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Theoretical Perspectives on the Development of Social Welfare Practice Supervision

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Abstract: The article has a theoretical approach and starts from the perspective that an improved social work practice can occur from a qualitative supervision process. This article aims to emphasize the role of supervision in the professional development of the social workers, as it is described in some of the main sources from the scientific literature in the field. I brought into discussion in short the main periods of development of the social work supervision, starting with 19th century till present. The article also synthesizes what is meant by the process of supervision in social work, by taking into consideration the theoretical and practice models from international literature, by reviewing the most frequent definitions of supervision found in the literature, but also the functions of supervision.
The article contains references to individual, group and peer supervision and to some supervision models.

Keywords: *supervision; origins of social work supervision;individual supervision; functions of supervision; group supervision; peer supervision; models of supervision; theoretical review.*

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Definitions of Supervision

An overview of social services supervision can be defined as a process through which the organization provides support and guidance to social workers. According to the British Association of Social Workers (BASW), supervision should allow and assist social workers to build effective professional relationships and solid practices and to lead and support two aspects of real necessity for the efficiency of practice: a professional reasoning, and discretion in the decision-making process. The efficiency of supervision of any form is given by the combination of a performance management approach with a supervisory relationship that gives it the power of analysis and decision making and makes the supervised more responsible. Improving the quality of practice, supporting the development of an integrated work and ensuring a continuous professional development, are all objectives of supervision, from the point of view of BASW. Supervision contributes to the development of an organizational culture based on lifelong learning, supporting the increase in trust in own potential of each professional, and the managers' competencies in supervision (BASW, 2012; Skills for Care & CWDC, 2007).

Etymologically, the term "supervision" is the result of compiling two Latin terms – "super" which means "over", and "videre" – "to see"; thus, the process of supervision is focused on the development of professional practice, through supervising the efficient organizing of the practice of beginners, less experienced workers (Cojocaru, 2005: 91). Put together, the definitions of supervision found in the scientific literature in the field of social work end up approaching the same wide issue: the efficiency of the practice of the professional in social work / social services in relation to the organization they belong, the supervisor, colleagues, clients he/she represents and to whom he offers services. Supervision becomes team-work, between a more experienced and less experienced professional, with the purpose of fulfilling organizational, professional and personal objectives (Peet, 2011).

Supervision, as it develops as self-alone practice, has become a process that combines a series of functions such as administrative, educational and supportive (Kadushin, 1992; Kadushin & Harkness, 2002; Schulman, 1993, 1995), but also mediative (Morrison, 2005).

Brief History of Supervision in Social Assistance

The supervision of social work has begun as an administrative practice in the charity organizations in the XIXth century, 1850 – 1920,

when the practice was focused on management at work, targeting staff management, training and support, being a model based on learning. Subsequently, in the practice of assistance, the supervision of actual cases occurred between 1920 and 1936. Attention is paid on learning the practice of a social assistance based on social cases, there is a nursing education of social workers and the bases of conceptualization of a model of supervision of the social cases. In the same period, supervision is introduced in the processes of therapy. In 1936, Robinson states the first definition of supervision as being an educational process that involves administrative components of teaching and support (O'Donoghue, 2010: 41). Theories of learning and development of practitioners are now associated with the process of supervision. Between 1937-1950, the supervision is consolidated on working on the case. The process is based on the administrative component, on teaching and supporting the professionals. In this stage, supervision mirrors working on the case, which raises issues of methodology. As aspects in the development for this timeframe, whe notice the standards of performance and the job description, a better understanding of the role of anxiety in the process of learning. The period 1956 – 1970 involves a series of challenges for the supervision of working on the case, the focus being on the professional development and on identity. Questions arise on the time that is necessary for supervision, which becomes more and more demanding. During this period, the models of group supervision and peer supervision are developed, new theories and models of practice being incorporated in the process.

Later, between 1965 and 1990, the empirical research occurs in supervision, with specific theories and models. The period is focused on obtaining new knowledge in the field, and on understanding the practice of supervision, but also on the development of theories and specific models.

The 1980-2000 period is marked by managerialism, organizational and professional change, leading to increased professional responsibility, cost-effectiveness management and professional identity. The process is a dominant managerial one, with the possibility of losing the support function of supervision, and the supervision itself becomes and is perceived as endless. The defining points of this period are the separation of the administrative function from the educational one, the emphasis of the clinical supervision as a process that supports the professional practice, connections with the interdisciplinary clinical supervision being established. The same period is marked in organizational supervision through the manifestation of oppression and marginalization, or discrimination at the workplace. The period records a sensitivity to differences and power

relations. A negative aspect of the period is the lack of recognition and response to personal, cultural and structural differences in supervision. This is when feminist supervisory models are born (O'Donoghue, 2010: 41).

