenner (1997) proposed that systems extend from a person have varying levels of influence over a young person. The immediate systems and strongest influences surrounding the

young person include family, peers, community and school. Brendtro (2006) points out that there are other overarching systems, which include political, social and cultural influences.

The ecological model can explain the systems and relationships that influence a young person and can be used to show the power each system and relationship has over a young person. This includes the power an adult has over a child, the power an organisation has over the care of an individual, the power a funder has over a youth organisation. Martin (2006) says that " Youth workers often experience the feeling of being caught between the needs of youth, as they encounter them, and the expectations of their agency"(p. 162).

### Strengths Based Practice

Strengths based practise, views young people from the point of view of their strengths and competences rather than their deficits or risks (Ware & Walsh-Tapiata, 2010). The identification of strengths shifts the focus from labelling a young person by a risk behaviour to strengthening protective factors that will increase opportunity for the young person to thrive (Barwick, 2006). Risk factors can include drug and alcohol misuse, academic failure, low socio economic circumstances. Protective factors can include having a large network of social support, staying longer in school, and hope for the future.

Another key element of strengths based practise is the partnership between the youth worker and the young person. Youth workers are aware of the power imposed on youth by adults and will treat the young person as being the expert on their own life. The young person becomes an active participant highly involved in decision making within the helping relationship.

Manthey, Knowles, Asher, and Wahab (2011) suggest: "Strength based practise assists clients in recognizing and utilizing the strengths and resources they may not recognize within themselves, thus aiding clients in regaining power over their lives" (p.127). Strengths based practise has evolved over the last forty years and youth workers have been early adopters of this approach as it fits with the principles of youth work, and is now an important an element of youth work (Bruce et al., 2009). Strengths

based practise is beneficial and is utilised by others in the helping professions yet consistently is found in youth work.

Another key component of strengths based practise is the concept of hope (Manthey et al., 2011). Hope can be defined as being expectant or confident that things can get better. Often this can be missing in youth, especially those who have experienced multiple disappointments and failures. It is essential for young people and for youth workers to believe that every person has capacity to change and grow.

Therefore a key task for the youth worker is to provide opportunities for a young person to build confidence (Brendtro & Larson, 2004). Small successes can create a little hope and celebration can serve as evidence that positive change is possible. These successes then build towards dreaming and planning for the future. Good youth work facilitates, draws out dreams, desires and natural strengths and supports the young person to meet achievable goals.

A strengths based model that is utilised in New Zealand is the circle of courage model that focuses on creating belonging, mastery, independence and generosity (Brendtro, Brokenleg, & Van Bockern, 1990). This was adapted from western psychology and ancient Lakota wisdom from North America and has provided a framework easily understood by youth workers (Bruce et al., 2009). The model identifies four needs that young people must have fulfilled for healthy development. These are the need for connectedness met by belonging, the need to achieve and develop through the mastery of skills, the need for responsibility and independence to make decisions that affect one's own life, and the need for purpose and generosity.

### Who are youth workers?
A youth worker is not defined specifically by one demographic or age group. Youth work is a diverse and idiosyncratic practice (Bessant, Sercombe, & Watts, 1998); it operates across a variety of fields in the community sector(Rodd & Stewart, 2009). Martin's (2006) research on the demographics of youth workers in New Zealand discovered a diversity of youth workers. A percentage of youth in the process of designing the future for their lives may choose to emulate the people that have influenced them so get into youth work through volunteerism (Bruce et al., 2009). For some youth workers they want to make youth work their career and go into training and

paid employment. Tyler, Hoggarth, and Merton (2010) propose that youth workers are often unorthodox individuals and anti-authority and that is why they relate well to young people.

### Development of the youth work profession

The profession of youth work has developed rapidly in the last fifteen years within New Zealand, although it is struggling to gain recognition. The professionalisation of youth work in New Zealand has been helped on two fronts, through national bodies and through youth work training. The National Youth Workers Association, (now known as Ara Taiohi) has provided a collective voice, advocating for training, a platform for research, and the development of a youth workers code of ethics. More people are now identifying as youth workers as it becomes a real career option.

An agreed set of values that sets youth work apart from other helping professions assists in its development as a profession, however Daughtry (2011) acknowledges that there are significant gaps of consistency of understanding amongst youth workers themselves. This is being helped as more youth workers go through training and receive theoretical understanding to guide their practise. Youth work trainers in New Zealand have agreed on a set of key competencies needed for a youth work qualification. However no professional association has been established to ensure a quality standard of practise that can be adhered to. This fosters a perception among other professionals in the social services sector that youth workers play an inferior role in supporting youth (Daughtry, 2011).

Experienced practitioners are needed for the youth work profession and an important step to strengthen youth work would be to increase remuneration rates which are currently not sufficient to financially support a youth worker. Yohalem and Pittman (2006) point out that as a youth work gets older and starts a family the increased financial responsibility necessitates the youth worker finding other part- time work or leaving the profession. Issues of retention and recruitment would be largely mitigated. by increasing remuneration in line with other helping professions such as social work.

Greater recognition of the value of youth work is also needed from the social services sector. Hahn and Raley (1998) suggest that promoting professional identification through a common culture will ensure youth workers identify proudly with their work.

## Youth Work Management Theory

The management practises which are most common in New Zealand today have evolved in this and other countries in response to the conditions and needs of the industries and professions which use them. They are reflected in management theories which responded to the industry or profession they discuss, and the age in which new occupations originated. Therefore there are different management practises that have been adopted by industries and occupations within New Zealand, as diverse as farming, manufacturing, teaching, health care, and social work. The emerging profession of youth work in New Zealand has struggled to identify the best management practises contained in more traditional industries, and it may need a new model that sits within the context and values of youth work.

The appropriateness of this management theory will be judged not only by youth workers and by youth work managers, but also by hosting organisations, funders and other stakeholders. Each of these stakeholders has different needs and requirements, for example funders driving for greater efficiency. The job of youth work organisations and their managers is to ensure the needs of youth workers are met and the profession requires recognised best practise supported by appropriate management theory.

Management theory dates back to the nineteenth and early twentieth century and was concerned with the industries which emerged from the Industrial Revolution. Their emphasis was on improving productivity and efficiency for organisations, which was achieved by breaking down a job into different unskilled or semi-skilled tasks. This required the appointment and training of managers to control and coordinate the different tasks which in the past may have been done by one person or a small group working together. Jobs became de-skilled, with poorly trained people producing components instead of the finished article.

An early theorist was Max Weber (1864-1920), a German sociologist who focused on organisational structure and systems in his theory of bureaucracy. In his "Essays on Sociology" Weber(1947) suggested that organisations should operate by the imposition of rules and regulation by a hierarchical system. It was the job of the bureaucracy to provide clearly defined rules which they imposed with absolute authority. Weber saw individuals as being detached units of society.

Fredrik Taylor followed the ideas of Weber and published his Scientific Management Theory in 1911. He observed work practises to determine the best way of doing things, and advocated for the specialisation of tasks and roles. This included the role of managers being focused on the examination of practises which produced greater efficiency, and the role of workers being focused on labouring. Taylor (1911) outlined four basic principles:

1. Examination of work and experimentation with different methods;
2. Selection of workers for skill, with training to become an expert in their jobs;
3. Rewarding workers based on their productivity;
4. Dividing tasks between workers and management.

Taylor's theory worked in the industrialised times in which it was developed, if considered on the basis of economic value. His idea of rewarding workers for productivity is still used in many industries.

Henri Fayol was a French mining engineer and a critic of Taylor's work which he argued destroyed "unity of command" through having managers responsible for parts of a job (Jarvis, 2005). In 1916 Fayol published a theory which proposed five functions of management that are still used extensively in modern management. They were:

1. Planning – examining the future and drawing up plans of action;
2. Organising – building the structure, materials and human resources required;
3. Commanding – maintaining activity among employees;
4. Coordinating – unifying and harmonising activity and effort; and
5. Controlling – ensuring that everything conforms with policy and practise.

Criticism of these early management theories suggests that they dehumanise workers and include little consideration for the context of the job. Harrison and Ord (2011), see these early management theories utilised widely in youth work management today. They point to the drive for efficiency which results in requiring youth workers to justify their productivity by breaking down their working week and accounting for their time.

Elton Mayos work in the 1950s introduced a humanistic period of management. The famous Hawthorne Experiments were conducted with women factory workers between 1924-1932 and led him to conclude that workers were motivated by psychological conditions more than physical working conditions (Mayo, n.d). Management theory

began to recognise the importance of people in organisations, and that recognising the wellbeing and needs of employees will increase productivity.

A key theorist was Maslow (1943)who developed a "hierarchy of needs" (p.371). He proposed that basic needs must be met and our highest need as humans is that of self-actualisation, reaching our full potential (Inkson & Kolb, 1998). McGregor (1966) was another theorist who confronted the autocratic style of management which came from a view that people were inherently lazy and therefore needed to be controlled. McGregor still has great influence on management practise with his view that people will take responsibility, and are driven by their need to achieve at a personal level. Harrison and Ord (2011) suggest that this means a democratic management style should be adopted. The motivation of employees becomes the key question of managing from this approach.

This approach was in sharp contrast to the extreme individualism which was being espoused by Janet Spence who, as President of the American Psychological Association travelled back in time to the ideas of Weber and wrote a Presidential address  supporting "the belief that each of us is an entity separate from every other and from the group, and as such is endowed with natural rights" (Spence, 1985, p. 1286).  Two years later the next President of the Association wrote an address which said that self-interest was an effective tool for enhancing personal well-being which led logically to enhancing the public good (Perloff, 1987).  These views were challenged by Sampson in 1988, who criticised the two Presidents of the American Psychological Association for presenting their theories without supporting evidence (Sampson, 1988)).  He pointed out that a number of indigenous cultures, with boundaries of 'self' less rigidly drawn and including influences like family and society, were also able to demonstrate freedom, personal responsibility and achievement.

Meanwhile an American statistician, W Edwards Deming, who first went to Japan after World War II to conduct a census, was teaching Japanese business leaders how to improve productivity using statistics based process management.  He also introduced ideas of quality management which were very successful in transforming Japanese manufacturing companies, and in 1982 his ideas were first published in a book "Beyond the Crisis" (Deming, 1993).  This book contained Deming's fourteen principles, which

have had a huge impact on the development of management of manufacturing processes.  They are:

- Create constancy of purpose for improvement of product and service
- Adopt the new philosophy.
- Cease dependence on mass inspection.
- End the practice of awarding business on price tag alone.
- Improve constantly and forever the system of production and service.
- Institute training.
- Institute leadership.
- Drive our fear.
- Break down barriers between staff areas.
- Eliminate slogans, exhortations, and targets for the workforce.
- Eliminate numerical quotas.
- Remove barriers to pride of workmanship.
- Institute a vigorous program of education and retraining.
- Take action to accomplish the transformation. (Deming, 1993).

Deming's philosophy placed importance on the worker as an individual motivated by pride of doing a good job and the need to eliminate fear based motivators such as numeric based performance appraisals. Management comes from the top, and managers need to have knowledge of the importance of teams in delivering outputs, and creating a culture of continuous improvement.

Management and business theory has always accepted a degree of 'wastage'. Wastage being a level of product that has defects or is unable to be used. Deming (1993) proposed that this is unacceptable and quality must prevail through all areas of the company. Within youth work, young people, families and communities are the product and wastage is not acceptable.

Deming's theory fits with the findings of the research of keeping focus on the relationship between the manger and the youth worker, creating a team approach management style decentralising power and improving effectiveness, and the importance of development of the youth worker, more than just experience that knowledge is importance with continuous cycle of improvement.

Critiques of humanistic theories suggest that it focuses too much on people and that high satisfaction does not necessary lead to greater productivity (Inkson & Kolb, 1998). Systems management theory moved away from examining a simple aspect of management and provided a holistic view, examining the whole environment of management. Systems theory:

> "analyses organisations as total systems and both consider both their interactions with the external environments in which they exist and the interactions with subsidiary systems which exist within them" (Inkson & Kolb, 1998, p. 64).

The interaction or relationship between the different systems is a focus of this theory. Some of the subsidiary systems impacting on youth work organisations could include funders, political environment including policy, the structure of the organisation, and the culture of the organisation. The examination of influences on an organisation provides opportunity to see how each react together and how each can meet organisation objectives. A strength of system management theory is that it has confronted the dualistic management theories between task and people (Harrison & Ord, 2011).

Contingency Management Theory is an extension of systems theory and has developed over the last twenty years. The main principle is that management should be based upon and responds to the unique situation and context, not a set of universal principles. Contingency theory provides the opportunity for flexibility to address the many variables that arise in management, including specific situations and the uniqueness of the organisation. The theory suggests that autocratic or democratic styles of leadership will be determined by the situation, for example a physical emergency. (Cole 2004; Inkson & Kolb, 1998).

## Cultural Considerations

The management theories examined so far come from a westernised context with little recognition of the cultural factors that impact on management theory. Wong (1998) writes of the universalism of management theory that has suppressed the experience of other cultures and erases other's experiences. Hofstede (1993) provides a critique of these management theories from the point of view of their cultural constraints and through his research has identified five bi-polar cultural perspectives which can be used to predict how management will operate in different cultural contexts. They include:

1. Power/distance- degree of inequality between people regarded as culturally acceptable.
2. Individualism/Collectivism – preference to act as individuals
3. Masculinity/femininity – characteristics and traits associated with gender, masculine traits are competitive and feminine traits are tender
4. Uncertainty avoidance – structure versus unstructured situations
5. Long term/ short term Orientation – value of past, repeating tradition, fulfilling social obligation. (Hofstede, 1993).

Research was undertaken in New Zealand as part of the international GLOBE study to identify societal cultural values in relation to leadership. The study utilised a variation of Hofstede's work to make comparisons across seventy one countries.  It provides  an indication of management culture within New Zealand where we have embraced  our 'pasificness' however this has not transferred to management  It showed that New Zealand has a masculine culture with female and Maori not represented well in management.  The GLOBE research showed that New Zealand ranked highest in the dimensions of 'Performance Orientation'. This means that managers are expected to have high achievement and performance. Reasons for this is that due to New Zealand's geographical isolation, competitiveness including New Zealand's need to compete on the international market, and lack of government protectivism  (Kennedy, 2000).

The GLOBE research was not without criticism and does not necessarily reflect the emerging generation of managers, however the research does provide a framework to explore further how culture impacts on management. An example of a key task central to management theory is that of getting things done. New Zealand business culture has a strong emphasis on short term orientation towards achieving profits (http://geert-hofstede.com/new-zealand.html) and there is less emphasis on nurturing relationships and protecting the environment. This is opposed to the indigenous culture Tikanga Māori, and reveals that differing values can create tensions and challenges within an organisation (http://www.tpk.govt.nz/en/services/effective/governance/dimensions).

## Tikanga Maori

Maori youth workers and youth are major contributors to the profession of youth work and youth worker management in New Zealand. It is important to acknowledge Maori

tikanga due to the influence it has on current management of youth work with New Zealand. Tikanga can be defined as values and practises which have associated rules and protocols attached or known as the 'Maori way' and is focused both on the collective and individual within society (Mead, 2003). Some common themes for Maori are a holistic view of the world, acting for the benefit of the collective; and the importance of whanau (family). While it must also be recognised that this may not be a reality for all Maori due to the process of colonisation and urbanisation over the years in Aotearoa, tikanga Maori is relevant to management practises within Aotearoa (Patterson, 1992).

There is an increased acceptance of tikanga Maori in New Zealand community, which needs to have greater adoption in Aotearoa in years to come. Mead (2003), proposes that New Zealand schools and leaders need to understand and practise tikanga Maori – the basket of knowledge and set of protocols - to be more effective in what they do. McCaw (2011) experienced the management of staff from a predominantly Maori community and discovered the importance of tikanga values in managerial effectiveness. "There are better ways to achieve organisational outcomes than the simply economist model. Tikanga Maori is one such way and simply promotes focusing on people and doing the right thing" (McCaw, 2011, p. 5). Managers in New Zealand must grapple with the protocols, and values of tikanga Maori and seek to incorporate into these practise. Tikanga has universal application beyond Maori, however remains the intellectual property of Maori and cannot be truly understood due to the intrinsic nature of passing down through generations of Maori (Mead, 2003).

## Postmodern Theory

A key tenet of postmodern theory is the role of discourses that shape our world, and that these discourses need to be identified. Discourses are truths, assumptions that restrict what is believed and what can be done and said in a particular field. Discourses are found in language, beliefs, policy, and academia. (Luke, 1997). The terms of efficiency and effectiveness are wrapped up in a discourse of manageralsm. Harrison and Ord state:

> "From a postmodern perspective the question to ask is not 'what do we know about management?', but 'how has a discourse of management emerged and what are the effects on people and organizations of explanations based on this discourse?' Here attention shifts away from what is regarded as a futile pursuit of truth about management, with its seductive promises of best practice,

improved performance and predictable outcomes, towards an examination of the processes through which the idea of management as a route to improving practices becomes accepted as 'common sense" (Harrison & Ord, 2011, p. 36).

