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SUPERVISION

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Analysis of professional competencies in social services supervision

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Abstract

In this research was realized a secondary data analysis obtained from the research "*Analysis of practical purposes of supervision*", research that was developed under the theme "*Analysis of Occupational Standard for the Supervisor Occupation*". Analysis carried out after the successive inductions allows us to formulate conclusions as a series of professional skills necessary to perform the supervisor's duties accompanied by good practice principles in implementing the supervising process. The analyse of interviews and focus groups conducted within the research, and taking into account the professional requirements expressed in the literature and help us to formulate the good-practice principles in supervision of social services.

Keywords: Supervision, supervisor, supervisees, social services, Grounded Theory, principles, competencies, professionalism.

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* The present research was conducted under the research "*Supervision of social services in rural areas of the county of Iasi*", conducted in the Research Lumen Centre in Humanistic Sciences and Supervision and Social Planning Master Program from "AI. I. Cuza" University. In this research was realized a secondary analysis of data starting from reinterpreting raw data obtained by the researcher Elena Unguru along with Cornelia Baciu and collaborators (2010) in the research "*Analysis of practice goals of supervision*", research conducted under the research theme "*Analysis of Occupational Standard for the Supervisor Occupation*", under the scientific coordination of Ph.D. Antonio Sandu and Associate Professor Ph.D. Stefan Cojocaru in the Supervision and Social Planning Master Program, "AI. I. Cuza" University, Iasi.

Introduction

Supervision is part of a wider range of specialties included in the system of social services aimed to improve the individuals' quality of life. It is an activity that can contribute to continuing professional development of practitioners in the social field, and whose importance is only partially recognized by the authorities (Sandu, Unguru, 2010b, Ambrose, 2010). Simona Ponea (2009) considers that the supervisory process helps the practitioners in improving their *skills of reflection*, and in *narrowing the gap* between theory and practice (cf. Brehm, Gates, 1994). Ana Muntean (2007) argues that supervision is a professional meeting that is held in a framework organized and negotiated by the parties. The immediate goal is to increase the capacity of the supervisee to intervene in the relationship with beneficiaries, maintaining and amplifying their professionalism.

Bernard and Goodyear (1998) consider that supervision is an intervention provided by a person, with more experience in a certain profession, to a person who is less experienced. This relationship is evaluative (Congress, McAuliffe, 2006), extends over time and has multiple purposes:

- To improve the professional function of the supervised persons;
- To monitor the quality of professional services offered by the supervisee person to its clients;
- To promote the profession quality to those who wish to become practitioners.

The most delicate area of supervision is that of empower the participant or participants through continuous feedback and evaluation (Baciu et al 2010, Lunden, 2007). The supervision's purpose can be developed gradually starting from the supervision and monitoring the social worker's activities to professional development (Sandu, Unguru, 2010a, Brill, 1990) and personal development simultaneous with increasing the quality of the offered services (Baciu et al 2010).

For Stefan Cojocaru (2005), supervision represents an opportunity to receive support, both practically and theoretically, in the form of recommendations, ideas or suggestions. We can speak about internal or external supervision, individual or group supervision, problem-centered or appreciative supervision (Cojocaru, 2006a, 2006b, 2007, 2010a).

The purpose of supervision

Stefan Cojocaru (2005, 2010b) identifies the following goals of supervision:

- Promoting personal and professional development;
- Providing learning opportunities;
- Increasing awareness of the role and responsibilities of social workers
- Maintaining standards in the field;
- Providing a feedback.

Other goals of supervision:

- Ensuring continues training for specialists (Olteanu, 2010);
- Controlling the quality of practice (Blukert, 2008);
- Giving aid to professionals in carrying out their professional tasks (Gavrilovici, 2005);
- Preventing inappropriate responses from staff (Hawkins, Shohet, 1989);
- Transferring knowledge, skills and attitudes by a person who has a broader theoretical and practical experience, to a person who is a novice in the social field (Dolgoff, 2005).

The supervisor is the person who possesses vast and different theoretical concepts and also practical experience (Haynes, Corey, Moulton, 2003) that he can use in improving the social workers' skills from various areas, covered by the social system (Ponea, 2009).