Also at the beginning of the 20th century, universities have established training programs and gradually developed a body of knowledge and a theoretical framework for supervising social assistance. Supervision has become an educational process. At the same time, the impact of psychoanalytic theory and its treatment methods have led to a case-oriented format and structure of supervision. 21st century supervision focuses on professional accountability, cultural competences and evidence-based practice. Various forms of supervision have developed, with pluralism in supervising practices. Scientific literature abounds in theoretical and practical references to the supervision process (O'Donoghue, 2010: 41).

When social assistance has evolved into an independent profession, support has grown to develop a practice of independent self-supervision for social workers. The emphasis being on the need to take responsibility for social practices and their consequences, supervision was considered as an administrative practice. There has been a gradual shift towards a means of ensuring the quality of service offered to customers and of satisfying regulatory bodies (Tsui, 1997a, 1997b, 1998, 2004a, 2004b, 2005; Tsui & Ho, 2003).

It has been found that the process of developing supervision of social practice has been greatly influenced by the external environmental requirements of social welfare and by the internal requirements of the professionalization of social work. Based on this historical analysis, the author develops the explanation that even since the 1990s, supervision has been self-sustaining as individual practice, with its own characteristics distinct from other practices.

Models of supervision

We will discuss some of the models identified / built by researchers / authors in the field, such as Morrison's 4x4x4 supervision model, Caras and Sandu's professional development supervision model, Frunză and Sandu's ethics supervision model, the practical model of Reflexive supervision built by Rankine.

4x4x4 Supervision Model.

A model addressing the supervision relationship based on the direct impact on stakeholders is that developed by Morrison (2005) - 4x4x4

supervision. According to him, supervision must meet a number of professional requirements on behalf of different stakeholders, which may involve a large number of activities. The 4x4x4 model integrates, at the same time, functions, stakeholders and the main technical processes involved in supervision.

Supervision from Morrison's perspective fulfills the following functions, integrated into the overall model: *management, development, mediation* and *support*. The model is complemented by the reflexive supervision cycle - experience, reflection, analysis and plans and actions, focusing on the needs and priorities of four stakeholder groups - service beneficiaries, organization staff, organization and partners (Morrison, 2005).

The *four functions* of the Morrison model are:

- The *managerial function* - follows a competent and responsible practice;

- The *professional development function* - aims at continuous professional development;

- The *support function* - involves the supervisor's personal support provided to the supervised;

- The *mediation function* - includes the involvement of the individual in the practices of the organization, transferring his organizational values and facilitating the development of professional and collegiate relationships (Morrison, 2005).

There are four groups of stakeholders in supervision:

If supervision is successful, then there will also be benefits for each stakeholder, as follows:

- Beneficiaries of social services - a clear and service-focused approach to workers who will know how to correctly assess the needs and risks and involve beneficiaries directly in the process.

- The supervised - must be responsible and able to demonstrate a trustworthy, reflective approach to case management.

- The organization - the supervisors disseminate the objectives, values and policies of the organization; guides and monitors the activity leading to the development of consistent practice; value workers who, in turn, lead to a decrease in business numbers, disease or complaints.

- Partners - Workers understand the role of partners, are able to negotiate effectively with them, and have exact expectations when involved in multi-agency evaluations and planning.

Four elements of the supervision cycle (based on Kolb's learning cycle):

- Experience - the "story";

- Reflection - the challenge of thinking about your own experience, for example, what worked well, what did not work, what could have been done differently?

- Analysis - what does the experience mean?

- Plans / actions - which is the next "chapter" of the story?

The 4x4x4 integrated model provides a coherent, practical and well-tested framework to integrate these different, but connected supervision elements. Recognizing the different functions of supervision and the needs of different stakeholders is essential. (Morrison, 2005; SSCB, 2016).

Supervision model with a central role in the professional development of professionals

Following an empirical research conducted within a child protection organization in the NE of Romania, Caras and Sandu (2014a: 75-94), they built a supervision model based on supervisors and supervisors' perception of the relationship of supervision and the role of the relationship supervision in the professional development of social workers.