An important discourse for management that Harrison & Ord (2011) outline is that improved efficiency in youth work will be driven by investing, building capacity in managers and leaders. This creates the possibility of new solutions, resource allocations and new management practises.

## Personnel Management

"We know that we will have to go beyond personnel management. We will have to learn to lead people rather than to contain them. In part the traditional approaches are procedural: to handle in an orderly fashion the recurrent chores connected with the employment of people… the traditional approaches aim at preventing and curing trouble; they see in people, above all, potential threats. The traditional approaches are needed. They are, however, not enough. Beyond them we will have to learn to look on people as resource and opportunity rather than as problem, cost, and threat. We will have to learn to lead rather than to manage, and to direct rather than to control" (Drucker, 1999, p. 27).

The management of people is an essential skill for an effective manger. Purcell (1999) states "if managers wish to influence performance of their companies, the most important area they should emphasise is the management of people" (p. 27). Effective management includes the motivation of staff, developing staff, and the delegation/directing of tasks.

The management of people is called supervision; however the use of the word 'supervision' in the context of management can be confusing within youth work in New Zealand. It often refers to clinical supervision, similar to other helping professions such as social work and counselling. Line management involves being directly responsible for the wellbeing of staff, directing tasks and ensuring  resources are adequate for the role required and checking on progress or providing  accountability. Line management is term used for this review.

### Motivation of staff

Staff motivation is complex and varied.. Two common theories are McClelland's Trichotomy of Needs and McGregor's Theory X – Theory Y. (Fisher, 2009). McClelland's Trichotomy of Needs proposes that people are motivated by power, achievement and affiliation. Often all three are present but with one dominant motivation.  For best results motivation identification is needed to discover staff needs

and give opportunities to have the motivational needs meet. Managers who pay attention to motiving factors for each person they are responsible to manage will increase staff engagement and effectiveness.

If power is a motivating factor for staff, giving opportunity to lead teams and influence decisions may help, if achievement motivates it is important that success is apparent and tasks are able to be completed. Those motivated by affiliation need to know they are part of a team, even socialising together, and wanting to avoid conflict is important (Fisher, 2009).

Money is not always the main attributing motivator for work. This is especially true in not for profit organisations where research shows altruistic motivation is important. Often workers will affiliate or align themselves to the mission of the organisation and accept lower remuneration rates than the for profit or public sectors (Anheier, 2005). One youth work motivation is; "Youth workers are extremely motivated and committed to the mission of their work" … "data from both studies underscores that youth work professionals are attracted to and stay in the field because of a desire to feel they are making a difference"(Yohalem & Pittman, 2006, p. 7). Another motivator for staff is for them to know they are doing a good job, with lots of encouragement and need to have opportunities to grow and develop.(Ingram & Harris, 2001).

### Developing Staff

Ways that staff can be effectively developed include mentoring and training. Mentoring goes beyond line management as it helps staff to reach potential by learning through the experience of the manager (Shea, 1994). A manager can mentor a staff member by working on a task together, transferring valuable skills and knowledge. This is especially effective for staff that may not be academically inclined and learn by doing. Reflection on the work is an important part of mentoring that provides feedback and learning's.

Training is important in developing skills, knowledge and attitudes. Training will give confidence and understanding to staff, which validates the importance of their role. Within New Zealand many organisations do not train well (Millar, 2006), and within youth development it seems to be no better. "Unfortunately, many youth-serving organizations and agencies have not seriously invested in on going, quality staff development and training" (Huebner, Walker, & McFarland, 2003, p. 206). Monetary

provision must be put aside for staff to receive training and support. This can be a challenge for non-profit organisations; however the benefits outweigh the expense. Hudson (2005) makes a strong case that non-profit organisations must invest into capacity building at all levels to ensure they can continue to survive in a challenging environment.

## Power

Hudson (2007) summaries actions mangers can take to empower their teams.

- Involve staff in planning
- Communicate clearly – give as much information and encourage dialogue
- Remove barriers – give freedom within areas of responsibility
- Get regular feedback – this helps improve performance
- Increase influence to make decisions and reduce formal reporting to minimum.
- Encourage staff to come up with solutions

A transformative style of leadership suggests that participation increases as staff exercise more ownership and creative and innovative solutions are found and implemented (Richardson & Earle, 2006). Team members often see the issues long before managers, and know what works best as a solution. Team members are often required to implement changes  and it is important to acknowledge their power in the management relationship (Cooper, Grace, Griffiths, & Sapin, 2011; Kular, Gatenby, Rees, Soane, & Truss, 2008).

## Decision Making

Handing over decision making is another key theme of participation and requires trust in the staff. Not all decisions should be handed to the team as this can leave staff feeling insecure and unsupported. Richardson and  Earle (2006) propose that a manager must represent the needs of the organisations which entails at times making decisions not popular with staff. Hoggarth (2010) suggests that managers must be clear to staff what the limits of their decision making are. Handing over decision making promotes participation and requires trust in the staff. However, not all decisions should be handed to the team as this can leave staff feeling insecure and unsupported.

While not one style suits every situation, organisation, task, or manager, participation embodies youth work principles. A manager's role is to facilitate the team to reach goals leading towards the required outcome (Dunphy & Bryant, 1996). Effective facilitation will create an environment where everybody's voice is heard, bring consensus when needed, and move the discussion along so all that is needed to be achieved is completed within the given timeframe. Lynch and McCurley (2000) suggest skilled facilitation will draw out ideas through effective questions, identify themes from a variety of opinions and hold the boundaries to work in.

### Accountability

Job descriptions are a document which allow managers and staff to know what is expected by them, and key performance indicators embedded in the job description provide a tool to review performance (Millar, 2006). Regular performance reviews are now common practise in business and are making their way to the not for profit sector. The process can ensure all areas related to performance are talked through and a plan is put in place. Within youth work accountability must find a balance between being accountable to the organisation, being accountable to the clients/young people, and accountability to the wider profession (Cooper et al., 2011).

Management meetings are critical for accountability and need to be conducted in structured way. Ingram and Harris (2001) provide some elements for a successful meeting with youth workers;

- Be prepared – manager and staff. Staff members have responsibility to bring issues and come prepared.
- Create a comfortable environment – quiet with no interruptions, turn phones off
- Take notes that both parties then can have a copy of
- Have standing agenda, - topics covered off every meeting such as needs of young people, upcoming projects, what support resources needed.
- Ensure a two way conversation –manager to ask good questions and listen.

## Management practises for youth work

"Leadership in youth work must reflect youth work values and practices. This is acknowledged by Ford et al., who claim that 'in some respects youth work management has characteristics which are unique to managing youth work' (2005: 14). However, they acknowledge that in this area 'there is a general absence of literature and thought' (ibid.)". (Lea, 2011, p. 62). Hudson(2005), argues that non-profit leaders must embody the values of the organisation, ensuring that their behaviour is congruent with the mission and the organisation they lead..

### Relationship

The importance of the relationship between the manager and those they manage is critical to success. Four elements of building and maintaining relationship are:

**Trust.** "The issue of trust is an important factor in shaping any relationship, and the supervisory relationship is no different"(Cooper et al., 2011, p. 99). Staff must trust managers to look after their interests and staff must have confidence in their manager. Richardson and Earle (2006) suggest that trust is best built when the manager leads with integrity, doing what say going to do, leading by example and focusing on people's potential. Servant leadership is a model that is effective in building trust and is based on serving others to meet their needs first before own self-interest (Tate, 2003). Hunsaker (2005) describes it as "giving everything away - power, control, rewards, information, and recognition" (p. 428).

**Communication**. Kular et al.,(2008), suggests that the most important factor for encouraging employee engagement is good communication from management to staff. This includes:

a. listening, trying to understand, learning to ask effective questions to gain good feedback. This shows respect and indicates to staff that they are important. Verbal acknowledgment of what is said and non-verbal language such as body language are both important (Adams, 2007).

b. being clear and concise with communication, with minimal jargon (Hoggarth, 2010).

c. moving from accusation to responsibility, such as 'you should" to 'I feel", is also important Adams (2007).

**Sharing experiences.** A practical way to build relationship is sharing common experiences, out of the office and activity based. Going to conferences together

and team building exercises have worked well in forming teams and creating affiliation to meet the need of belonging identified by Adams (2007).

**Appropriate Boundaries**. A strong relationship does not mean a friendship or peer relationship. Within youth work boundaries are needed to maintain distance between youth workers and the young people they work with.  Similarly, managers need to maintain some distance from the staff they supervise. "The manager needs to own personal feelings, but this not necessarily mean showing them on all occasions" (Hoggarth, 2010, p. 57). Knowing what is appropriate can be confusing; however awareness of appropriate personal disclosure is necessary. The main role of line management is to supervise and support the staff they supervise therefore the focus must be on the needs of the staff not on personal needs of the manager.

### Chapter summary

This literature review provided connections between management theories and youth work to determine what best practise in youth work management may look like. The review started by outlining youth work principles and expanding on the importance to youth work practise of relationship, participation and strengths based practise. Management perspectives were considered in possible application to the management of youth workers.  The early management theorists of Weber, Taylor, and Fayol influenced management practises today. Other motivation theories and quality management models were introduced including the cultural considerations required when managing people. Literature was reviewed in regards to functions of personnel management such as the importance of understanding staff motivation and development. This includes the roles of directing staff by involving staff in decision making and providing good accountability. The literature review sets the foundation for the next stage of the thesis by informing the interview questions.

# Chapter Three: Methodology

## Introduction

This chapter outlines and explains the epistemological and methodological underpinnings of this research. It begins with an explanation of my biases as a researcher. This will be followed by a definition of interpretivist epistemology and qualitative research. I will then outline the methods employed during the course of doing this research to sample participants, and collect and analyse data. Finally I will also explain the ethical concerns that I needed to be aware of as well as possible limitations of the current research.

As a qualitative researcher I cannot not fully divorce my own values, therefore I will disclose my beliefs and motivations behind decisions made.  This is supported by Clough and Nutbrown (2012), who  state that methodology is the practice of justifying position and decisions made in the research process.

## Why an Interpretivist Epistemology?

"Epistemology may be seen as theories of knowledge that justify the knowledge building process that is actively or consciously adopted by the researcher" (Gringeri, Barusch, & Cambron, 2013, p. 55). There is no agreement from the literature as to the qualification of interpretivism as epistemology.  For example, Gray (2004) argues that interpretivism is a theoretical approach while Grix (2010) contends that interpretivism is practical epistemology. This research draws on the later understanding of interpretivisit epistemology because of its focus on the subjective human experience.

This research therefore seeks to understand the experience of individuals as they interact between each other through interrupting discourse and adding meaning to it (Lester, 1999). In contrast, positivism assumes that people behaviour is a result of causal laws, similar in operation to the natural sciences (Neuman, 2000). The role of the researcher from an interpretive approach is seeing it from the point of view of the research participant, which requires a methodology and methods that provide such an understanding.  This can mean interpretative researcher spends hours in contact with those being studied. With this research there is an intention to interpret and make meaning of the relationship between youth workers and their managers.

### Why Qualitative Methodology?

"Those practising qualitative research have tended to place emphasis and value on the human interpretative aspects of knowing about the social world and the significance of the investigators own interpretations and understanding of the phenomenon being studied." (Ritchie & Lewis, 2003, p. 7). A qualitative methodology was chosen, rather than a quantitative approach as a key research objective was to understand the phenomenon of interaction between the youth worker and their manager, especially from the perspective of the youth worker. Importance was placed on hearing from those it directly affects, research participants being the experts in their reality.

Qualitative research seeks to find meaning once the data has been gathered rather than starting with a hypothesis (Neuman, 2000). This research project did not start with anything to be proved or disproved, rather by hearing the voices of those interviewed the intention was that, from the data, findings would emerge that would provide a representation of the youth workers and managers that were interviewed.

Another reason that a qualitative methodology was chosen was that it produces a range of findings that can be used to establish meaning and options to consider, while quantitative methodology produces a set of predications (Carey, 2012). Therefore a qualitative methodology aligns closer with youth work principles and practise. Youth work often involves listening, building relationship and presenting options for consideration by the young person. Qualitative research was more familiar with those interviewed.

## Methods

### Sampling

The intended sampling method utilised in the research was quota sampling, and involves setting categories and numbers of people to ensure some difference in the sample (Neuman, 2000). For this research five youth workers and five youth work managers were chosen. An invitation through the Ara Tahoi (National Youth Work Network) database was emailed out to youth workers and organisations with a brief descriptor of the research and invited people to be involved by contacting the researcher. Some were not suitable due to not fitting the criteria of being a youth worker rather being an educator or health professional. There was a quick response from youth work mangers which on reflection may have been due to the administrative function of roles enables greater access to emails and on mailing lists. Participants that responded

initially there was existing connection with. They knew who the researcher was and there was an existing level of trust. Feedback was received from a youth worker who received the invitation to participate in the research. He did not respond to the invitation to participate in the research due to its academic nature, and did not have confidence or feel he would have anything of value to offer.

Therefore the sampling approach had to change with finding youth workers to be research participants by approaching organisations known to be supportive of research, and snowball sampling. Snowball sampling involves asking participants to recommend others to be interviewed (Babbie, 1995). Snowball sampling for this research worked when the first youth worker interviewed suggested another youth worker to approach for an interview She passed on my information and acted as a referee, endorsing the research as worthwhile to participate in. The rationale for snowball sampling was that youth workers were not coming forward to offer to be involved. One of the limitations of snowball sampling is that you can get data from similar people, with similar views and experiences and the researcher can have little control over who they interview (Neuman, 2000). To minimise this likelihood, the screening process was still in place to ensure the diversity of participants required to answer the research question.

### Interviews

Interviewing is an effective method of providing rich data however is time consuming to conduct and to transcribe the interviews. Each interview took between forty five and eighty minutes to conduct, with approximately seven hours per interview to transcribe. Time constraints did not allow time for a larger sample size.

Youth workers and youth work managers were interviewed because the research objective of discovering best practise was best understood from gaining their perspectives. These included cultural representation and models of youth work practise. Youth workers and managers were interviewed from small community trusts, faith based organisations, large national youth organisations and youth lead organisations. Mediums of youth work were varied including health based, the arts, activity based, and schools.

### Why in-depth semi structured interviews?

Youth workers and managers tend to share similar values of connection, conversation and trust. One the most common mediums for this to happen is face to face contact over

drink and food, with lots of listening and two way conversation. Youth workers and youth work managers were the sample, therefore a method that engaged the participant to hear some experiences was utilised. Meeting people with a coffee would be most effective in building trust and connection for conversation to flow and sharing of experiences and opinions. Therefore in-depth interviews were chosen as my method to get data, even though it was framed as interview participants having conversation. This approach is supported by Gillham (2005), however the ethical caution is to ensure people are aware of the nature and purpose of the conversation, and that interviewer is guiding the conversation throughout.

An advantage of interviews is  the opportunity to explore deeper issues and experiences that may arise (Denscombe, 2010).  The subject matter had the potential to be sensitive for some participants and the interview provided opportunity to support participants if required.

Another reason for choosing semi structured interviews is that it provides the opportunity to record the voice of the participants (Clough & Nutbrown, 2012). The voice does not just describe the verbatim but can extend to the emotion and context behind the responses. Verbatim exerts are provided in the findings chapter as examples to support the conclusions made. I seek as much as possible to represent the stories of participants.  All participants were given the opportunity to change or not have their responses used when interview transcripts were sent back to review. There  was awareness of a power imbalance, especially with youth workers, therefore providing a safe and comfortable place to meet was important. Sometimes participants choose to meet at my office, others chose their homes, and others at their work places. A limitation of in-depth semi structured interviews can be that some people find the process of interviews intimidating, expecting they have not much to contribute. The use of focus groups can help facilitate contribution and was considered for the youth workers sample. However, the challenge of getting youth work managers in the same place and time was considered too great.

## Analysis

### Coding
"Coding data is the hard work of reducing mountains of data into manageable piles" (Neuman, 2000, p. 421). Coding the data transcripts involved the researcher

systematically reviewing the transcripts and assigning codes to words, statements or paragraphs from the participants. This took over a month to complete.  There were several passes over the transcripts to ensure accuracy in reflecting the intent of the interviewees. The sorting of the codes into themes utilised a large whiteboard to organise all the codes. Keeping openness as to what codes and ultimately themes that may emerge was important. Saldana (2012) calls this pragmatic eclecticism, the process in which being open in determining the most appropriate coding methods will help achieve the most productive analysis.