The supervisor assumes four roles (Alina Ailincăi et al, 2009):

- *as a trainer* - helps the supervisees in implementing the theoretical informations into practice;
- *as a mentor* - helps the supervisee in forming his own style;
- *as a consultant* - helps in resolving difficult situations (Shulman, 1995);
- *as an evaluator* - by providing feedback.

Need of supervision

Mihaela Hurduc, Ovidiu Bunea, Mariana Gugeanu, Remus Ifrim, Lizuca Modoranu, Mariana Ștefan, Crina Croitoru, Ciridariu Lia, Mara Onilă, Vasilica Mogoș, Augustina Chiruță, Apreotesei Maria, Gabriela Gabor have investigated the supervision's need in the romanian social work, described by the following methodology:

1. Analysis of Romanian and international bibliography. By this analysis of the bibliography was intended to answer the question: "Why is supervision needed?" Were consulted specialty materials and after this analysis was formed a theoretical basis that has enabled the group to engage in other activities that are included in the research.
2. First Brainstorming - novelty and creativity element of the group. Concerning the fact that the analysis of bibliography did not found sufficient data on the question: "Who would need supervision?", on the initiative of the group leader, and with the support of the other members, decided to organize a brainstorming session in group and tried to answer this question.
3. Second Brainstorming - the theme of this brainstorming was to identify the need for supervision, and was conducted within the group. Like in the other session, the group was dynamic and provided information relevant and useful for conducting good research.
4. Structured interviews - in this section of the research methodology were applied 6 interviews with persons responsible for supervising and 7 interviews with supervisees.

5. Focus group - was held on the theme of need for supervision. On this were invited supervisors and supervisees from NGOs and public institutions; they have proven to provide important and relevant data for both group members and for the research itself (Hurduc et al, 2010).

The research results proposed by the authors mentioned have highlighted the need of supervision in terms of communication, constitution of a shared vision regarding the professional motivation, creating empathy and professional support within team work, learning experience, teamwork, self-esteem and professional satisfaction of the supervisees, clarification of professional practice, mediation of possible professional conflicts (Hurduc et al, 2010). Also, after the research the authors noted that every organization should recognize and encourage supervision, by including a specialist position in the organization or by calling a supervisor from outside the organization. It is recommended that the supervision be made by a specialized person, other than the manager of the organization, because the two positions (supervisor and manager) have specific responsibilities, cultivate different professional relationships and the employees relate to them in different ways (Ponea, 2010). Often the social worker sees in supervisor a person that is designated to solve what is harder, a way of eliminating stress. This way of thinking is wrong because the decision to act it is not made by supervisor, but it is shared by him, the results obtained being dependent by the quality of supervision. Another important element revealed after the research is that the supervisor represents for all the supervised employees a resource person (Brehm, Gates, 1994).

The design methodology of the research

Research Objectives

We wanted to highlight during the research the following:

- The perception of social workers on the supervisory process;
- The role assigned to supervision by professionals in social work practice;
- The correlation between the supervisor social worker and others social workers within the organization.

The sampling

In the focus group was attended by eight professionals from different organizations that provide social services in the county of Iasi. Participants were six women and two males - in the choice made was taken into account the prevalence of female staff in the structure of social services; aged between 25 and 45 years and with experience as either a supervisor or a supervisee.

Also in the investigated sample were also included two researchers in social sciences, three social workers from NGOs, selected on the basis of theoretical and practical expertise in social services.

Grounded Theory

Simona Branc identifies two main paradigms based on qualitative research, namely objectivism and constructivism. The first assumes that information about the social world can be analyzed so as to reveal a reality or a social structure "beyond the data collected", while the second paradigm reveals how data and speeches are organized and created through social interaction (2008:86).

According to the author above one of the most appropriate method for qualitative data analysis is Grounded Theory, this assuming a systematic process of generating concepts and theories based on the data collected. Literature defines Grounded Theory as an inductive approach that starts with general observations and during the analytical process creates conceptual categories that explain the theme explored. The research insists on the role of sociological theory in managing the data research and in providing ways of conceptualizing the descriptions and explanations (Goulding, 1999; Branc, 2008).