The results of the study have generated a supervisory model specific to the organization, but can be considered the start of new research on supervision. Adaptation of supervision to the needs of supervisors was perceived by the supervisor as a valuable part of professional development. In the perception of subjects participating in the study, supervision is a key dimension in human resource management. The process involves functions such as peer evaluation or support for professionals during integration into the organization, as the supervisor is the one who deepens the supervised (both newcomers and those with great work experience in the organization) in the organizational culture and organizational environment (Tastan, 2017).

The synthesis of the supervision model built by Caras and Sandu sets out the following characteristics of the supervision process:

- The supervisor performs the function of the gatekeeper of the organization's ethics policies, programs and practices (Caras, 2014; Caras & Sandu, 2014a, 2014b; Frunză & Sandu, 2016; Frunză, 2016, 2017).

- is based on generating learning opportunities to the extent that it improves the professional activity of social workers and the quality of services provided by the organization through supervised social workers.

- Supervision is a social practice based on the relationship between a person with extensive professional experience and wide knowledge in the sphere of social welfare and a social worker involved in case management;

- The effectiveness of supervision can be an indicator of the quality of social practice in an organization;

- Supervision is a prerequisite for the quality of social services offered by the organization;

- The supervision process is a system of practices based on the individual or group interview; involves establishing a professional relationship between the participants and pursuing the quality of the services offered.

The model implemented by the research organization was paternalistic, with the supervisor having a quasi-formal authority with a rather managerial role (Caras & Sandu, 2014a: 79-94).

Model of Ethics Supervision

A model developed by Frunză and Sandu on a theoretical level, starting from the model of professional supervision developed by Kadushin (Caras, 2014; Caras & Sandu, 2014a, 2014b; Frunză & Sandu, 2016; Frunză, 2016).

The analogy of the ethical and professional supervision model is given by the support function manifested in the supervisor – supervised relationship. This model aims to provide professional support to supervisors facing heavy ethical loads. "Support may be theoretical, methodological or practical, being an analogous and complementary process to ethics counselors. Analogy also refers to the provision of ethics training, as well as ethical audit, both at institutional level and at the level of individual practice" (Frunză, 2016).

The aims of the ethics supervision developed by Frunză and Sandu are highlighted from the point of view of the relationship between the counselor and the philosopher of ethics with supervisors whose basic professional training is different from the ethical one:

- Awareness of the ethical implications of their own practices by supervised specialists;

- Monitoring the ethical practices of professionals, especially those whose work involves working with vulnerable people and groups;

- Promoting the highest ethical standards, in line with the vision and ethical mission of the organization;

- Promoting the ethical character of professional and institutional practices;

- The empowerment process of professionals, but also ethics counselors, members of ethics committees;

- Development of ethical standards in accordance with the ethics policy of the organization;

- Compatibility of procedures with ethical standards;

- Performing the ethical audit in terms of organizational culture and compliance with ethical values;

- Ethical training of staff, applying ethical standards in current practice, and ethics counselors and / or members of ethics committees (Caras, 2014; Caras & Sandu, 2014a, 2014b; Frunză & Sandu, 2016; Frunză, 2016).

The Model of Reflexive Supervision

Reflexive supervision differs from the traditional supervision model by overcoming the prescriptive stage and provides a construction plan for the supervision session between the supervisor and the supervised (Davys & Beddoe, 2010; Wilkins, Forrester, & Grant, 2016; Rankine, 2017: 78). Reflective ability in supervision highlights the learning process that takes place in the session. The model is structured on 4 layers / levels.

- The Self and the Role (Layer 1) – supervised - supervisor relationship is oriented towards the self-concern of each one involved, towards feelings, cultural identity and reflexivity, but also the clarity of the role.

- Organization (Layer 2) - Supervision is geared towards function and purpose, funding, resources, meeting criteria, organizational culture and understanding of tensions;

- The relationship with others (Layer 3) - Stage designed to respond to discussions on the actual process of supervising, use of supervision - internal and external, working with clients, working with professionals, working with colleagues, exploring power, differences and intercultural identities (Rankine, 2017: 69).

- Socio-political and socio-cultural context (Layer 4) - The process of upgrading is influenced by the public perception, the power of the social assistant, the socio-political and socio-cultural context, the examination of the dominant part, the speeches and their impact on wider discourses, bi - culturalism, social justice and human rights (Rankine, 2017: 70).

Functions of Supervision

Throughout the development of the process, the main functions - educational, administrative and support - have been reinterpreted and reformed, perhaps even added to better encompass the effects of supervision in the organization - supervisor-supervised-client relationship.