In Vivo coding involves representing the voice of the research participants by using the language used from the data. For example "have a heart for young people" was an initial code that I used. "In Vivo coding is appropriate for virtually all qualitative studies, but particularly for beginning qualitative researches learning how to code data, and the studies that prioritize and honour the participant's voice." (Saldaña, 2012, p. 74).

Included were affective methods of coding which captured the emotion and values from participant experiences. This was relevant for this research as a research objective was to discover the different values needed in youth work. This coding was suitable for this methodology as it provided the opportunity organise large amount of data, over eighty pages of transcripts, into manageable chucks for themes to emerge.

### Thematic analysis

Thematic analysis was used to identify themes from the interview transcripts. "Thematic analysis is the study of the social meaning of tape recorded conversations"(M. Davies, 2007, p. 31). Braun and Clarke (2006), support thematic analysis because of its flexibility to accommodate most theoretical assumptions and research questions. Thematic analysis was utilised for this research because it allows the themes to emerge from the data rather than sorting into prescribed themes. Other forms of analysis such as content analysis were not suitable due to lack of written material available regarding the interaction between the youth worker and their managers.

Once the codes were established, looking for patterns and connections created themes and sub themes. This was a process  which over time moved beyond counting explicit words or phrases and focused on identifying and describing both implicit and explicit ideas within the data (Guest, MacQueen, & Namey, 2012).

Gomm (2008) points out that one of the vulnerabilities of thematic analysis is that it is reliant on the researcher to identify the themes, therefore it is possible to reflect researcher's mind rather than the interviewees. Therefore, as suggested by Terrion (2006), a copy of the transcript was sent to each respective participant to check and make any changes they would like in order to ensure that it truly represented their voice,.

## Ethical considerations

Ethics approval for the research was received by the Ethics Committee of AUT University. To help mitigate the ethical issues, all participants were provided with an information sheet and consent form which highlighted how identifying factors such as participant names and their organisations would be changed to maintain anonymity and confidentiality. Involvement in the research by participants was voluntary, which is in line with core values of youth work. Participants could remove themselves from the research at any stage and withdraw their data without any rationale. None chose to do so.

There was a possibility that the questions could raise painful experiences and so the services of AUT counselling were offered. No participants took advantage of this service. Conflict of interest was a possibility within the research as the youth work sector within Auckland is relativity small. No one was interviewed who had or could foresee to have an employment relationship with the researcher. To reduce any potential power imbalance and safety issues, especially with youth workers interviewed, participants made the choice of where to be interviewed.

## Limitations of the study

Overall, the methodology achieved the research aims. There was consistency in the data received and interesting findings discovered. The findings have helped in increasing knowledge for youth worker management. However, on reflection of the process there were a few potential limitations of the methodology.

There was a challenge to separate out roles as a youth worker manager and a researcher. While the researcher's experiences as youth worker and youth work manager guided the research questions it was important as a researcher to look at data objectively. In the interview process there was a necessity not to empathise and agree with the interview

participants even if there were similarity of experiences. There was the potential risk of the researcher making assumptions without robust objective analysis of the data.

The interviews were conducted in evenings and during work hours at the convenience of participants. Therefore the potential influences of the researchers own work environment on the research was a possibility. Preparation time before interviews and analysis became important to separate out the differing roles.

It is difficult to make generalisations and conclusions based on research alone which is a weakness of research that comes from a qualitative methodology. "Phenomenological research can be robust in indicating the presence of factors and their effects in individual cases, but must be tentative in suggesting their extent in relation to the population from which the participants or cases were drawn" (Lester, 1999, p. 1). However, the sample had strong representations of gender, experience, and ethnicity.


The ethnic diversity of the sample was a strength of the research. Fifty per cent of participants identified as Pasifika and the data was useful in providing a cultural perspective. However the Eurocentric cultural lens of the researcher may result in limitations regarding the interpretation of the interviews. Terrion (2006) suggests thematic analysis is highly reliant on the subjectivity of the researcher therefore a Pasifika joint researcher may have been beneficial, but was the beyond financial resources of the project.

### Chapter summary

The methodology of the research requires understanding of the values and approach of the researcher. The first half of the chapter provides justification of an interpretive epistemology and qualitative methodology. The second section explains the methods of sampling, the conduct of in depth semi structured interviews, and the analysis of the data, specifically the type of coding required for thematic analysis. The last section discussed ethical considerations in this research methodology. It also identified some limitations of these methods and methodology.

# Chapter Four: Findings and Discussion

## Introduction

In this chapter the findings from research participants are presented and discussed in reference to the research question: "How do you manage youth workers from a youth development approach? The interviews of ten youth workers and managers produced rich data to help answer this question. From the data the following four themes have emerged and are presented below; relationship, team approach, development, and macro influencers. In the first part of the analysis of each theme I have included verbatim examples from the research participants in order to allow their voices to be heard. In the second part of each theme I discuss each finding making reference to relevant literature.

## The Participants

The sampling provided a diverse group of youth workers and youth work managers to interview. Below is an introduction of the research participants. Each participant was allocated a numerical number in Maori to protect their identity and ensure their anonymity.

### Participant # 1: Tahi

Tahi is female and has been involved in the youth development sector for over fifteen years. She is Pakeha and is she is currently a youth work manager of four youth workers. The organisation she works for is a not for profit providing youth development through a range of programmes, including mentoring, in schools and the community. She accountable to the CEO and often reports to the Board. She has no qualification in youth work but has worked in the sports and recreation sector.

### Participant # 2: Rua

Rua is male and has been involved in the youth development sector for over twenty years. He is a Pacific Islander and is currently a social worker and manages, with his wife, a community based youth organisation in West Auckland in a volunteer capacity. Rua has a social work qualification but has been doing youth work since he was a

teenager himself. He got into youth work by the mentoring of youth workers in the church.

### Participant # 3: Toru

Toru is female and has been involved in the youth development sector for over twenty years. She is Pakeha and the community based trust has eleven staff which she manages in a part time capacity while also providing counselling to youth and families that the trust works with. Toru has a counselling qualification.

> *"So we are a community trust and work in the East Coast Bays area, we are seen in the community to be providing mentoring support to 11 to 18yr olds. I guess working with schools, community agencies and having government contracts and with the churches"* (Toru - Manager)

### Participant # 4: Wha

Wha is male and has been involved in the youth development sector for eighteen years. He is Pakeha and is currently a trustee on a small community based trust on the North Shore. He has taken on many youth work management duties over the years, however as the trust has grown the manager has recently taken on more of those responsibilities.

### Participant # 5: Rima

Rima is a Pakeha female, and has been doing youth work for over six years for a national based Christian organisation, currently based in central Auckland. She describes her workplace as:

> *We are church based youth workers, we deliver youth work in schools provide mentoring and church base youth work.*(Rima – Youth Worker)

She has a diploma in Youth Work, and has recently taken on two students long-term to train in youth work. She is motivated by seeing young people reaching something that they can be passionate about and finding that thing that is going to be fulfilling.

### Participant # 6: Ono

Ono is Maori, female, with five adult children and mokopuna (grandchildren). She has a Diploma in Youth Work and has plans to get her Masters. She has had a range of managers over the years since she started her career as youth work tutor for alternative education. For the last seven years she has been working for a national youth development organisation. Ono describes her motivation as follows:

> *I think when you have when you see a smile on a face you haven't seen before, when you see the pain in their eyes when they are talking, it's that drive... There is something in your belly that wants to reach out to that thing, that emotion.* (Ono- Youth Worker)

### *Participant # 7: Whitu*

Whitu is a female of Pacific Island descent and has a young family. She got into youth work by accident, starting off as a volunteer and then gaining employment after a placement as part of her social science degree. She has been working for a national youth work organisation based in South Auckland mixing youth work which combines the creative arts for the last seven years. She has also been involved on advisory boards, and is passionate about Pacific people and youth finding their voice.

### *Participant # 8: Waru*

Waru is male and he identifies as British. He started in youth work as an intern and has since  progressed into paid youth work for the last two years. He is part of a youth organisation based in West Auckland working in schools. The organisation's centre provides development opportunities for youth in the creative arts.

> *I just love young people realising their potential and getting somewhere with their capabilities. I think all young people have those capabilities especially now and it's just a matter of helping them get there and helping understand… Just realise who they are and who they can become, and I think it's amazing.* (Waru-Youth Worker)

### *Participant # 9: Iwa*

Iwa is female, Samoan, and has been doing youth work for a couple of years in a community based organisation in West Auckland. She works in a range of contexts and is passionate about helping girls have opportunities to be all they can be. She is currently completing a Diploma in Youth Work while working.

### *Participant # 10: Tekau*

Tekau is a Samoan male and has come from a community development background. He has been managing a team of over ten youth workers in health education, specifically in pacific island communities within Auckland. He has teaching and social work qualifications and is in the training sector at present, while serving also on several advisory groups. Tekau describes his team below.

> *In our team, we were motivated by love for the young people that came into our lives, as well as the love for each other. We believe that in the same way that we want the best for our loved ones, so when these youth were with us.. we recognised that they were someone- else's loved ones… so we always wanted to bring our best for them…*(Tekau- Manager).

The ten youth workers and managers that were interviewed provided rich information and came from a range of experiences, youth work settings and ethnicities. Common themes emerged from the interviews providing findings that move towards answering the research question of how to manage youth workers from a youth development perspective. In the next section the four major themes that emerged from the interviews are analysed and discussed.

## Theme One – Relationship

All of the research participants referred to the importance of relationship between the youth worker and manager when working in a youth development context. The relationship between the youth worker and a young person is important for effective youth work and it also needs to be demonstrated in the relationship between the youth worker and manager. Congruency of values was repeatedly mentioned in the interviews between youth work practise and youth work management. Some of the values that were talked about in the interviews about the relationship between the youth worker and the manager were the need for transparency, genuine concern for the person not just being treated as an employee, taking time to talk and get to know staff outside of their role, and caring for each other.

One participant used the metaphor of a bridge to describe the importance of relationship.

> *It's like if you don't care for them nothing is going to travel on that bridge. That bridge is that relationship, the stronger that relationship is the more likely you are to be able to send stuff across and receive stuff back. (*Tekau - Manager).

The priority or value placed on the relationship underpinned all other managerial functions such as performance reviews, directing staff, and disciplinary matters. This was summed up by one youth work manager as follows:

> *So more importantly than job descriptions or whatever it was how do we look after relationship? We believe relationship as the bridge on which everything travels, so if we do not have a relationship, it doesn't work.* (Tekau - Manager).

Research participants described three elements of a strong relationship between the youth worker and manager, including the importance of trusting each other, having autonomy, and seeking mutual understanding.

*Trust*

Trust is needed to be given and received by the youth workers and managers for the relationship to work. The youth workers interviewed said that the need to trust their managers was as important as the trust provided by managers. Transparency, openness and honesty were values of trust building identified in the interviews. Practical examples included transparency with financial matters, and openness about changes being made within the organisation. Both youth workers and managers talked about the necessity of reciprocated transparency. A youth worker shared:

> *Like knowing that they are not being completely honest with you because even though you're coming to them and just asking those hard questions and for whatever reason sometimes they can't divulge but I would prefer if they would just say I can't tell you that because of da da da instead of just saying nah.* (Whitu – Youth Worker).

From a manager's point of view

> *Always being above board, because I've worked in places where politics overshadows your enjoyment of work so I think it's good to have transparency and so if you are making a decision that affects everybody letting them know how you came to that decision and where it's going I think that's important.* (Rua - Manager).

Boundaries were mentioned by a few of the participants as important for maintaining trust. For example maintaining the roles of youth worker and manager, and respecting confidences. This seems to be a particular challenge for those interviewed from faith based organisations, where the boundaries were sometimes blurred between the roles of employee, pastor and friend.

> *The bad experience has been when those roles have not been defined I guess. And for example you are in a meeting about something totally to do with your work and something completely personal and totally unrelated is brought up and effectively used against you.* (Rima – Youth Worker)

*Autonomy*

Autonomy is a key indicator of trust given to the youth worker. Autonomy was talked about in all interviews as the practise of youth work is often out of the office and in a variety of environments such as schools, churches, homes and community.

*When you have proven yourself to be a good worker they leave you to your own devices because they trust you* (Ono – Youth Worker).

*So it's cool having someone really supportive especially in the role we have. Having someone to support you and help you carry on and help with ideas and stuff like that.* (Waru – Youth Worker).

Micro management was often talked about when trust in the worker was missing. Micro management is when the manager controls and is heavily involved in directing staff through fear based practices. Three of the youth workers interviewed stated that some micro management was helpful in providing accountability.

*I don't like to micromanage. I think that's a trust issue and I don't need to micromanage what they are doing because I trust what they doing.* (Tahi - Manager).

Included is an excerpt from a youth worker who talked about her negative experience of micro management and the effects on her then and now five years later. This has been included in the findings as it demonstrates the tension between autonomy and micro management and the possible consequences when it is not balanced.

*It really made me question myself, and even to this day I struggle with that sometimes. Even though I had two and a half years training in youth work I kind of thought that maybe I hadn't learnt stuff properly. It really made me question everything I knew and I totally lack confidence in making any decisions, and didn't feel that I could be trusted, I wasn't trustworthy or whatever and I couldn't trust the people that I needed for support... Quite lonely I guess, I felt quite crappy. You feel quite isolated yeah really, really isolated. And even though there were people outside of that relationship, that youth worker and manager relationship, and it meant that everything was ten times harder and you couldn't function normally.* (Rima – Youth Worker)

### *Understanding*

The third aspect of a strong relationship identified throughout the interviews was the importance of the manager having and gaining an understanding of their youth workers both as individuals and of their role as youth workers.

*I think really search yourself about who you are as manager and who you are as a person and I think one really needs to understand what it is like to be managed before they can be a manager. I'm sort of glad of being a manager to coming now to being managed and it's a real reminder again of the importance of remembering what it is like being on the other side.* (Tekau - Manager)

Understanding the context of youth work is an important factor for building trust. A question that was asked in the interviews was "Do you have to have been a youth worker to be a good youth work manager?" The answers varied but the common theme

was that an understanding of the challenges and requirements of the role was essential. While experience in youth work can help it is more important to get out there and understand the challenges and requirements of the youth role and the management role.

> *You deal with people and is not about figures but about people's lives and therefore there can be times you can or need to process and you need space for that. So you need somebody that can understand that side of things.* (Rima – Youth Worker)

> *Have they had experience? Have they first hand sat with young people? I guess you have managers that have not been on the ground and I think that they got to have that experience of being on the ground and sitting with young people and working with them and knowing what it's all about. I guess you can manage and do the financial and do the marketing and all that stuff but if you don't do what the heart of youth work is all about it is really hard to support and help the youth workers on the ground.* (Tora - Manager)

> *It's more about getting information from the horse's mouth, not from documents and policy, and taking that time. Also getting involved in what they do. , Don't sit in the office, go to the schools, see them in action. (*Tahi - Manager)

One manager who was interviewed finds it helpful to occasionally to go out into the field and visit her youth workers in action. In this way she gains understanding but must also be careful not to seem like she is checking up on her staff instead indicating support and understanding.

## Discussion:

The relationship between youth worker and manager is examined because it forms a foundation for other themes and findings of this research. One of the key tenets of Deming's (1993) work is the importance of relationship on multiple levels. Deming suggests relationship is strongest when there is commitment for long term relationship based on loyalty and trust. One participant described relationship as a bridge between the youth workers and the youth. This is a metaphor that is helpful in describing the relationship between the youth worker and their manager. A bridge allows traffic to flow both ways and a strong relationship will allow information to flow in both directions, tools to be passed across, including supervision, training, development, delegation of tasks, encouragement, and motivation.

*Key Finding 1*

<span style="color:red">The relationship between the youth worker and their manager is the bridge across which interaction flows.</span>

This finding means that building a strong bridge/ relationship is worth the time and effort by the manager and the youth worker. Rodd and Stewart (2009) validate the value of the relationship between the youth worker and the youth they work with. Fuller and Ord (2011) point out that relationship is only briefly acknowledged within youth work management literature and suggest:

> "Improvements in the culture of youth work management could also be made with the acknowledgement of the importance of relationships. These are not just fundamental to youth work practise." (p.55).

Rodd and Stewart (2009) outline ways that youth workers can build relationships which are transferable to the youth work /manager relationship, such as informal contact including recreational activities together. Food can be a way to build relationship. Sharing a coffee or a meal can be a significant tool in relationship building for youth work. The sharing of food can also be culturally significant. Ono shares of an experience of going into a home and accepting a cup of tea and food even when not wanting it because it was a way for connection for that culture. Caring and respect for each other are also key materials in bridge building that the interview participants discussed.

Caring about the world of the youth worker outside of work is important. Whitu, shared that her manager knew her partner's name and interests outside of work and would take a genuine interest in her weekends and activities.