According to research Grounded Theory type the knowledge evolves during the research process itself and is a product of continuous interaction between data collection and analysis. Therefore, unlike many other methods, theorists do not wait until all data are collected before the analysis begins, but rather seek for meanings through early data query (Goulding, 1999). The present research evolves over the course of data obtaining and also intercalation / confronting them with existing information in the literature.

Strauss and Corbin (1998:5) refer to constructions that are generated during the Grounded Theory process as changeable, open and negotiable. Grounded Theory itself is a research strategy which aims to generate new theories or models based on actual data (Plugaru, 2010).

Data interpretation was realized through successive inductions method (Sandu, 2009) specific to Grounded Theory (LaRossa, 2005). We took into consideration that the practice of social work supervision is in an early stage and as such our research has an explorative and generative character (Cusen, Buja, 2009).

Focus Group

The Focus group is a special form of interview, based on a specific topic, strictly defined which is led by a moderator and is part of qualitative data collection techniques to analyze the perceptions, motivations, feelings, needs and views of people (Cojocaru, 2005). Stefan Cojocaru presents the focus group as "*a planned panel discussion* organized to obtain perceptions about a range of narrower interest, conducted in a permissive environment, the discussion is relaxed and often enjoyable for participants to

share their ideas and perceptions; group members influence each other, responding to ideas and comments' (Kreuger, apud. Marlow, 1993: 55-56).

Richard Krueger and Mary Casey define focus group as a type of special group in terms of scope, size, composition and processes used. This is a way to better understand how people feel or what they think to a certain problem, to a product or a service (Krueger, Casey, 2005:21).

We agree with Maria Socoro and Cristina Fernando (2010) considers that the focus group members have to be involved in all phases of the process; they were considered co-researchers in the development process of new development proposals.

Dana Cojocaru believes that the focus group interview is different from the individual interview that it "focus group pulls out a multiplicity of perspectives and emotional processes in a group context" (D. Cojocaru, 2003:89) that produce data because of the interactive discussions between participants, but that does not encourage interactive discussions between participants. Through focus group there are obtained qualitative data that surprise the behavior of individuals, and perceptions rather than quantitative information (Cojocaru, 2005).

Adrian Hatos (2009) starting from Stefan Cojocaru believes that the focus group is a technique you can use in research / evaluation of a situation, problems in terms of interpretations that people give them their feelings towards a certain event, phenomenon, opinions to a program, product, services, ideas, etc. Basically, it can be applied in all spheres of social life when it seeks information directly from individuals. The focus group technique is a qualitative type but does not exclude quantitative techniques type.

Organizing a focus group

The focus group involve between 6 and 10 people depending on the criteria covered by the research theme and the implication of the moderator (Cojocaru, 2005a). Stages of a focus group are:

- established the theme of discussion;
- determine the structure of the group and the selection ways of the participants;
- elaborating and testing of the interview guide;
- setting the date and place and preparation of the meeting;
- preparation of the moderator and the assistant's moderator;
- conduct focus group (Cojocaru, D., 2003; Cojocaru, 2005a; Hatos, 2009).

Appreciative Interview

Antonio Sandu (2009b) affirms that the appreciative interview focuses on describing the experiences of success in terms of causes that generated it, and also the personal experience gained from that success, the mood reflection generated by success, and

transposing it to other situations that could generate success. The interviewer's objective is to encourage the subject to make it as vivid description of the event. The story must be descriptive and detailed.

The quoted author believes that the appreciative interview is based on principles such as: power of the positive image, transformative and constructive power of words, transformative power of positive emotions. The appreciative interview uses in practice the constructive power of interrogation, engaging imagination in positive change.

It is important to highlight the role of generative language of communication used in the appreciative interview. The generative language is defined by Gergen as being stories about the reality that call into question the conventions that are automatically considered as good (cf. Thatchenkery and Metzker 2008:122). Generative language is used to re-signify things, this affecting corporate culture, productivity and quality relationships.