If Kadushin sets out three main functions of supervision - educational, administrative and support (Kadushin, 2002). Proctor (1991)

identifies the same number of functions, but stated as normative, formative and retaurative, for Morrison (1993) - management, development, mediation, and support.

The *Administrative function* - Administrative supervision ensures the organizational structure and access to organizational resources that facilitate work. Administrative supervision refers to structuring the work environment and providing it with resources that enable workers to effectively perform their work (Kadushin, 1992: 139). The supervisor is a link to the administrative chain, acting as an administrator, and he also becomes a mediator between the social worker, organization, and client (Mboniswa, 2007).

The administrative nature of supervision is aimed at fulfilling the following duties of the supervisor in the organization: Recruitment and selection of personnel; Introducing staff into the organization and placing it in the most appropriate department-work area; Work planning and delegation of tasks; Monitoring and evaluation of staff, evaluation of work; Coordinating organization activities through staff; Communication in supervisor - supervised, supervised-organization relationships; The advocate supervisor; Mediator supervisor; Supervisor as agent of change (Mboniswa, 2007).

The *Educational Function* - Provides knowledge and instrumental skills that help the supervised practitioner in practice (Kadushin, 1992: 20) and is a systematized and planned process based on a learning-delivering relationship that involves: establishing learning areas based on a formal assessment based on criteria; formulating teaching-learning objectives; selecting and organizing information content; the development and implementation of teaching strategies - learning and evaluation of the outcome of the process (McKendrick, 1990: 213; Mboniswa, 2007; Unguru & Sandu, 2017).

The educational function ultimately contributes to the capacities of the supervisor and to its continuous adaptation to the cognitive demands of the field. Educational supervision contributes to providing quality services.

The *Support Function* - a function with a high impact on the supervisor's development, through which the supervisor emotionally supports him and helps cope with the discouragement and dissatisfaction with the job, giving the supervised person the feeling of being professionally valued, giving him a sense of organization and safety in their own performance (Mboniswa, 2007). McKendrick's approach (1990: 220) indicates the function of support as a psychological and interpersonal resource that helps the supervisor build his or her own well-organized practice strategy and based on self-confidence.

Proctor (1991) proposed a framework involving the formative, normative and restorative dimensions of development that assists staff in better understanding of clinical supervision (BASW, 2012). The functions identified by Proctor (1991) can be predominant at different times of supervision but also interrelated and overlapping.

The *Normative Function* - ensures a safe work environment for professionals and maintains professional standards and trust in organizational and supervisory relationships. The normative function should not be confused with management or instruction in the organization, the purpose of which is for the practitioner to seek advice from an experienced practitioner in order to develop a personalized work plan.

The *Formative Function* - is in fact the learning side of the supervision process and promotes the development of the supervisor's skills and knowledge in his area of competence. The formative side aims at: developing a better understanding of their own skills and competences and how to put them into practice; to assist the supervisor in understanding the organization's clerics; to lead to the awareness of customer interactions and to reflect on possible interventions; to explore different types of work (BASW, 2012).

The *Restorative Function* recognizes that practitioners can be influenced by the nature of their work and can constantly face stressful tasks. The chance to share this possible state by reflecting on your own work in a supervision session can be beneficial bilaterally, both for the personal well-being of the supervisor and for his professional work. However, the role of this function should not be confused with the role of counseling.

Morrison's model (2005) involves 4 functions, in addition to management, development and support functions, he adds the mediating function of supervision to recognize the supervisor's role of transmitting information between the supervised and the management of the organization.

Individual Supervision

Individual supervision is a one-to-one session between supervisor and supervised – the social worker, and is considered to be more intense than other supervision methods (Mboniswa, 2007: 34; Bernard & Goodyear, 1992: 49). In such a session, the supervisor can also play the role of specific support for supervision, the meeting facilitating and discussing personal issues that could influence the proper conduct of the profession and good collaboration between supervisor and supervised.

It is suggested in the literature that individual supervision can happen on the spot, informal and unscheduled, informal and unstructured - responding to the needs of the supervised for free speech (Rothmund, 1992). The individual supervision session focuses on the capacities of the supervised social worker to self-observe in terms of professional development. The fact that individual supervision is preferred to other types of supervision may be related to the fact that after research in the supervision of counseling, it was found that individual session supervisors were more likely to discuss openly in the supervision session about problems encountered in practice than those who participated in group sessions (Efstation, Patton, & Kardash, 1990). As a result, it has been suggested that a large number of supervisors may inhibit the supervised person from acting.