The responsibility of building the relationship lies both with the youth worker and the manager (Brinckerhoff, 2009). The youth worker should seek to understand the manager's world and the manager should create intentional spaces for relationship building. Whitener, Brodt et al. (1998) observe that research on trust has been  focused on the employee trusting the manager, and point out  that the manager needs to initiate trust in the relationship, creating a reciprocal relationship.  Within the contractual environment where youth work often exists, time spent investing in relationship is often not recognised by funders (Rodd & Stewart, 2009).

The reason that relationships between youth workers and their managers was so significant in the findings may be due to its congruence with youth work values and

practises. People want to be treated with respect and valued as people, not just as a number or a tool to meet outcomes. The relatively high numbers of Pacific and Maori interviewed may emphasise the importance of relationship because of their strong cultural values on this aspect. In Samoan culture the value of Va/relationship and treating all with respect is a foundation (Lui, 2003), and in tikanga Maori there is the value of Manaakitanga: treating all with respect and valuing people. (Mead, 2003).

The finding that a youth worker/manager relationship is like a bridge on which all interaction flows is important as it provides a reference point for youth workers, managers and organisations. When there are performance issues, communication breakdowns, low motivation or a need to strengthen outcomes, then evaluating and strengthening the youth worker/manager relationship should be the first place to look. A style of management focused on task and function versus the focus on the youth workers as a person who is trusted to do their job will be a challenge for any manager when leading youth workers.

### *Key Finding 2*

Trust is the foundation that upholds the relationship between youth workers and their managers.

Trust is the foundation of a strong relationship. Five characteristics identified by participants to build trust were openness, transparency, honesty, caring and respect.

Trust must be reciprocated in the youth worker and manager relationship. There must be trust by the manager that youth workers will do their job in a way that aligns with organisational values and outcomes. Similarly the youth worker needs to trust that their manager will support them, share information in a timely and appropriate manner and maintain their confidences.

Another key ingredient of trust is the respect shown towards the different skills and responsibilities that each role requires and the experience youth workers and managers bring to their respective roles. The literature validates these findings about trust. Below are five practises that managers can do to positively influence the perception of trustworthiness for their employees:

1. Behavioural consistency,
2. Behavioural integrity,

3. Sharing and delegation of control,

4. Communication (e.g. accuracy, explanations, and openness), and

5. Demonstration of concern. (Whitener et al., 1998).

Youth work is a profession that requires high trust as it is dealing with people's lives, especially when dealing with youth who can be vulnerable at that particular life stage. The breakdown of trust that was described in interviews was where confidentiality had been broken and inappropriate boundaries set. Other factors contributing to a breakdown of trust included a lack of transparency, especially around areas of finance, gossip, and suspicion. When trust is broken it can lead to suspicion and affect the autonomy needed for the role creating a cycle of micromanagement which in turn creates more mistrust. Levy (1999) mentions that most managers operate out of fear; fear employees will make them look bad if they make mistakes and if they do well they may threaten their jobs. (Deming, 1993) says: "The removal of fear based management such as imposed targets will provide security for workers."

It is important that managers are mindful not to operate from fear but rather take the responsibility to be the initiator of trust in the relationship. Paliszkiewicz (2012) links the managers orientation of trust having a direct impact on staff turnover, commitment to the organisation's and ultimately performance. Therefore it is in manager's and organisation interests to focus on creating a culture and demonstrating behaviours that build trust. One of the ways to demonstrate trust between the manager and the youth worker is to allow a degree of autonomy which we will explore as our next element.

While building trust is important in the relationship it must be built gradually over time and not assume that people share the same values. As described by Rima, the breaking of trust has far reaching and long-term consequences and there is still a degree of power the manager does hold. A gradual sharing and openness is wise once people have proven their ability to keep confidences.

### Key Finding 3
The 'right' amount of autonomy in youth work is necessary to demonstrate trust.

A key way for a manager to demonstrate trust in a youth worker is to allow autonomy. Youth work is a profession where high levels of autonomy are necessary in most youth

work roles. The 'right amount of autonomy is dependent on the experience and capacity of the youth worker with greater levels of support and accountability needed when a youth worker is new. It can be a challenge for managers to determine the right amount of autonomy.

Autonomy and accountability are linked. Youth services in the United Kingdom have historically experienced autonomy with little accountability due to uncertainty around expectations from funders and management as well as a degree of mistrust of management and the controls they wanted to impose (Fuller & Ord, 2011). However for youth workers to work autonomously there needs to be accountability.

Micro management is the opposite of autonomy and has a negative effect on the youth worker. For there to be high levels of autonomy, clear expectations are imperative. This is best communicated and sometimes negotiated before a project or piece of work begins, so that everyone involved has a clear to understanding of the objectives and outcomes required. The youth worker needs a clear understanding, therefore must ensure they gain clarification from their manager of the timeframes, outcomes and reports that are needed.  Setting up regular times for reporting back is critical to providing support and sharing accountability. This is explored in a later finding.

This finding is a good reminder for the managers of youth workers to communicate the control they want to hold on to and to release. An ingredient for successful autonomy is gaining a strong understanding of the youth worker by the manager, and is explored in greater depth in the next finding.


*Key Finding 4*

Understanding builds trust –"putting yourself in their shoes"

The fourth finding under the theme of relationships is that understanding builds trust, strengthening the youth worker and manager relationship. Tate (2003), draws on twenty five years of research which concludes that today's workers have a significant need to be understood and have their viewpoints considered. Tate describes it as managers moving from a certainty mind-set to a curiosity mind-set, not believing they know it all and have all the answers but rather investigating viewpoints and experiences of their workers. Smith and Shaw (2011) suggest that listening is an effective way of gaining

that understanding especially from those from different cultures and backgrounds. This understanding will ultimately mean achievement of organisational objectives.

The key element of understanding that came through from the research participants was the understanding of the role and work of the youth worker by the manager. Going out to see the youth worker in action is an effective way to deepen understanding by experiencing the challenges and the joys of youth work.

> "Good managers will have a genuine feel of the process of youth work they will understand that youth work is not about 'hit and run' methods of dealing with antisocial behaviour, crime or lack of achievement. They know it is about 'out of hours' work and a patient process of making contact , building relationships, creating boundaries and using that foundation for deliberately and sensitively offering opportunities for learning and personal development." (Hoggarth, 2010, p. 50).

Understanding is built by putting yourself in others shoes, and can be achieved by good questions, great listening and experiencing what they experience.

> "Detached youth work's emphasis on listening and talking to young people shows this is the way to achieving good outcomes. Might we say that management should adopt this 'communicative paradigm' also?" (Tiffany, 2011, p. 131).

This understanding creates empathy and results in better decisions being made regarding support offered and allocation of resources. Deming (1993) says: "leaders must know the work that they supervise" (p.54).

Understanding cultural differences and practises is important for youth workers and staff of youth work organisations. Once there is understanding there are opportunities to implement culturally appropriate practises into the organisation which will strengthen the relationship between the youth worker and manager. Chong and Thomas (1997) state that when managers and staff come from different cultures there are challenges due to the cross cultural expectations from both parties. How well that is navigated will determine the effectiveness of the relationship. They cite research which shows that Maori and Pacific Island employees achieve good a relationships with their managers but at at lower levels within their organisation than their European counterparts.

This finding reminds managers and youth workers to get into each other worlds, to operate from a place of seeking and to understand each other. The best way for this to happen is for managers to get out into the field and observe. Being aware of cultural differences is also important in gaining understanding. Building a strong relationship

requires building trust, giving autonomy and the youth worker and the manager putting themselves in each other's shoes to create understanding.

## Theme 2 – Team Approach

The second theme that consistently came through the interviews was a team approach when working with youth workers. It was a style that the managers interviewed described and youth workers valued.

> *It is really good when everyone gets to have input into where they think things are heading or where they want things to go in the group and planning the year, what are we going to do, so that's really helpful on a number of levels. It's helpful in the vision and it helps to run, to commit to each other. Everyone is quite open and honest, people share their ideas freely and it's a safe space, so there are some far out ideas but it's a supportive environment.* (Rua - Manager)

Important aspects of teamwork identified in the interviews are: creating a family environment, participation, and the use of meetings.

### *Family Environment*

Being part of a team environment was a consistent message that the research participants talked about and valued. This team environment was described by one interviewee as having similarities to being part of a family.

> *I do feel lucky that I worked in an organisation where there was a real family environment. When I started there for the first few years, there was a real family environment. You felt comfortable to share and be open with your manager about personal things. They always had the idea that there is work and there is personal life. They acknowledged it that family can overlap into your work. And that the work that you do is influenced by the personal stuff as well.* (Whitu – Youth Worker)

Whitu went on to say that the family environment changed over the years and she is no longer working there. The tensions of contracts and financial constraints started to affect the family feel.

Another interviewee described their experience more as camaraderie, producing loyalty towards each other and the organisation. Once that family and team environment broke down it resulted in many team members leaving. This team approach created feelings of togetherness and became critical in times of disappointment or challenges. Elements such as such as openness, sharing, watching out for each other, helping with workloads,

and support in personal life are all important in producing and keeping a family environment.

> *You turn up for each other, you were there because you believe in the work but also in turning up for each other* (Tekau - Manager)

The advantages of this team and family environment are that it creates safety and feeling of security within the organisation. The youth workers shared that in this environment they were comfortable to ask for help and get the support needed and at times cover for each other. This resulted in reducing the risk of mistakes being made and a feeling of being overwhelmed. It produced greater enjoyment in the job and youth workers were more likely to stay due to loyalty to the team.

> *It's the same with any team member. If we need help we always know that we can reach out to the rest of our team and ask. If it wasn't for trust I don't think that we would be as solid as we are.* (Waru – Youth Worker)

> *I think the team approach is that we are in it together. You might be working with that young person but we are behind you and we can support you and whatever happens, we are going to be there to help you.* (Toru - Manager)

Creating a family environment strengthens the organisation.

### *Participation*

Directing staff is a key function of management and there was plenty of information provided by the interviewees as to how management would direct youth workers through involving them in decision making.

> *He doesn't really direct much. He will direct to an extent, but he will run everything past the team and I guess that's kind of the culture that's been created here. We will always ask one another for each other's input. It kind of goes top down, like he has always done it and we have always done it and it's what works best for our team. So we will be always helping each other out with suggestions and input.* (Waru – Youth Worker)

Leading with a team approach did not mean all decisions were made as a team. However there was communication to the team about the rationale behind a decision. The manager becomes a conduit of information to the team and needs to ensure that important information is communicated in a way that is understood and is transparent to the team.

> *Communication is really key, like how you portray to your youth work team messages that are coming from way up there* [the governance board] *into action and things that they can really relate to.* (Tahi - Manager)

> *Clarity and transparency - always being above board is important. I've worked in places where politics overshadows your enjoyment of work so I think it's good to have transparency. If you are making a decision that affects everybody letting them know how you came to that decision and where it's going. I think that's important.* (Rua – Manager)

The communication of participation is not limited to informing of decisions made. It extends to seeking input and listening to ideas. It requires the manager to place themselves as a learner, not the expert.

> *Vulnerability, the fact that you are not a perfect person or manager but a person who is willing to learn and understand. Also to hear other people's ideas and always wanting to solicit ideas, also built a different culture* (Tekau - Manager)

This manager uses the example of budget planning to show the benefits of involving the team to solve the issue.

> *It's getting them to buy in and find solutions to the problems themselves instead of me… we must be at 80% of our budget…. Just asking them to come up with a solution and that way they take ownership of that. It's their own ideas on how we can save money and how we can generate income.* (Tahi - Manager)

Participation creates ownership and creative solutions can be found by spreading the responsibility to the team. The manager may be answerable to their line management however the team owns it and often is in the position of having to implement or be affected by the decisions made. Accountability was raised by over half those interviewed as an important part of directing staff. A participation model means that accountability rests with each other and the manager would coordinate and follow up on work. Paperwork was talked about as a necessary accountability tool. Participation, gaining input by the team of youth workers, requires strong communication and will create ownership by those in the team. This is an essential part of having a team approach to directing staff.

### Meetings

There was no common rule as to how managers would meet with their teams, the frequency or the structure. Research participants talked about one on one meeting, staff meetings and team meetings and provided their experiences of these meetings in creating a team approach. Interviews also described the necessity of availability and having an open door policy to support staff outside of structured work times.

One of the ways that managers connected with their workers was with one on one meetings. The regularity of these meetings was weekly or fortnightly, and they provided a space where directing of work could occur. A check-in on how the youth worker was going professionally and personally and managing projects was a two way conversation. A barrier identified by two interviewees for preventing these meetings occurring was the busyness of the manager and the youth worker.

> *It can get so busy and crazy that if you don't have that time* [for a meeting with the manager] *you can be looked over almost, and it's pretty hard to go back and fix. So it's important* (Rima –Youth Worker)

> *We meet on Mondays before we start the week and we talk about the week just ahead and what we have planned the next week. We reflect on things and talk about things we can improve on. And if we want something else or we want something from him* [the manager] *we can ask him because it kind of goes both ways. It's our time to tell him what we want and ask what he expects of us.* (Waru – Youth Worker)

From the interviews those that operated from more of a team approach would communicate, check in, and have group or staff meetings. One manager moved from monthly to fortnightly team meetings to ensure the team was working together and provide the necessary support. Check ins of the personal world of an employee and work appear to be a common practise in team meetings. This would provide an opportunity for the manager to gain understanding of the youth workers.

Ono and Whitu shared that their manager's disclosures during team meetings helped in creating empathy in the team.

> *We always did check-ins, and they would share like someone in my family died on the weekend or this week… So it was always a level sharing of personal stuff* (Whitu – Youth Worker)

Team meetings were used as a place to get everybody on the same page and have consistent communication of the comings and goings of staff, progress on projects, and inspiration words. Celebrating successes and learning opportunities were also part of these check-ins.

> *We meet every Tuesday, we talk about the week the good things and the bad things and it's good time for us to see what everyone is doing and what is coming up. And then we get feedback, someone will share some words of wisdom for us to get us through the week* (Iwa – Youth Worker)

Inspiration was a by-product of these team meetings, connecting work to the vision of the organisation and creating feeling of belonging. This was especially important for

youth workers based off site in the community, homes or schools. The team meeting became the connection point for youth worker, to the manager and the organisation.

> *Meetings are a place where they can share highlights, stuff that has happened in the week before and also what are struggling with. Coming together as a team, praying together and just knowing that were all out there together I guess and try to make a difference, so that they know that not all alone… So like at staff meetings we might talk about bullying and how we help the young people, look at bullying and support. So it is giving them tools as well, if its self-harming what is that and looking at how young people can access proper support from the community and giving the staff resources to use that enhances their practice.* (Toru - Manager)

Another common practise in team meetings revealed in the research was an education component where a topical issue was discussed. The opportunity of coming together as a team was utilised as informal training, sharing policy and providing tools to support youth workers. While structured meetings were a common theme, availability outside of meetings was also repeatedly mentioned by youth workers and managers as important in providing support. Having an open door policy was regarded as part of leading from a team approach. However, managers talked about the busyness of their role and time constrictions which meant they did not feel that they provided enough support and accessibility as they would have liked.

> *My team leader has an open door policy so I can connect any time which I love. I feel that he is really supportive as my team leader.* (Ono – Youth Worker).

A team approach to managing youth workers was a consistent message from the research, with creating a family environment, gaining participation by the youth workers, and using the structure of meetings to communicate and provide support to staff as sub themes to the team approach.

## Discussion:

### Key Finding 5

A team approach to managing is an effective way to gain youth workers participation, providing direction and support.

A team approach to management is common practise within youth work organisations. Youth workers respond positively to a team approach because the values of democracy and communication found in a team approach of management is what is practised in

youth work  (Tiffany, 2011).  Another key factor is its effectiveness in gaining participation, direction, and support for youth workers. Team work is a key strategy in Deming's (1993) work.  He suggests that organisations should engage in practises that build cooperation through the engagement of employees, and breakdown barriers between departments so that there is shared responsibility for the end product.

A team approach requires some key elements which are needed to make it work. These include the importance of creating a family environment, how youth worker participation creates ownership, and the role of meetings in a team approach. Colenso in Castka, Bamber, Sharp,and Belohoubek (2001) says:  "The experience of organisations using teamwork has shown the effective use of teams can bring significant improvement in productivity, creativity, and employee satisfaction" (p.124).

There is a direct correlation between a team's effectiveness and the leadership that is provided. A transformational leadership style will bring a shared sense of purpose compared to a transactional leadership style that focuses on mistakes and correction (Sivasubramaniam, Murry, Avolio, & Jung, 2002). Organisations that have adopted a progressive and modern management style utlise teams as a primary model to operate.

This implies that a manager of youth workers who is used to a directive style of management may need to develop necessary skills to facilitate a team. Also youth work organisations can be intentional in looking for managers who work from a team approach. Another reason this finding may be helpful is that when performance needs to be improved, implementing a team approach may be appropriate or examining current teams as to source of lack of effectiveness.