Thatchenkery and Metzker consider that just the simply changing of names of the positions within an organization and replacing the manager concept with that of associate (practice associate, sales associate etc.) develops an attitude of sponsors and coaching that generates different relationships and lines of communication.

Data interpretation

Qualitative analysis of focus group consisted of selecting and interpreting the most significant semantic constructions presented by the participants at this technique.

We choused the relevant phrases to the purposes and objectives of this research, and then we extract the *frameworks categories* through three inductive successive stages. First we choose a set of keywords derived from subjects' expressions. In the second step we identified the major categories where we consider that the subjects' answers fit. In the third induction we operationalized the elements of Occupational Standard. The triangulation of the encoding process was carried out together with researcher Ph.D. Antonio Sandu, researcher assistant Elena Unguru and researcher assistant Simona Ponea, in the Lumen Research Centre in Humanistic Sciences, through the procedure of obtaining an interpretative consensus.

In this focus group, the first analysis had in view to the state of mind of experts when they tried to think of their profession, the relationship with other professionals and the relationship with other organizational structures. We mention that the focus-group was done within the research "*The purpose of supervision in social care*", authors Cornelia Baci, Carmen Varvara, Ancuta Martinica, Unguru Elena, Simona Chiriac, Marinela Vârlan, Daniela Mantaluta; the communication was presented within the seminar of Sandu, A. (coord., 2010), "*Group supervision in social work*" in the Supervision and Social Planning Masters Program, "Al. I. Cuza " University, Iași.

For analyzing the mood of specialists was started with an icebreaker exercise (Morgan, 1993), which asked subjects to choose one of the options that appear in the tool that is presented, and to indicate which they consider to be correlated with their own state of

mind with their profession, to the relationship with other professionals and the relationship with organizational structures. The instrument consists of a test of associative structures in each of the following states of mind: confused, thrilled, guilty, suspicious, angry, frustrated, sad, scared, happy, disgusted, embarrassed, prudent, dizzy, depressed, optimistic, in love, bored, surprised, excited and shy.

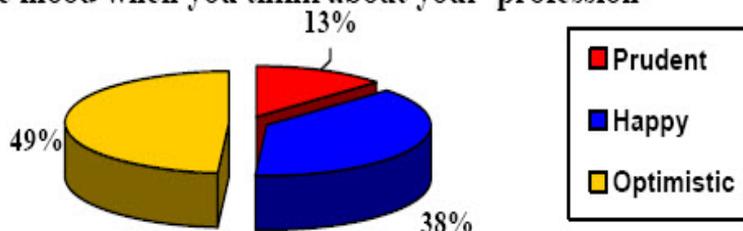
We realize further a categorical analysis of the responses based on keywords, as they occur and their frequency. The table helps us to achieve a qualitative analysis, being able in this way to interpret the significance of the subjects' options depending on the form they motivate their choices. The frequency analysis indicates separately types of options proposed by respondents and their share among the participants in group, without claiming a statistical relevance for a certain population different from the focus group participants.

Categories	Keywords	The form in which appears (in vivo)
The mood concerning the profession of social worker.	Happy	"(I am happybecause) I like what I do" "I come to work with pleasure"
	Optimist	"regardless of obstacles we always have to be optimistic " (I'm optimistic....because)" I love what I do" "always is room for improvement "
	Prudent	(I am prudent.....because) "from my point of view social work has not found its role and neither do I after 10 years working in the field"
The mood concerning the relationship between the social worker and the other professionals in the organization.	Optimist	"I had very good experiences and I know it will go better and better" "generally, if they were the previous problems these were resolved" "it is always room for improvement, but that does not mean it does not exists bad in this moment"
	Happy and confused	"sometimes we do not succeed to intertwined our relationship with the other colleagues" "the relationship with peers is good but you never know what you can expect from a person"
	Happy	"from my point of view it is a good relationship, it is stable"
	Happy and surprised	"I consider it is a good relationship but at the same time there are some "gaps" that are caused because we do not know each other very well"