The advantages of individual supervision consist in the fact that the supervisor understands his own personal progress, learning and development needs. The supervisor is thus able to share personal issues with the supervisor (Mboniswa, 2007).

A study in 2012 on the perception of supervised and supervisors on individual supervision following the participation in pilot supervision sessions has made significant contributions to understanding the individual supervision relationship. Supervisors consider the approach to individual supervision as customer-supervised, provides a customized meeting context, making it deeper and safer. Supervisors regard the process as a support in building professional and personal confidence, but also raising awareness of the supervisor's role in the profession and organization. Supervisor feedback is appreciated as a real help in the learning process. The disadvantages of the individual session for the study participants were the idiosyncratic behavior of the supervisor and the rare evaluation sessions, not necessarily the help of the supervisors. Supervisors felt the need for more supervision sessions. In the same study, the supervisors' perception outlines the pattern as deeper than others, but even more challenging. The individuality of the sessions and the type of supervisor's relationship with the supervised were considered normal without specific differentiations (Borders et al., 2012).

Holloway and Neufeldt (1995) concluded, following the assessment of supervised research, that the supervisor-supervised relationship factors, in opposition to the technical nature of the process, make the difference between more efficient and less efficient supervision. Thus, the development of supervised professionals is associated with a supervision relationship that is facilitating and therapeutic. Supervisors who showed empathy, authenticity, a positive approach in individual supervision sessions transferred these values to the supervised (Nguyen, 2003).

The international organizations that use or provide internal or external supervision services provide supervisors with complete guides to the individual supervision sessions and provide a step-by-step understanding of inexperienced staffing. The Scotish Social Services Council is such an organization that guides the supervisor in the supervision relationship. The guide includes information on what an individual supervision session actually involves, which are the main objectives of such a session, but also brief supervising and supervised helping information to benefit from an effective one-to-one supervision session.

According to the Scottish Social Services Council, one-to-one or individual supervision is the most commonly used supervisory practice, and the supervisor is often the supervised's manager within the same organization. The sessions are formally preset and take place in a confidential and protected setting. Most organizations that use individual supervision ask for it every four or six weeks with each supervised person. The objectives of individual supervision aim at providing a safe place to reflect on the complexity of practice and providing support in exploring practice and decision-making. An effective one-to-one session can build the supervisor's responsibility for his / her practice and the supervisor's relationship with the supervised, organization, and service quality; can provide opportunity in resource management, in delegating and managing overloading workloads; can provide opportunity for performance assessment, support and development (Scottish Social Services Council, 2003).

An effective one-on-one supervision session requires the preparation and involvement of each party. It is recommended that for a one-to-one supervision meeting, the supervisor should prepare prior to each meeting, verifying the issues to be discussed, the notes, etc., as well as the aspects discussed at the last meeting; to be open to free communication, to express the difficulties he has encountered in practice, but also the positive aspects he has experienced since the last session (reflecting on what went well in his work, the supervisor will be motivated to continue and be more confident in their professional potential); be prepared to express their own ideas and thoughts on the potential solution of cases or on promoting workplace efficiency; be prepared and willing to attend courses or other training for their own professional development as agreed with the Scottish Social Services Council (2003).

From the position of supervisor, the oversight relationship assumes an even greater responsibility as it assumes the formation of a less experienced person representing the organization in each of its interactions

with the customers benefiting from the social services it offers. Starting from this approach, it is important for the supervisor to: plan ahead of the supervisory session, making use of the notes of previous meetings; to provide a conducive environment without interruption and stop the session only in exceptional circumstances; consider the starting technique of a coaching session so that the supervisor is encouraged to express himself / herself more easily; to avoid telling the supervisor that what he did was wrong or solve the problems (the alternative would be to guide the supervised person to reflect on his actions and find possible solutions on his own); to avoid focusing on what needs to be improved and to appreciate what is being done well; to delegate tasks and projects, adapting its management style to the current development stage of the supervisor and organization; to take into account the emotional challenges and the development of the supervised person; to use the supervision session as a tool for transferring / learning the values of the organization in relation to the supervised (Scotish Social Services Council, 2003).

The Scottish Social Services Council approach addresses the supervision relationship between the social assistant and the direct manager, not referring to external oversight services or not involving the administrative function and monitoring of the hierarchical position. This approach is an example of supervision very often used in international practice as the history of supervising development as a stand-alone social practice, but also in Romanian practice.