There needs to be intentionality to lead when managing from a team approach. Creating a family environment while facilitating meetings requires competent leadership. A team approach does not mean that the manager is absent.  As Jackson and Donovan (1999) suggest:  "A leaderless group will develop its own power structure and if it is not formalised, dominant members may covertly and inappropriately control the group" (p. 108).

It may be a challenge for some employees who are individualistic and do not see the importance of working as a team. It may be a challenge for managers to bring these employees on board with a team approach however creating an environment is the first step in working for this approach. Berman (2006) suggests a range of strategies when

dealing with challenging people including setting boundaries and confronting individualistic behaviour.

### *Key Finding 6*

<span style="color:red">Creating a family environment is a necessary foundation when managing from a team approach.</span>

This finding makes reference to the environment or space which needs to be created in order for a team to emerge. This ranked as important to research participants as the practise of gaining participation and having meetings. This is supported by Castka et al.,(2001) who state the work environment is key factor for high performance teams to flourish. Many of the necessary values for creating a team are discussed in the first theme of relationship building, such as transparency, understanding, and trust. Placing equal importance on creating a family environment will create a foundation for team practises and performance.

The importance of family or whanau environment in the workplace may be best understood by Pasifika and Maori youth workers. Indigenous cultures may adopt and appreciate a family environment as it aligns with their understanding of the world. Holistic development models such as Te Whare Tapa Wha emphasise the importance of family for the healthy welling being of an individual (Rochford, 2004). An emphasis on Whanaungatanga – relationship building (Durie, 2003) – creates identity and produces belonging, which is a key developmental need. McGregor (1966) suggests that a work environment needs to support the social needs of a worker by providing belonging, improving motivation. Pasifika and Maori voices will offer an important perspective and may require the dominant voices being silenced to ensure they are heard. Dominant voices will change according to the context however may include the manager, funders, or European cultural views.

Family member's supply the needs of youth workers as expressed in the research: they have loyalty, commitment and they support each other. A family culture will value the voice of all, while working towards a common goal. Smith and Shaw (2011) talk about creating a culture where 'dissenting voices' are heard and a range of perspectives may lead to greater understanding and contributing to creative solutions. A team approach requires that youth workers are aware of their commitment to the team, and managers

must ensure that they build the family environment. If energy and time is put into creating this family environment the practises of team approach will be more effective.

### *Key Finding 7*

Participation of youth workers in decision making will create ownership.

Participation by youth workers in as much as possible within their organisation means that they get to have a voice and contribute their strengths, experiences and perspectives to decisions, challenges, and projects. This in turn creates ownership and loyalty to the organisation. An analogy could be the level of investment into a property provides an incentive. If there is no ownership it is a simple transaction of turning up to work for money. This is in conflict with most youth workers values as they are motivated more by making a difference (Yohalem & Pittman, 2006). Therefore there is an incentive for the manager to delegate and pass decisions to the team and a team approach can give youth workers a voice.

The empowerment that participation provides will ultimately increase staff motivation as long as there is strong communication and clear policy (Forsyth, 2010). This may mean that managers will need to empower their youth workers by giving up the power they may have in holding all the information and being the only one to make decisions. The research indicates that this can be quite a challenge for managers, particularly in adopting a team approach to finances.

An advantage of the team approach is that managers can share some of the responsibility. They do not have to solve all the issues, but can draw from many people in their team and are therefore more likely to find creative and innovative solutions that will work when implemented (I. Gray, Field, & Brown, 2010). Youth workers who experience organisational constraints will be motivated to find solutions.

Participation is a core principle of youth development. The strengths based model suggests that people are best supported in a collaborative manner rather than having an expert informing them what is best (Saleebey, 2009). Managing from a team approach, including maximising participation by youth workers, ensures congruency through all levels of the organisation. Another value of participation in a team approach is that it will improve staff commitment and contribution, which increases motivation and

longevity of staff (Dunphy & Bryant, 1996). Moving to a participatory approach has the ability to transform the work environment.

The participation of youth workers is valuable. There is an opportunity for the manager to complete an organisational assessment on how they are creating spaces for participation by their youth workers, what is delegated and the level information shared. This finding is also valuable for youth workers to examine how much they are participating, contributing ideas even if manager does not create space to happen. There is a responsibility for the youth worker to positively impact the wider team and organisation. With this finding organisations and managers could consider when creating opportunities for participation, it is important that there is some work put into the environment as discussed earlier and that there is development of roles and responsibilities.

### *Key Finding 8*

Meetings can be effective in facilitating a team.

Meetings, whether one-on-one or team meetings consistently emerged in the research as a tool to communicate information, gain feedback, provide a connection point for youth workers and plan future projects. Meetings can be used to build a team approach in the organisation if there is a clear purpose and effective facilitation. Meetings can provide a forum for group communication, and encourage participation by the youth workers. This is supported by Jackson and Donovan(1999) who suggest meetings have added value when they gain community input and have an social element to them. As youth workers can operate offsite the meeting space becomes critical. Regularity of meetings came through the research as important for youth workers. However, as busyness is constant factor carving out time for meetings will require discipline. Some common elements of meetings with youth work teams were identified:

- Check-ins, of personal and professional worlds, which can include celebrations of successes
- Opportunities to debrief including feedback and exploring learning opportunities
- Planning for future events or programmes
- Training
- Social engagement

Meetings can provide the opportunity to receive input and delegate work and projects. The role of the facilitator is also to provide clear objectives and plans for the meetings and bring the group back to this if it gets off track. Lynch and McCurley (2000) state that using a facilitator style, including asking lots of good questions, will produce the best results.

There can be some resistance to meetings, especially from youth workers who value being out with the youth in the field rather in meetings (Jackson & Donovan, 1999). Good facilitation of the meetings, with clear objectives, will increase the attendance and engagement of youth workers. As the facilitation of team meetings is a specific skill it may require further training for the manager. Availability of the manager outside of meetings will provide necessary support and reduce mistakes. Lynch and McCurley (2000) suggest that managers may need to schedule times outside of meetings to be available for their team.

## Theme Three - Development

A dominant theme of the interviews was development. Many youth workers start their careers as young volunteers and have few formal qualifications (Bruce et al., 2009; Martin, 2006). Some of the interviewees shared their experiences of gaining self-awareness and developing skills which they were then able to pass on to others.

Development also encompasses the style of the manager and the way he or she regards challenges as learning opportunities.

> At *times he is reminding us ... there will be other jobs that we want to go to and so it's like he is trying to teach us and up skill us until we get to bigger jobs. And we won't always have managers like him, but like he reminds us every day "I'm trying to get you guys up there so when you get your next job you will know what is expected of you"* (Iwa – Youth Worker).

### Recognising potential

Interviewees talked about their experiences of getting into youth work or about how they had brought others into the profession. Interestingly, most did not set out to do

youth work but fell into it by accident. In most cases an experienced youth worker recognised their potential to be youth workers and encouraged them to try youth work.

> *I said "do you seriously think I have what it takes" because I was studying to be a primary school teacher. it was my brother-in-law actually, who had been employed by this company for probably 10 years. He said "I wouldn't ask you if I didn't think you could do it" and it was a challenge and I said "hey give it a go" and I absolutely loved it and from there I guess I just staircase myself to where I am today.* (Ono – Youth Worker)

> *He* [the manager] *probably knows our strengths more than we do some of the time and he always reminds us about them and never throws us into the deep end of something that we can't do. Yeah I think that describes what he does.* (Waru - Youth Worker)

Recognising the potential in people and providing opportunities for them to experience the value of youth work appears to be a common experience for youth workers and managers, whether in a paid or voluntary capacity. Bruce et al. (2009) supports this and recommends that "potential should be identified early among volunteers and harnessed through effective professional development programs and training opportunities" (p.28). No-one talked about applying for a job in the field. The youth work experience arose out of being in a safe environment with a mentor or more experienced youth worker, which lead to more formalised training and at times employment.

> *So there are some that have the attributes and skills but don't realise that. So our job is to ask them about it, like have you ever thought about taking this further because they don't realise that they could.* (Rua - Manager)

The identification of qualities needed for youth work were described in interviews as 'skin in the game' (personal commitment), compassion for people, ability to make connections with young people, building rapport, and recognising potential in young people. Within strengths based practise there is acknowledgement of risks and weaknesses alongside these strengths (Manthey et al., 2011). For youth workers these may include lack of boundaries, adverse attitude towards paperwork, and tardiness.

Along with the ability to recognise the potential in people to do youth work and providing the opportunity to 'give it a go', was the ability to build confidence in others. Interviewees described this as a critical ingredient of development. Iwa, the youngest youth worker interviewed, described her first experiences doing youth work and the challenges of a contract manager who did not want to deal with her because she was so young. However the youth work manager gave her confidence to continue and be successful as a youth worker:

> *I was like a main person to talk but she wanted the manager to be part of it but the manager was like "this is your event you can do it." She like trusted me. So I was like this is my event I can do this, so I kind of had to prove myself to her.* (Iwa – Youth Worker)

An consideration is that Maori and Pacific youth workers can appear less confident in their work than youth workers of other ethnicities. This perception must be managed carefully because different cultures may demonstrate confidence in different ways (Chong & Thomas, 1997). For example, Eurocentric cultural values promote the outward presentation of confidence, whereas Maori and Pacific cultural values promote confidence as the embodiment of humility. A senior youth worker passionately put forward:

> *What I find is that our Pacific and Maori youth workers… that we let ourselves down as workers. We let ourselves down or we put ourselves down when we don't need to, we see ourselves not as good as the next person.* (Ono– Youth Worker)

Recognising potential in people and providing the opportunities to experience youth work will build confidence, especially when supported in parallel by a management style that has strong elements of coaching and mentoring, as discussed in the next section.

### *Coaching Management style*

The coaching of youth and youth workers was also a topic that came through in the interviews, with eighty per cent of interviewees making reference to coaching as an important ingredient of effective youth work management practise. Two key elements of coaching are role modelling and mentoring. This statement from one of the interviewees sums up the coaching approach to youth work management:

> *I think that change occurs within small conversations and so the management style is one around coaching. So for me I have more time for sports coaching than I do for management theory because I think we've got it wrong in terms of our approach. The fact that when coaching we let people play the game, and then we reflect and talk about how we did, which means that there is going to be another game. And we can look at the losses and examine what we did if they've did wrong and that is okay because we will have another game. We will practice, we will rehearse and will have another game and I think it is a lot healthier than a lot of the management jargon and talk. While there are some liberal tendencies around the modern management theory I just have more time for implementing a sports coaching sort of approach because I think it works well with who we are as Pacific people.* (Tekau- Manager)

This comment was made in reference to Tekau's experiences with Pacific youth workers, however other managers also expressed that this coaching approach was helpful. The coaching style encompasses a collaborative approach with fewer directives. Rather the manager facilitates a process of discovery for the youth worker, drawing out their ideas and encouraging them to consider alternatives.

> *I certainly like to think that my team is empowered. I certainly give every opportunity for them and space in the way that they want to do it, while providing them the resources and tools in terms of PD* [personal development] *and supervision. Sometimes you want to jump in there and tell them how but that is not very empowering is it? So therefore it's more about that coaching and collaborative sort of stuff.* (Tahi- Manager)

Role models were referred to as an integral part of coaching, including observing how youth work practise is carried out and how to handle the challenges faced in the role, such as dealing with conflict.

> *I trusted they* [youth workers]*had experienced enough of what we had done all together that they would be able to carry that out.* (Rua- Manager)

> *I always felt that we should be role models not just to each other but to the young people. So those two years I saw stuff* [from manager] *that I thought, this is not right so I would challenge it. It was quite challenging.* (Ono – Youth Worker)

Another important element of coaching is mentoring and different types of mentoring were talked about in many of the interviews. For example, mentoring by observing what an experienced youth worker did with a gradual opportunity to practise youth works skills in a supervised way. This provided safety for the youth, youth worker and the organisation.

> *For probably the first three or four years they would delegate a senior youth worker to me and then I would follow their lead. It wasn't in a shared group way, it was in a mentorship way and that was the richest learning I have had in my youth work career, within that mentoring space with that senior youth worker.*(Whitu – Youth Worker)

The statement *"that was the richest learning I have had in my youth work career"* validates that development for the youth worker is just not about professional development and qualifications but is also about learning alongside experienced youth workers. Rua, who has 20 years of experience in coaching young youth workers, sums up his perspective of a helpful sequence in the coaching process, which was also supported by other interview participants.

*I think goes in phases, there is the beginning phase where you have to be a bit firm to set the stage. And then once you are confident that that they understand what you and the organisation is all about, you then ask them things like " what do you think", or "how could we make this better?", or "is there anything more you would like to do?"* (Rua - Manager)

Exposure to new experiences, challenging situations and learning opportunities was highlighted as a critical part of the coaching process. The manager needs to assess the readiness of the youth worker to deal with an experience. However any process for effective coaching also includes reflection on the game with the players. This is referred to as debriefing in youth work.

### *Debriefing*

All interview participants confirmed that they are engaged with debriefing processes as part of their youth work and management practise. The debriefing or reflection process involves celebration of successes, feedback on performance, and examination of failures and what can be learned from them. Debriefing is often utilised in work with young people, either individually or as a group, to enhance their learning experience and development, and has been incorporated into youth work management practises. Debriefing is a commitment to constant improvement.

Some interview participants cited examples of formalised meetings while others provided examples of debriefing and reflection sessions straight after an activity.

*I guess more so in conversation than in anything, like in our staff meetings or after a weekend of events we will always sit down and I guess deconstruct it and talk about it with each other. Not so much writing a report, we still do that kind of stuff, but we will always talk about the good and the bad that happened, and deconstruct with each other. We will talk about how we can do it better next time and how to move forward from there.* (Waru – Youth Worker)

*So we created a space kinda like supervision where every week we would do the session* [with young people] *and then the next day we would debrief it. We would set goals and then we would evaluate not so much the performance but the youth workers would give themselves a score of how well they thought the day went. How they thought the session went and what their plans for improvements were for the next one.* (Rua - Manager)

The first component of debriefing that came through consistently in the interviews was celebrating and acknowledging what went well. This improved morale and motivation for the youth worker and the team.

*The other day what we did at staff meeting was to bring up the little successes, one little highlight celebrating those little successes, and as a team too.* (Wha – Youth Worker)

The second component of the debriefing process is the giving of feedback. This can be done in a way which provides space for personal reflection leading to self-identification of areas to improve. The manager's role is to provide perspective and best practise guidelines.

*So in terms of strength based I think we did that but we weren't scared of talking about the things that didn't go well and what we could do to better it and improve it. We did really try and develop a culture of sensing out what went wrong but not too much of a witch-hunt, that's what we would hope, so that we could be able to look at the failures and say "man we could do that so much better"? What could we do to provide a culture where we would grow? The idea of looking at stuff that went bad, looking at stuff that went well. Mainly how we can grow a quality culture, that was the biggest thing.* (Tekau - Manager)

Two youth workers interviewed talked of the importance of the timeliness of this feedback.

*Bringing things up right away is quite important as well. Because what happened to me, it would be months down the track and something would be brought up that was an issue three months earlier* (Rima – Youth Worker).

*Giving them* [youth workers] *very pertinent feedback when they are done, like timely feedback. I guess the other really tricky thing is giving them feedback around things that didn't go well, and doing that in a really strength based way.* (Tahi -- Manager*)*

The third component of the debriefing process was learning from failures and planning for future delivery. This was referred to by many of those interviewed as a critical step in the process that can sometimes be overlooked.

*It is inherently drilled into us that failures are bad rather than learning opportunities. ...it is not about the fact we would never fall over but it's more that we would get up. When we get up what have we learnt and how do we improve the stuff that we do.* (Tekau - Manager)

The value of the debriefing process is that development can take place while providing a space for reflection. Debriefing fits with youth development principles of strengths based practice and is utilised widely by those interviewed. It also enhances the professional development element that was raised by participants.

## *Professional Development*

Many of those interviewed expressed the necessity of qualifications in youth work and management. Qualifications can provide necessary knowledge and identify gaps in understanding. Some interviewees chose a qualification in teaching, or other caring professions due to the limited options of training in youth work and other training provided a wider range of skills.

Some talked of their unintentional journey into management without prior management qualifications. One youth worker expressed the confidence they would have if their manager had a qualification. In line with the element of role modelling discussed above, if the manager was gaining a qualification it would encourage the youth worker to pursue formal training as well.

> *So I did my national certificate in youth work, which was awesome. I realised how much I needed to know as a youth worker and how important and how vulnerable young people are when we step into their lives. And if we are not professionals and then I think we should not be working with young people. And then my passion just grew for the young people, and I've just completed my diploma in youth work last year* (Ono – Youth Worker)

The process of being interviewed as part of the research requirements for a Masters qualification in Youth Work also provided a platform for those interviewed to consider the possibility of postgraduate levels of qualification as well. Interview participants took the opportunity to learn more about the researcher's experience of working towards a postgraduate qualification in youth work. One participant talked of the barriers to gaining qualifications for Pasifika and Maori youth workers due to the cost.

> *A lot of our people do not have the piece of paper because there so many barriers for us, I would not be qualified if I did not have a scholarship. I got a scholarship to get my diploma, otherwise I wouldn't have done it either and that's a reality for a lot of our people.*(Ono – Youth Worker)

While there has been some improvement in this area, organisations could consider putting resources and allowances to support  youth workers to engage in formal study. A barrier is the financial constraints experienced by organisations in paying for professional development.

> *Personal development, when you go to your manager and say I need to do this personal development and they say "when is it? don't you have a program? No you can't"! That's our life, so that can be hard for youth workers to get PD* [professional development], *good PD that we choose to do. Because we see it as*

*valuable, not our manager who says that we are going to attend training just because it is free.* (Ono– Youth Worker)

The second element of professional development is supervision. Although supervision was only referred to by three participants in the interviews, it is worth noting under the theme of professional development, because it can be an effective tool in the development of youth workers and managers. The opportunity to express frustrations with someone outside the organisation was important for one senior youth worker. This may imply that there were frustrations towards the organisation and external supervision may provide a safe place to process.

> *We have a supervisor but it's an internal person so I think that is not correct that we need external supervision as well offered to us. Because if it is internal … You don't want to say really a lot of things because it's not going to go anywhere. Things aren't going to change (Ono– Youth Worker)*

> *We need to have a real openness to supervision, managers need to encourage that. Some managers think that they can provide supervision. You do informally but I think it is really important for youth workers to have external supervision, it's costly, and why is it so expensive? But it's so important (Tahi - Manager)*

The importance of external supervision is that there is somebody objective that can provide support and reflection on practise, and which at times may include organisational issues. An external supervisor can be perceived by youth workers as being able to keep confidentiality easier than a person who is from the same organisation.

In summary professional development, debriefing, coaching/mentoring and seeing potential in people were all sub themes of development of youth workers, providing valuable insight into the experiences and thoughts of those interviewed. The next section will provide an analysis and discussion of this 'Development' theme.

## Discussion:

### Key Finding 9

Development is crucial in management of youth workers and includes seeing potential, using a coaching style, debriefing and professional development.

The development of youth workers occurs on a regular basis for those interviewed with several methods of development coming through in the findings. These different

methods include professional development alongside a coaching style of development. Deming (1993) suggests the focus on development goes beyond providing professional development opportunities and involves creating continuous  learning and development within the organisation. The fifth principle of Deming's Quality Management model is "improve constantly and forever the system of production and service" (Deming, 1993, p. 49). Organisations want to improve staff capabilities but training alone has limitations.  Staff must want to develop, and the best training occurs on the job (Brody, 2005).

One of the values of youth work is for education to include teaching facts then the full integration into every area of life (Kress, 2006).  This flow into management of youth workers and the advantages of this is that well rounded youth workers are developed, who have training and experience while ensuring an on-going workforce. (Kolb, 1984) describes the experiential learning cycle and refers to this aspect as the adjusting stage – adjusting what was done to incorporate new learning, so that you are in a constant state of improvement and effectiveness. Development will, in time, release the manager from having to be closely involved, as youth workers become more confident in identifying their successes and enter this cycle of constant self-improvement.

One of the challenges of development includes the busyness of the manager (as mentioned by *Toru*) when the development of staff can get pushed out for the sake of other management functions. The youth work manager is responsible for the development of youth workers. However if they cannot provide the development themselves due to other commitments and responsibilities, they need to ensure that this development of youth workers is happening even if they personally are not the ones involved.  Forsyth (2010) asks the question of what employees want from their manager, and a boss who they can learn from is consistently high in surveys.

The importance of this finding is that it validates the development that is occurring within the sector and managers are investing time and resources to ensure this happens. However the development function of a manager can be in tension with their other functions such as financial management and report writing, especially in the neoliberal climate in which youth work is operating today, with its drive towards efficiency.

The implication for organisations is that this may require a change to the organisational structure to include a person who has skills and time to focus on development, such as a practise team leader in the health model who is closer to and responsible for the

development of staff. Organisations also need to work with training providers to legitimise on the job training and find a way that training can be provided without impinging on work practise. Youth work managers also need to see that the four areas of seeing potential, having a coaching style, qualifications and supervision are all critical, that they function best together not in isolation. However the interviews did not provide any depth on the effectiveness of this development and further research may offer differing perspectives.

### *Key Finding 10*

A coaching management style is effective for the development of youth workers.

This is supported by Wilson and Gislason (2010) who consistently see a coaching style having great impact on workers being committed and focused on the achievement of organisational goals. This validates an approach that has been utilised for a long time in the profession of youth work, before there were qualifications or formal recognition of the role of youth work. Coaching brings behavioural change, drawing out what may be learnt in training and providing opportunities for application. The coaching style was prevalent in the interviews as most youth workers have been coached/mentored themselves so they can transfer these skills, style and experience when managing other youth workers. A coaching style is like a two way conversation, a balance of advice, questions and suggestions. A manager will still direct and monitor performance however the goal is to develop the worker to a higher level of self-reliance (Blanchard, 2007). This is supported by McGregor (1966), as he advocates for a leadership style that provides opportunities and guidance. This means there is constant improvement of youth work practise increasing effectiveness and creating skilled youth workers who need less directive management as it teaches youth workers to solve their own problems and reach their own solutions.

Debriefing is a critical part in the coaching process as it provides a format where learning can occur. Management is often focused on action and performance, however a coach places equal emphasis on the learning. Creating space for debriefing can be challenging; finding time for this reflection when managers will also need to examine efficiencies and productivity, such as how many youth in a case load per youth worker, how many programmes to run. Equal time needs to go into the reflection and debriefing of work with youth as does the planning.

The experiential learning model is prevalent in youth work practise and describes the experiences of many of those interviewed. The experiential learning theory is established and widely utilised and requires coaches who will facilitate the process (Kolb, 1984) . To maximise learning the model can incorporate the interactional between youth and youth worker but can encompass the holistic person and explore the feelings, the spiritual dimensions of experiences as well. (Heron, 1999). For example the altruistic feeling of youth work can be a powerful motivator and can be tied up with the experience. Therefore the debriefing process can bring awareness and learning's incorporated in future. Mentoring provides a different function, someone who will share experiences, knowledge and networks often by someone who has  the experience. (Wilson & Gislason, 2010).

This was a strong finding as all people interviewed have benefited from coaching style and currently practise it either as a coach or as a youth worker. This may be common practise in the youth work sector however from the interviews it appeared that this coaching style wasn't as prevalent from managers that are from outside the caring professions.

Another reason why coaching is a significant part of development is that people tend to enter youth work at a young age, often youth themselves, so need coaching style that covers  other necessary life skills such as work readiness, and personal habits. Looking to youth development goals and what outcomes are being achieved with young people, helps to understand why this coaching style has transferred to the management of youth workers.

> "This idea that some things cannot be taught but must be learned through experience is a key element of youth development. Development is supported through involvement with people or places that offer intellectual, spiritual, and emotional nurturing. The goal of youth development is to foster the maturity of individuals through experiences with people and activities that are both challenging and supportive" (Kress, 2006, p. 48).

Coaching is a valid way of management and developing youth workers this way needs requires allowances made that the coaching function is not passed over due to other pressure of management functions. Organisations need to be aware and managers need to prioritise their time to ensure they are getting opportunities to coach, and not just in formalised meeting settings. Wilson and Gislason (2010) mention that coaching is not common practise in management due to lack of exposure & training. The structures of

organisations need to take into account such as the pairing of senior and experienced youth workers with younger and in-experienced youth workers.

Implications of this finding are that youth workers could explore the coaching/mentoring possibilities in organisation. When looking at an organisation to work for is coaching/mentoring part of their values and practise, are there positive role models to look up to and learn off? Maybe this is an important consideration as part of the remuneration package. Also for organisations is to be intentional in writing into job descriptions and key performance indicators for managers to be coaches and ensuring mangers not just have skills but the philosophy of creating learning environments. This is especially necessary when managers have not come from a youth work background and through the management track. Where there are established people in those management positions training and support may need to be provided to develop in this area. This will reduce potential tensions and conflicts with youth workers who are much more familiar with this approach.

Coaching should not be the only style that is utilised when managing youth workers; there may situations where a more directive approach is necessary. Wilson and Gislason (2010) also identify that experience and confidence of the worker will determine the style of management. Situational leadership is a model used to match a leadership style with the developmental needs of a worker. Blanchard (2007) describes four categories of workers and the style of management they need. They include the disillusioned workers needing a coaching style, enthusiastic learners need a directive style, capable performers need a supporting style, and self-reliant workers need a delegating style. Another way to enhance coaching is role modelling, Brody(2005) states that reflective modelling such as setting of work ethic you have will be emulated to your workers that this will greatly enhance the relationship.

*Key Finding 11*

Professional Development enhances the practise of youth work.

There is a changing landscape of youth work within New Zealand and life experience and passion are not enough anymore, rather qualifications and supervision are necessary to safely and effectively work with youth. The two areas that came through the research in regards to professional development were qualifications/training and supervision.

Youth work qualifications are a recent phenomenon in New Zealand and older youth workers had qualifications in other professions such as teaching, social work, and counselling. Research found that youth workers experience little support from agencies with continuing their education, therefore the implication of this finding is agencies may need to consider how to provide this support, such time off to study, paying towards fees (Evans, Sicafuse, Killian, Davidson, & Loesch-Griffin, 2009).

Supervision has evolved to be providing more accountability and monitoring of practise rather that opportunity to reflect on practise and learning(Cooper et al., 2011). Therefore external supervision is important to separate from monitoring of role and practise. Effective supervision can provide clarity with a person skilled at unpacking an alternative perspective which may be missing from those directly involved in line management. Cultural supervision is helpful in understanding how culture and values impact within organisation that operates from Euro-centric culture and values.

Some managers interviewed do not have qualifications for the role they are now holding and do not receive adequate training to up skill. They move into the management roles due to their experience of youth work however maybe missing theoretical knowledge and management skills. This is a key tenet of Demy's principles of quality management. Managers must have the skills and scientific knowledge to lead and ensure high quality and high performance, doing your best is not enough (Deming, 1993). Organisations and managers to ensure they understand the fundamentals of management and the sector may need to consider the development of specific youth work management training. This is supported by recent research by Bruce et al., (2009) that "greater professional development opportunities should be made available to all youth workers in general, and to leaders within the sector in particular"(p.29).

Some consideration for this finding is that a lot of youth workers are out there doing the work and do not enjoy sitting in the classroom, Youth workers may have preference for practical learning. However this may be an assumption and therefore an opportunity for further research. Also some youth workers have not reached the level required for tertiary study therefore do not qualify for entry level into Tertiary institutions. There was little mention of clinical supervision from the interviews so may be an indicator of how little youth workers are receiving clinical supervision and a possibility of further research. Martin's (2006) research discovered that over fifty per cent of youth workers were receiving supervision from someone other than their boss, however this research is over eight years old.

In summary, good development of recognising the potential of good youth workers, coaching/mentoring, debriefing, and providing professional development will result in the passing on the baton best described by one of youngest interviewed.

> *I just figure that doing something for so many year, the next thing is to pass down and do what other people have done for you; I guess someone's manages me well so I want to manage somebody as well eventually. And do their same sort of thing for people in my position that I'm in now.* (Waru – Youth Worker)

## Theme 4 – Macro Influences

The youth worker and manager relationship does not function in isolation. The previous three themes have all referred to the interaction between the youth worker and the manager, however all the research participants talked to varying degrees about the environment and systems in which youth work was occurring. "Macro-contexts include economic, political, social and cultural factors, among others. As a result, considerations relating to macro-system/systemic concerns tend to be multifaceted and highly complex"(Bruce et al., 2009, p. 29). Bronfenbrenner's Ecological Systems Theory provides a helpful model to identify the systems and influences that are impacting on youth work in New Zealand and the relationship between the youth worker and management even though originally used to explain child development.

The ecological model is made up from different systems that impact on the individual including the micro system, exo system and macro system. The individual can influence those systems as well (Bronfenbrenner, 1997). The Macro system is composed of government policy and laws, economic realities and ideologies. Ecological systems theory has informed youth development in New Zealand and has close ties with the Youth Development Strategy Aotearoa and its first principle; 'Youth Development is shaped by the Big Picture' (Ministry of Youth Affairs, 2002). This includes the context, trends, economic and political in which youth development occurs.

The research shows that macro systems have impacted strongly on the youth worker/manager relationship. The current economic climate and welfare reforms have impacted on contracting and funding organisations.

*Contracting and Funding Environment*

The topic of where money came from was present in most of the interviews irrespective of whether they were a youth worker or a manager. In particular the necessity of securing contracts from government agencies in order to continue providing youth work was emphasized. The requirements that came with a contract appeared to have an influence on the way youth work was carried out and affected the culture of the organisation. This has led to a change in how youth workers are managed and influenced performance measurement towards outcome based evaluation processes.

> *When you are being a youth worker in the schools you would kind of lean toward relationship building and running a couple of programmes. But now we are sort of, you know with these contracts, especially with the CYFs* [Child, Youth & Family] *boys, it is very much trying to support them to see the outcome.* (Toru - Manager)

> *I have just seen a shift with the organisation from when I came in initially to now. It has changed so rapidly in the last two years and I saw a shift in the family culture, I saw a shift in the way that we are we carried out and got contracts, and how we carried out work. So it's interesting how the political climate has impacted on a youth organisation, and that has a direct impact on our youth workers and then our young people.* (Whitu-Youth Worker)

The current economic and political climate has required greater economy, efficiencies and effectiveness. Some managers expressed that they were very focused on the money at times.

> *We are stuck between wanting to deliver the best bang for our buck for the donors by putting the money into the frontline. But I do see the silliness in the comment because we realise that if we look after the workers better it would provide a better outcome* (Wha –Manager))

> *Sometimes you feel like you're the person that always saying you can't do any more because of money* (Tahi- Manager)

With the contracting environment came a tension for organisations to pursue the contract without compromising on the values of the organisation and of youth work. The influence of the macro system was felt by the youth workers, who reflected in the interviews on how organisational culture changed as a result. Youth workers and managers dealt with these compromises in different ways. *Ono* refused to work on the contract, and another youth worker left the organisation.

*So often because of the nature of youth work and charitable stuff sometimes we take contracts on even if they don't necessarily fit with our mahi* [work] *or who we are as an organisation* (Whitu – Youth Worker)

*Because of contractual stuff they* [the organisation] *compromise, perhaps on occasion. So on a contract that we currently have, without saying who I am, it works against me as a youth worker. So when we have obligations put on young people we know as youth workers that you cannot work with that. Obligations can be put in place but it's a struggle for young people to meet those because of where they are at. We say that we practice in a positive way but we know the contractual obligations required cuts right across the grain of what youth work practice is and I cannot do it. I was lucky to be able to get the job because I could not work on a contract like that* (Ono – Youth Worker).

Two participants interviewed stated that they had fulfilled the contractual requirements, but would not allow them to compromise their service and obligations to the youth they worked with.

*So we're about changing lives not banking dollars so we will do some financial suicidal things in a sense to do that.* (Wha - Manager)

*We saw ourselves as a community organisation first and that funding allowed us to do some of this work. So we would adjust the funders capacity to have a wider brief in terms of what we could do and our communities. So yes it was difficult but we were able to manage those expectations. We would be able to deliver and deliver it well, even when they* [the funder] *didn't understand things*,(Tekau - Manager)

One of the values of youth work is that it is based on relationship between the youth worker and the young person. Longevity in the relationship is necessary for good outcomes. The contract restrictions as to numbers and time frame become a frustration for some of those interviewed.

*It is a long game not a short game, we don't expect changes in the first two or three years but to see change or be part of the change is a long term prospect. So I think the manager of the youth workers need to have that view of it as well.* (Wha - Manager)

*There is tension between contract versus we have so many hours to work. Because we may choose to work a lot longer with that kid for no pay* (Wha - Manager)

*We struggled that once we started work and have the connection and relationship with the young person we were to go "we are finished. The contract is finished now we will finish with you". I guess that's the beauty of what we do, we don't need to say see ya later, we can carry on because we are very much community, ....So that is the continual relationship building with them over a few years rather than ten sessions, and that is where I think our strength lies in what we offer.* (Toru -Manager)

This youth worker provides an example of how she struggled with new organisational policy that was brought on by the new contract guidelines and provides a great example of what youth work can entail.