Group Supervision

In most cases, a supervisor supervises more than one social worker and needs to distribute the knowledge and skills between them, thus group supervision is necessary. Bernard and Goodyear (1992: 72) define group supervision as a regular meeting of a group of social workers with a supervisor assigned to the group in order to develop their own understanding of themselves as professionals or for their clients, or to provide services in general. Social workers are helped in their efforts through interactions between those involved as supervised and their supervisor in the context of group supervision.

Group supervision is presented as offering the widest variety of experiences for each participant, thus providing the greatest learning potential (Mboniswa, 2007). Kadushin encouraged group supervision, based on the consideration that this method supports the interaction between practitioners, between members of the same unit of work and helps to

develop the cohesion of the group of peers. Group supervision can also contribute to developing the sense of belonging to a group, an organization, a professional identity of a unitary group (Kadushin, 1992: 409).

Group supervision is also seen as an important team building task and can be associated as a team building task. In such a process, as in team building, everybody learns from each other, sharing their knowledge, experiences, emotions, listening to different ideas and discussions that can be helpful in improving their own practice (Coulshed & Mullender, 2001 : 168; Bogo, Sussman, & Globerman, 2004: 13; Mboniswa, 2007). In group supervision, the supervisor can observe the social workers each individually, as well as how they work as a group, or how an individual relates to teamwork. Mboniswa (2007) presents a number of additional benefits of group supervision:

- Saves time for both supervisors and supervised;
- Provides opportunities for collaborating for supervised social workers and sharing their own experiences in similar situations encountered in practice or solutions to specific situations;
- Facilitates receiving and providing feedback;
- Generates a sense of responsibility for solving existing problems in the organization.

The efficiency of the supervision process can be measured by different practice-specific systems developed by researchers interested in improving overall supervision and gradually built models in particular. A self-report model (a report by each supervised person that reflects on the effects that supervision has on personal and professional development) of measuring effectiveness is the 4C's method of supervising: Increasing Confidence, Competence, Compassion, and Creativity. Each member thinks about the ways in which the supervision group has contributed to the growth of each component of the model (Proctor, 2008; DeWane, 2013).

This exercise is actually an awareness of practice, a moment of reflection that in time leads to improved individual and organizational practice. One of the most important aspects of group supervision is the ability to explore and solve ethical dilemmas. Group members can help each other decide the gravity of a problem and, indeed, whether it is an ethical dilemma or a complicated decision in practice. All models of social welfare decision-making require consultation with experts and colleagues. The group can offer such consultations (DeWane, 2013).

Among the benefits of individual and / or group supervision, as assessed by O'Donoghue (2000), it was noted that in the case of fair practice, supervision has a special role to play in establishing and maintaining

professional and ethical boundaries, provide protection against undesirable and unsafe practices, and also provide reassurance to the client that the social worker they work with is responsible for their behavior before a higher authority.

Peer-to-peer Supervision

Peer-to-peer supervision involves collaborative learning, consisting of two or more peer-to-peer professionals (both social workers and other professions, which can be multidisciplinary) (AASW, 2014: 6). According to AASW, peer review is defined by three core values of social assistance: respect for individuals, social justice, and professional integrity (AASW, 2015). Kadushin (1992: 483) describes peer supervision as a process consisting of a group of professionals within the same organization who have regular meetings with the aim of analyzing cases and therapeutic approaches without being led by a leader. The group's work experience is shared by each member, each member assumes responsibility for one's own work and the other's (Mboniswa, 2007).

Parental supervision can be considered an effective form of supervision that reduces organizational costs and possible pressure felt by the authority of an internal or external supervisor when the process is perceived by its control and monitoring function. The advantages of such a model of supervision may be that there is no authoritative form of control, all social workers are on an equal footing, being a functional model if the people involved all have the same level of competence, knowledge. The disadvantage is the lack of expertise of those involved, which in some analytical situations may lead to blockeges in identifying specific solutions.

Conclusions

During the literature review, we have appealed to different approaches of supervision as a process that can be implemented through many practical models, either individual, or in conjunction with another.

We synthesized the defenitions of supervision starting from Robinson, Kadushin, Bernard and Goodyear, Morrison and reached the models from the current theory and practice of supervision – Caras and Sandu, Frunză and Sandu, Rankine.

Supervision as social practice supports adaptations specific for each system of social services in which it is carried out, being relative to the organizational, cultural, economic or educational specific of each organization / system.

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