> *"Small sharp transitions", what is that? How do you do that? I've been working with this kid for three years. This boy's parents, his dad was in prison and his mum was dying of cancer. Two years I've been working with him and after six months when he is back at school I am told to exit him... Dad was in prison, and the mother died. They let the dad out on compassionate leave and he died too. I sat beside the coffin with my young person, crying on my shoulder, looking at a dead mother and I said "what do you reckon boy," he said "I dunno, I reckon she is pretty'. I said, "You know, it looks like she is smiling. You know why she smiling? Because you are damn well at school now". Because that was her goal for her son, before she died for him to be engaged in education. So that journey doesn't take six months, and that's when you've got to push against contracts.* (Ono – Youth Worker)

The contracting environment has required greater accountability and paperwork. This was not regarded in all cases as a negative, but there was reference to the additional challenge it does provide. Whitu discusses the shift in awareness of the youth worker to understand the necessity of accountability.

> *I think there is a shift, we just wanted to get on with the work and not deal with the the politics, I don't want to know about the management, I don't want to know about the funding problems, I just wanna work with the young people. But I think there is a shift now with youth workers wanting to get more involved with these things and be accountable. I think that is probably a reflection of the professionalisation of youth work.* (Whitu – Youth Worker)

> *So when the contract comes in then the manager has to provide that really strong accountability to that contract but sometimes it's a pain in the arse* (Whitu – Youth Worker)

> *Youth workers need to understand the importance of the paperwork that they have to produce because it's a challenge for youth workers, getting the paperwork done. They do good work but don't realise that paperwork is accountability not just for themselves but for the organisation.* (Ono – Youth Worker)

The result of greater accountability, for those interviewed, is demotivation and the manager feeling they are not giving enough time and resources to support their youth workers. In some cases job security became an issue and for others finding work outside of youth work becomes *a*n alternative.

## Discussion:

### Key Finding 12

> The current contracting environment for youth work is having a strong influence on the values of youth work and creates tensions for organisations, managers and youth workers.

The influence of the contracting environment on youth workers and management has been strong. "Youth work has always been shaped by its wider social, political and economic context. It is important that any critical analysis of youth work management is also understood within this context" (Bunyan & Ord, 2011, p. 19). The contracting environment has been influenced by neoliberal philosophy. Neoliberalism is based on individualistic capitalism and values of individualism where competition drives economy, efficiencies and effectiveness. A drive towards efficiency was a key purpose of Taylor's scientific management theory (Taylor, 1911). Anderson, Rungtusanatham, and Schroeder (1994) suggest the practises to achieve efficiency can dehumanise the worker with the focus on extrinsic motivations of staff for higher performance.

Policies introduced into the social services sector over the last thirty years in New Zealand have resulted in higher caseloads and reduced staff numbers. Managers are spending less time providing the necessary support to youth workers. Reduced spending on development and low remuneration rates are other ways costs are controlled in an efficiency driven climate. Deming (1993) is not opposed to drive for efficiency, however his way of achieving efficiency is through understanding the motivation of the worker and providing strong support.

Recently within New Zealand greater emphasis has been placed on contracting youth services out to community and non-government organisations, resulting in organisations becoming agents of government. This is largely an autocratic process, the government prescribing the outcomes and the time frame, with minimal consultation with the organisations (Grey & Sedgwick, 2013).

Identification of the values of youth work and the organisation remain important in the present contracting environment . Fuller and Ord (2011) state it is the manager's responsibility to ensure the values of an organisation are upheld in practise including managing in a way that upholds youth work values. If contractual obligations require practises that do not align with youth work values, decisions need to be made as to what

can be compromised. Often the contract is keeping the youth worker in employment, so turning down the contract may not be possible.

 A value of youth work has been the longevity of relationship between the youth worker and the young person.  Martin (2002) suggests that time creates spaces for shared experiences and building history, resulting in a high degree of trust.  The length of time an organisation was paid to work with a young person has decreased due to economic viability.   A solution was provided by an interviewee as to how they continue to work with a young person once the contract has stopped paying; through community collaboration;  a network of other professionals, churches, and other community organisations.

Neoliberal policy has demanded stronger accountability from youth workers which increases the amount of paperwork required. There was little accountability for youth workers in the nineteen seventies and eighties and youth workers actively resisted over management and accountability.  Fuller and Ord (2011) suggest that accountability has been reigned in so tightly that it stifles creativity and ownership.  Yohalem and Pittman (2006) identified a similar trend in their research of youth workers within the United States, where youth workers had a high job turnover due to instability of funding. Effective management will be aware of the issues, protect and advocate for youth workers and find ways to minimalize impacts on the youth work practise. Including youth workers in understanding the contract objectives will  value the relationship with the youth worker, and assist managing from a team approach.

This finding highlights the impact that neoliberal philosophy and the current contracting environment has on the youth worker /manager relationship. This awareness provides an opportunity for managers to reflect on youth work values and how they are protected in their management practises and philosophy. Youth work values democracy and participation, the longevity of relationship, and strengths based practise. Involving youth workers before tendering for new contracts exposes youth workers to "the big picture" and provides youth workers and managers an opportunity to decide a course of action together.

"Although the YDSA observes that youth development is shaped by the "big picture", it is also fair to say that youth development shapes this picture" (Bruce et al., 2009, p. 29). The youth work sector can practise collaboration in the face of neoliberal principles of individualism and competition. If a collective voice emerged from the youth work

sector, demanding a more democratic process in writing and implementing the contracts for service delivery, it would create the possibility that policy makers take notice, (Grey & Sedgwick, 2013).

This finding has demonstrated the influence that the contracting environment has had on youth worker management. It has examined how tensions are created when there is compromise with youth work values by asking for greater accountability. However this finding shows that an ecological systems model of social organisation allows youth worker and manager at the micro level to influence the macro level of policy and contracts.

## Chapter Summary

Youth worker management requires skill, passion, commitment and understanding of the specific needs of youth workers. The research involved ten interviews with youth workers and youth work managers to provide understanding as to how to manage youth workers from a youth development context. The research participants' voices were heard, with themes and findings emerging that provided relevant insight. Firstly the importance of relationship between the youth worker and the manager was highlighted with the necessary foundation of trust and understanding. Secondly a team approach management style was discussed, including creation of a family environment, gaining participation and using meetings as a tool. The third theme to emerge was the value of development when managing youth workers, starting with recognising potential, managers using a coaching style, making use of debriefing and the role of training and supervision in development. The last theme identified was the influence of the current contracting environment at the macro level within New Zealand and how this impacts on the youth worker and manager relationship. Each finding included a discussion about its relevance and importance to the research question including the implications of the findings.

# Chapter Five: Conclusion

This chapter provides a summary and evaluation of the research findings. The strengths and limitations of the research methodology are explored, and future research opportunities are suggested. The chapter concludes with some recommendations for best practise when managing youth workers.

The research project set out to explore the interaction between the youth worker and mangers and discover the 'best management practice' by examining the experiences of youth workers and managers. Youth work in New Zealand is a developing profession and has increasing numbers of youth work managers. Youth work management practises have been adopted from existing professions and management theory, which do not always align with youth work values or practises. While this has been a small scale investigation of youth worker management it is important because the manager is a key factor in employee engagement, satisfaction and effectiveness.

## Research Achievements

The research project achieved the following objectives:

1. Discovering what youth workers consider to be best practice in the management of their activities.
2. Providing a framework for managers of youth workers to assess and monitor the effectiveness of their management
3. Hearing the voices of youth workers and presenting their views clearly to youth worker managers and youth work organisations;
4. Gaining insight into Māori and Pasifika values and reflecting on how these values can support the management of youth workers and;
5. Identifying the features of youth work and examining how they fit within the wider field of youth development;

## Strengths and limitations

### Strengths

- Practical in its application.
  Through the research and thesis there has been a focus on the application of findings. The research has identified four themes which include twelve findings that could make a positive impact on the management of youth workers.

- The methodology and methods fitted the research question.

  The experiences of the youth workers and managers who were interviewed were able to be drawn out and explored due to the qualitative approach and methods employed.

- Hearing the voices of youth workers:

  "One of the ways in which the managerial culture could be improved would be to ensure the voices of youth workers are heard."(Fuller & Ord, 2011, p. 54). The research heard those voices and was able to find commonality to present as findings and recommendations..

- The representation of Pasifika youth workers and youth work managers has provided valuable insight and served to offer a different voice from the dominant Eurocentric culture.

*Limitations*

- Due to the small sample size of ten participants, generalisations of the findings are not conclusive and may not be representative of all youth workers and managers. A mixed methods approach may provide more comprehensive findings.

- The use of thematic analysis relies on the subjectivity of the researcher. While the process of analysis is documented, another researcher to collaborate or debate the allocation of codes and themes would reduce the possibility of bias.

- With the researcher being a practitioner there was a challenge to provide objectivity at times.. Academic supervision was important in ensuring objectivity.


## Implications and recommendations

The findings from the research improve understanding of the youth worker and manager relationship. Below are some of the implications from each finding from the themes. They are framed as recommendations for the youth worker, the manager, organisations delivering youth work, and the youth work sector.

Different perspectives, such as Maori and Pasifika values, the postmodern perspective, and youth development principles have emerged. However within New Zealand the goals for management are efficiency, economy and effectiveness (Farnham & Horton, 1992) which is having an impact on the youth worker and manager relationship.

The research findings reveal that youth workers want to be managed from a youth development approach. While this is generally the practise according to those interviewed, the challenge for organisations and managers of youth workers is to exemplify the practises they want their youth workers to adopt. A youth development approach is arguably an effective approach for youth work management as it ensures consistency between youth work practise and management of youth workers.

### *Relationship –*

The message of this finding is that the relationship between the youth worker and manager must include a commitment build and strengthen it. An implication for organisations is to allow space and resources for relationship to develop. Trust, honesty and understanding must be practised at all levels of the organisation.

Recommendations include:

- Key measures are created so that organisations can prioritise the manager and youth work relationship.
- Managers go with their youth workers out into the field regularly to gain understanding and show support.
- If there are issues of performance, the relationship between the manager and the youth worker must be examined as a first step.

### *Team Approach -*

The implication of leading by a team approach is that it will create ownership, sharing responsibility across the organisation. Leading by a team approach requires skill to facilitate and may require up skilling by management or the delegation of the facilitation role to an employee with skill, knowledge, and experience.. A team approach will improve economy, efficiency and effectiveness.

Recommendations include:

- Every youth worker should be part of a team. The teams may include a multi-disciplinary teams (people from different professions), a strong network of other youth work professionals, or a team of youth workers from within the organisation.
- Managers should actively look for opportunities to gain the participation of their youth workers in decision making, including financial matters.

- Organisations should appoint managers who have a philosophy that reflects a team approach.
- Organisations should allocate adequate resources for the establishment of teams. Often the up skilling required of the manager and team members is overlooked (Dunphy & Bryant, 1996).

### *Development-*

The implications of development being a priority in youth work management is that the youth work sector will continue to have a strong pool of youth workers coming through with skill, experience, knowledge and qualities suited for the role. It will require a long term strategy for organisations to invest not only financially but also in human resources.

Recommendations include:

- Managers should understand and get skilled at a coaching management style, including debriefing skills.
- Management effectiveness could be measured by development of youth workers.
- Organisations should invest in the development of youth workers and provide allowances for time off work to up skill. Organisations to provide some incentives to retain youth workers during study and once qualifications are completed.
- Create teams with experienced youth workers to mentor young youth workers to ensure the growth of youth work. Mentoring will greatly enhance academic training.
- The youth work sector should work with training providers to develop training for youth work managers. They will need to explore the appropriate type of training and consider whether training is delivered in block courses, onsite training, and distance learning.

### *Macro Influences-*

The implication of the current contracting environment on the management of youth workers is that it is creates tensions. Youth workers and managers are experiencing frustrations which if not examined and addressed may result in increased numbers of

youth workers and managers leaving organisations that compromise on youth work values.

Recommendations include:

- Youth work organisations should be open to finding alternative streams of income if funding does not align with values.
- Commitment to manage consistently from youth work values through all levels of the organisation.
- Involve youth workers and staff in the initial stages of tendering for contracts to ensure participation and reducing likelihood of frustration later on.
- The youth work sector should advocate collectively for youth work services at government policy and contracting level, ensuring consistency of values and approaches. "Youth work that is of value is youth work that considers and critiques macro-contexts to ensure that youth-related practice is both relevant and meaningful"(Bruce et al., 2009, p. 29).

## Future Research Recommendations

***What are the specific needs or approaches that would be beneficial for Pasifika youth workers when being managed?*** This was not the main purpose of this research, and while there was good representation of Pasifika youth workers in the project it did not explore specific needs related to ethnicity.

***What is the participation of youth workers in New Zealand, in supervision, including cultural supervision?*** Cooper et al., (2011) tracked the change of supervision to becoming a monitoring tool rather than developmental tool. Most participants indicated that were not receiving clinical supervision that was of benefit. Therefore a study in New Zealand to determine how supervision is being used and who is providing the supervision would be an opportunity to strengthen the youth work sector. Are there youth work supervisors? What are the barriers for organisations ensuring all youth workers are receiving supervision?

***What are the barriers for Maori and Pasfika youth workers to access training and qualifications?*** The higher representation of Maori and Pasifika youth workers than in

other helping professions has been a strength of the youth work sector (Martin, 2006).
Two research participants talked about barriers for Maori and Pasifika getting into
youth work training. Has gradual professionalization including training youth workers,
created barriers for Maori and Pasifika to move into the profession?

***What are the training and developmental needs for youth work managers, with a
proposal for implementation?*** A recommendation from the findings was that training
be provided for youth work managers. Therefore research to identify the knowledge and
skills required for the manager role is necessary with investigation into the preferred
ways for training to be delivered.

***An examination of the distinctive needs and challenges of youth work management in
a faith based context.*** Some participants shared of misunderstandings from managers in
in faith based organisations. Research examining the unique challenges and needs of
youth workers in a faith based context and models of good management provided
understood.

***What is the impact of the new welfare reforms and government contract direction on
youth work organisations, especially their culture and management practises?*** The
reforms are recent and implications of these reforms on youth work practise are yet to
be realised. Research to examine the changes in organisational culture due to the
reforms could inform policy.

### Concluding comments

This research set out to reveal 'best practise' youth work management. While no
conclusive model is suggested the research and literature on management support that
management practise need to be consistent with youth work values and practise. This
includes focus on strong relationships, creating effective teams, and investing in the
development of youth workers

McGregor's view of workers and understanding of their motivations align well with
youth work. Youth workers are self-motivated, go beyond the job description,
passionate and driven by making a difference. Deming's quality management principles
are understood within the youth work context. Especially Deming's conviction that
there must be a collective commitment and responsibility to provide quality outcomes.

Outlined in the thesis are the macro influences that impact on youth work. This includes
the neoliberal drive for economy, efficiency and effectiveness. Youth work needs to be

in continuous improvement, gaining new knowledge that influences youth work practises and management. Research is important in this process, including hearing the voices of young people.

Youth Work is healthy in New Zealand. Youth work is slowly emerging as a profession which will define including the way youth work is organised and managed. Youth work plays an important role in the development of young people in New Zealand. A focus on the needs of youth workers will result in stronger, more effective youth work practise and ultimately result in strong outcomes for young people. A society that values their children and youth to invest into their development will produce stronger citizens and contributors, strengthening society.

# References

Adams, J. (2007). *Managing people in organisations: contemporary theory and practice*. New York, NY: Palgrave Macmillan.

Anderson, J. C., Rungtusanatham, M., & Schroeder, R. G. (1994). A theory of quality management underlying the Deming management method. *The Academy of Management Review, 19*(3), 472-509. doi:10.5465/AMR.1994.9412271808

Anheier, H. K. (2005). *Nonprofit organizations: theory, management, policy*. Abingdon, England: Routledge.

Babbie, E. (1995). *The practice of social research* (7th ed.). Belmont, CA: Wadsworth Publishing Company.

Badham, B., & Davies, T. (2007). The active involvement of young people. In R. Harrison, C. Benjamin, S. Curran, & R. Hunter (Eds.), *Leading Work With Young People* (pp. 80-96). London, England: Sage.

Barwick, H. (2006). *Youth work today: a review of the issues and challenges*. Wellington: Ministry of Youth Development.

Berman, E. M. (2006). *Performance and productivity in public and nonprofit organizations*. New York, NY: M.E. Sharpe.

Bessant, J., Sercombe, H., & Watts, R. (1998). *Youth studies: an Australian perspective*. Melbourne, Australia: Longman.

Blanchard, K. H. (2007). *Leading at a higher level: Blanchard on leadership and creating high performing organizations*. Upper Saddle River, N.J: Pearson/Prentice Hall.

Blyth, D. A. (2006). Toward a new paradigm for youth development. *New Directions for Youth Development*(112), 25-43. doi:10.1002/yd.191

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77-101. doi:10.1191/1478088706qp063oa

Brendtro, L., Brokenleg, M., & Van Bockern, S. (1990). *Reclaiming youth at risk: Our hope for the future*. Bloomington, IN: National Educational Service.

Brendtro, L., & Larson, S. (2004). The resilience code: Finding greatness in youth. *Reclaiming children and youth, 12*(4), 194-200. Retrieved from http://www.reclaiming.com

Brinckerhoff, P. C. (2009). *Mission-based management: Leading your not-for-profit in the 21st century*. New Jersey, NJ: Wiley.

Brody, R. (2005). *Effectively managing human service organizations*. Thousand Oaks, CA: Sage.

Bronfenbrenner, U. (1997). *Ecological models of human development*. Retrieved from http://www.psy.cmu.edu/~siegler/35bronfebrenner94.pdf

Bruce, J., Boyce, K., Campbell, J., Harrington, J., Major, D., & Williams, A. (2009). Youth work that is of value: towards a model of best practice. *Youth Studies Australia, 28*(2), 23-31. Retrieved from http://www.acys.utas.edu.au-ncys-ysa-default.html

Bunyan, P., & Ord, J. (2011). The neoliberal policy context of youth work management. In J. Ord (Ed.), *Critical Issues in Youth Work Management* (pp. 19-29). Retrieved from http://AUT.eblib.com.au/patron/FullRecord.aspx?p=958469

Carey, M. (2012). *Qualitative research skills for social work: theory and practice*. Burlington, VT: Ashgate.

Castka, P., Bamber, C., Sharp, J., & Belohoubek, P. (2001). Factors affecting successful implementation of high performance teams. *Team Performance Management, 7*(7/8), 123-134. doi:10.1108/13527590110411037

Chong, L. M. A., & Thomas, D. C. (1997). Leadership perceptions in cross-cultural context: Pakeha and Pacific Islanders in New Zealand. *The Leadership Quarterly, 8*(3), 275-293. doi:10.1016/S1048-9843(97)90004-7

Clough, P., & Nutbrown, C. (2012). *A student's guide to methodology: justifying enquiry*. London, England: Sage.

Cooper, S., Grace, P., Griffiths, G., & Sapin, K. (2011). Re-balancing supervision. In J. Ord (Ed.), *Critical Issues in Youth Work Management* (pp. 96-108). Retrieved from http://AUT.eblib.com.au/patron/FullRecord.aspx?p=958469

Daughtry, P. (2011). "2 am on a grassy knoll": A perspective on distinctive youth worker attributes. *Youth Studies Australia, 30*(4), 25-31. Retrieved from http://www.acys.utas.edu.au-ncys-ysa-default.html

Davies, B. (2010). What do we mean by youth work? In J. Batsleer & B. Davies (Eds.), *What is Youth Work?* (pp. 1-6). Exeter, England: Learning Matters.

Davies, B. (2011). From advice to management. In J. Ord (Ed.), *Critical Issues in Youth Work Management* (pp. 7-18). Retrieved from http://AUT.eblib.com.au/patron/FullRecord.aspx?p=958469

Davies, M. (2007). *Doing a successful reserach project*. Hampshire, England: Palgrave MacMillian.

Deming, W. E. (1993). *Out of the crisis*. Cambridge, MA: Massachusetts Institute of Technology.

Denscombe, M. (2010). *The good research guide: for small-scale social research projects*. Maidenhead, England: McGraw-Hill/Open University Press.

Drucker, P. F. (1999). *Management: tasks, responsibilities, practices*. Oxford, England: Butterworth-Heinemann.

Dunphy, D., & Bryant, B. (1996). Teams: Panaceas or prescriptions for improved performance? *Human Relations, 49*(5), 677-699. doi:10.1177/001872679604900507

Durie, M. (2003). *Ngā kāhui pou: Launching Māori futures*. Wellington, New Zealand: Huia.

Evans, W. P., Sicafuse, L. L., Killian, E. S., Davidson, L. A., & Loesch-Griffin, D. (2009). Youth worker professional development participation, preferences, and agency support. *Child & Youth Services, 31*(1-2), 35-52. doi:10.1080/01459350903505579

Farnham, D., & Horton, S. (1992). Human resources management in the new public sector: leading or following private employer practice? *Public Policy and Administration, 7*(3), 42-55. doi:10.1177/095207679200700304

Fisher, E. A. (2009). Motivation and leadership in social work management: A review of theories and related studies. *Administration in Social Work, 33*(4), 347-367. doi:10.1080/03643100902769160

Forsyth, P. (2010). *How to motivate people*. London, England: Kogan Page.

Fuller, P., & Ord, J. (2011). On managerial discourses, cultures and structures. In J. Ord (Ed.), *Critical Issues in Youth Work Management* (pp. 45-59). Retrieved from http://AUT.eblib.com.au/patron/FullRecord.aspx?p=958469

Gillham, B. (2005). *Research interviewing: the range of techniques*. New York, NY: McGraw-Hill Education.

Gomm, R. (2008). *Social research methodology: a critical introduction*. New York, NY: Palgrave Macmillan.

Gray, D. (2004). *Doing research in the real world*. London, England: Sage.

Gray, I., Field, R., & Brown, K. (2010). *Effective leadership, management and supervision in health and social care*. Exeter, England: Learning Matters Ltd.

Grey, S., & Sedgwick, C. (2013). *Fears, constraints, and contracts; The democratic reality for New Zealand's community and voluntary sector*. Wellington: Community and Voluntary Sector Forum.

Gringeri, C., Barusch, A., & Cambron, C. (2013). Epistemology in qualitative social work research: A review of published articles, 2008–2010. *Social Work Research, 37*(1), 55-63. doi:10.1093/swr/svsO32

Grix, J. (2010). *The foundations of research* (2nd ed.). Hampshire, England: Palgrave MacMillian.

Guest, G., MacQueen, K. M., & Namey, E. E. (2012). *Applied thematic analysis* (Vol. 27). Portland, OR: Book News Inc.

Hahn, A. B., & Raley, G. A. (1998). Youth development: On the path toward professionalization. *Nonprofit Management and Leadership, 8*(4), 387-402. doi:10.1002/nml.8406

Harrison, R., & Ord, J. (2011). 'Theories' of youth work management. In J. Ord (Ed.), *Critical Issues in Youth Work Management* (pp. 30-42). Retrieved from http://AUT.eblib.com.au/patron/FullRecord.aspx?p=958469

Heron, J. (1999). *The complete facilitator's handbook*. London, England: Kogan Page.

Hofstede, G. (1993). Cultural constraints in management theories. *The Academy of Management Executive 7*(1), 81-94. Retrieved from http://www.jstor.org/stable/4165110

Hoggarth, L. (2010). Managing people. In M. Tyler, L. Hoggarth, & B. Merton (Eds.), *Managing Modern Youth Work* (pp. 41-59). Exeter, England: Learning Matters Ltd.

Hudson, M. (2005). *Managing at the leading edge: new challenges in managing nonprofit organizations*. San Francisco, CA: Jossey-Bass.

Hudson, M. (2007). Managing people. In R. Harrison, C. Benjamin, S. Curran, & R. Hunter (Eds.), *Leading Work with Young People* (pp. 127-141). Milton Keynes, England: Sage.

Huebner, A. J., Walker, J. A., & McFarland, M. (2003). Staff development for the youth development professional: A critical framework for understanding the work. *Youth & Society, 35*(2), 204-225. doi:10.1177/0044118x03255024

Hunsaker, P. L. (2005). *Management: a skills approach*. Upper Saddle River, NJ: Pearson Prentice Hall.

Ingram, G., & Harris, J. (2001). *Delivering good youth work: a working guide to surviving and thriving*. Lyme Regis, England: Russell House.

Inkson, K., & Kolb, D. (1998). *Management: perspectives for New Zealand*. Auckland, New Zealand: Addison Wesley Longman.

Jackson, A. C., & Donovan, F. (1999). *Managing to survive: Managerial practice in not for profit organisations*. St Leonards, Australia: Allen & Unwin.

Jarvis, C. (2005). Fayol (1841-1925) Functions and principles of management. Retrieved from http://www.bola.biz/competence/fayol.

Kennedy, J. (2000). *Leadership and culture in New Zealand* (Vol. no. 88.). Lincoln, New Zealand: Commerce Division, Lincoln University.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1): Prentice-Hall Englewood Cliffs, NJ.

Kress, C. A. (2006). Youth leadership and youth development: Connections and questions. *New Directions for Youth Development, 2006*(109), 45-56. doi:10.1002/yd.154

Kular, S., Gatenby, M., Rees, C., Soane, E., & Truss, K. (2008). Employee engagement: A literature review.

Lea, S. (2011). Are youth work leaders free to lead? In J. Ord (Ed.), *Critical Issues in Youth Work Management* (pp. 60-71). Retrieved from http://AUT.eblib.com.au/patron/FullRecord.aspx?p=958469

Lester, S. (1999). An introduction to phenomenological research. *Stan Lester Developments*, 1-4. Retrieved from www.sld.demon.co.uk/resmethy.pdf,

Levy, L. (1999). *Leadership and the whirlpool effect: Why New Zealand managers are failing to deliver to their potential--and what can be done about it*. Auckland, New Zealand: Penguin Books.

Lui, D. (2003). *Family-a Samoan perspective.* Symposium conducted at the meeting of the SF National Conference, Christchurch, New Zealand. Retrieved from http://www.hdc.org.nz/media/199714/family.doc

Luke, A. (1997). Theory and practice in critical discourse analysis. *International encyclopedia of the sociology of education*, 50-57. Retrieved from http://pages.gseis.ucla.edu/faculty/kellner/ed270/Luke/SAHA6.html

Lynch, R., & McCurley, S. (2000). *Essential volunteer management*. London, England: The Directory of Social Change.

Manthey, T. J., Knowles, B., Asher, D., & Wahab, S. (2011). Strengths-based practice and motivational interviewing. *Advances in Social Work, 12*(2), 126-151. Retrieved from http://journals.iupui.edu.ezproxy.aut.ac.nz/index.php/advancesinsocialwork/article/view/959

Martin, L. (2002). *The invisible table: perspectives on youth and youthwork in New Zealand*. Palmerston North, New Zealand: Dunmore Press.

Martin, L. (2006). *Real work: A report from the national research project on the state of youth work in Aotearoa.* Christchurch, New Zealand: The National Youth Workers Network.

Maslow, A. H. (1943). A theory of human motivation. *Psychological review, 50*(4), 370-396. Retrieved from http://ovidsp.tx.ovid.com.ezproxy.aut.ac.nz

Mayo, E. (n.d). *Hawthorne experiment* Retrieved 24th October, 2013, from http://www.learnmanagement2.com/eltonmayo.htm

McCaw, A. (2011). *Simply trust our employees?* Retrieved from http://www.managementexchange.com/sites/default/files/media/posts/documents.pdf

McGregor, D. (1966). The human side of enterprise. *Reflections: The SoL Journal, 2*(1). Retrieved from http://www.kean.edu/~lelovitz/docs/EDD6005/humansideofenterprise.pdf

Mead, S. M. (2003). *Tikanga Māori: living by Māori values*. Wellington, New Zealand: Huia.

Millar, S. (2006). *Managing human resources in New Zealand*. Auckland, New Zealand: Pearson.

Ministry of Youth Affairs. (2002). *Youth development strategy Aotearoa*. Wellington: Ministry of Youth Affairs. Retrieved from http://www.myd.govt.nz/resources-and-reports/publications/youth-development-strategy-aotearoa.html

Mundy-McPherson, S., Fouche, C., & Elliot, K. (2012). If only "a rose by any other name would smell as sweet": A systematic review on the impact of youth work for young people. *Child and Youth Care Forum, 41*(2), 213. doi:10.1007/s10566-011-9169-z

Neuman, W. L. (2000). *Social work research methods: Qualitative and quantitative approaches* (4th ed.). Boston, MA: Allyn and Bacon.

Paliszkiewicz, J. (2012). Managers' orientation on trust and organizational performance. *Jindal Journal of Business Research, 1*(2), 153-161. doi:10.1177/2278682113476164

Patterson, J. (1992). *Exploring Maori values*. Palmerston North, New Zealand: Dunmore Press.

Perloff, R. (1987). Self-interest and personal responsibility redux. *American Psychologist, 42*(1), 3. Retrieved from http://ovidsp.tx.ovid.com.ezproxy.aut.ac.nz

Purcell, J. (1999). Best practice and best fit: chimera or cul-de-sac? *Human Resource Management Journal, 9*(3), 26-26. doi:10.1111/j.1748-8583.1999.tb00201.x

Richardson, C., & Earle, K. (2006). *Relationship based leadership*. Lanham, MD: University Press of America.

Ritchie, J., & Lewis, J. (2003). *Qualitative research practice: A guide for social science students and researchers*. London, England: Sage.

Rochford, T. (2004). Whare Tapa Wha: A Mäori model of a unified theory of health. *Journal of Primary Prevention, 25*(1), 41-57. doi:10.1023/B:JOPP.0000039938.39574.9e

Rodd, H., & Stewart, H. (2009). The glue that holds our work together: the role and nature of relationships in youth work. *Youth Studies Australia, 28*(4), 4-10. Retrieved from http://www.acys.utas.edu.au-ncys-ysa-default.html

Saldaña, J. (2012). *The coding manual for qualitative researchers*. London, England: Sage.

Saleebey, D. (2009). *The strengths perspective in social work practice* (5th ed.). Boston, MA: Allyn and Bacon.

Sampson, E. E. (1988). The debate on individualism: Indigenous psychologies of the individual and their role in personal and societal functioning. *American Psychologist, 43*(1), 15. Retrieved from http://ovidsp.tx.ovid.com.ezproxy.aut.ac.nz

Sercombe, H. (1998). Power, ethics and youth work. *Youth Studies Australia, 17*(1), 18-27. Retrieved from http://www.yapa.org.au/youthwork/facts/powerethics.pdf

Shea, G. F. (1994). *Mentoring: helping employees reach their full potential*. New York, NY: AMA Membership Publications Division, American Management Association.

Sivasubramaniam, N., Murry, W. D., Avolio, B. J., & Jung, D. I. (2002). A longitudinal model of the effects of team leadership and group potency on group performance. *Group & Organization Management, 27*(1), 66-96. doi:10.1177/1059601102027001005

Smith, A., & Shaw, P. (2011). *The reflective leader: Standing still to move forward*. Norwich, England: Canterbury Press.

Spence, J. T. (1985). Achievement American style: The rewards and costs of individualism. *American Psychologist, 40*(12), 1285. doi:10.1037/0003-

Tate, T. F. (2003). Servant leadership for schools and youth programs. *Reclaiming Children and Youth, 12*(1), 33-39. Retrieved from http://www.reclaiming.com

Taylor, F. W. (1911). *The principles of scientific management*. Retrieved from http://www.forgottenbooks.org/info/9781606801123

Terrion, J. L. (2006). Building social capital in vulnerable families: Success markers of a school-based intervention program. *Youth & Society, 38*(2), 155-176. doi:10.1177/0044118X05282765

Tiffany, G. (2011). Towards an 'intelligence based approach' to detached youth work management. In J. Ord (Ed.), *Critical Issues in Youth Work Management* (pp. 125-134). Retrieved from http://AUT.eblib.com.au/patron/FullRecord.aspx?p=958469

Tyler, M., Hoggarth, L., & Merton, B. (2010). *Managing Modern Youth Work*. Exeter, England: Learning Matters Ltd.

Ware, F., & Walsh-Tapiata, W. (2010). Youth Development: Maori Styles. *Youth Studies Australia, 29*(4), 18-29. Retrieved from http://www.acys.utas.edu.au-ncys-ysa-default.html

Weber, M. (1947). In C. W. Mills & H. H. Gerth (Eds.), *From Max Weber: Essays in Sociology*. New York, NY: Oxford Unversity Press.

Whitener, E. M., Brodt, S. E., Korsgaard, M. A., & Jon, M. W. (1998). Managers as initiators of trust: An exchange relationship framework for understanding managerial trustworthy behavior. *The Academy of Management Review, 23*(3), 513-530. doi:10.2307/259292

Williamson, H. (2007). Youth work and the changing policy environment. In R. Harrison, C. Benjamin, S. Curran, & R. Hunter (Eds.), *Leading Work With Young People.* (pp. 34-49). London, England: Sage.

Wilson, J., & Gislason, M. (2010). *Coaching skills for nonprofit managers and leaders: developing people to achieve your mission*. San Francisco, CA: Wiley.

Wong, L. (1998). Management theory meets the'other'. Retrieved from http://arrow.monash.edu.au/hdl/1959.1/36730

Yohalem, N., & Pittman, K. (2006). *Putting youth work on the map*. Retrieved 28 August, 2012, from http://www.nextgencoalition.org/docs/putting-youth-work-on-the-map.pdf