The mood concerning the relationship between the social worker and other organizational structures.	Prudent	"we do not know each other very well, at least at the organizational level with the other specialists" "we try to form relationships but we still maintain our own identity somewhat" "always we have to be careful how we deal with partners, how we relate to them, how we communicate with them," "all the time when I had to go to other departments or organizations, it was really good indeed"
	Prudent and frustrated	"There is no collaboration between institutions, but rather between people, namely between the staff who knows each other"
	Confused	"are not clearly established the frameworks " "the collaboration relationships with other institutions are like that when they are, when not...."
	Prudent and optimist	"when you work with someone from another institution you always have to be very careful in how you do everything"

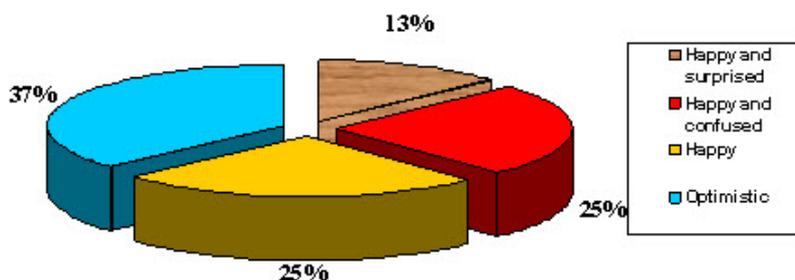
Table 1. Content analysis, focus group of specialists' mood.

The mood when you think about your profession



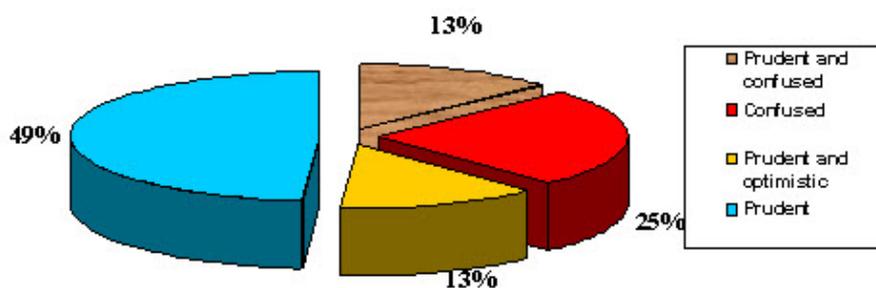
The chart shows mainly optimism concerning professional development, the interviewed subjects being rather happy to have chosen this profession and that they develop within the specific social work frameworks, but less prudent towards the current level of development of the profession. We specify that there was no choice against negative criteria such as nervous, frustrated, sad, etc. and this is the reason why these options do not appear on chart.

The mood when you think about the relationship with the other specialists within the organization



According to the chart above, the subjects interviewed are happy in regard to communication with other specialist colleagues within the organization, even if they express their confusion and surprise to certain elements of the professional relationship with them, they remaining generally optimistic. We specify that there was no choice against negative criteria such as nervous, frustrated, sad, etc. and this is the reason why these options do not appear on chart.

The mood when you think about the relationship you have with other structures outside the organization



The chart representing the mood of specialists concerning their relationship with other structures outside the organization show a high degree of caution associated with optimism or frustration, or in some cases even a state of confusion vis-à-vis this situation. It should be noted that concerning the structures outside their own organization there were no explicit positive evidence which shows that at least for the target group of the focus-group, the experience of inter-organizational communication and partnership was not necessarily a success but rather competition or miscommunication.

Interpretative elements in the qualitative analysis of the subjects' responses:

Responses like: "*I love what I do*" can show a real satisfaction for their work, or where appropriate, a façade effect from the respondents. The high frequency of these types of responses leads us to consider this type of response as being rather honest, at least for participants in focus-group, because the practice of social work can offer them a range of significant professional experiences that can become successful stories.

We may consider such an example the response of subject C. "Myself and M. have the chance to be supervised by specialists from Germany. Unfortunately the supervision occurs very rarely, but what conquers us is that they come with superior knowledge base and know how to provide feedback and know very well to be competitive. I think that is why we managed in growing, otherwise in Romania we do not think we could found, just maybe accidentally, a real and competitive supervision". Another participant explicitly states: "I had very good experiences and I know will go better and better".

The subjects say they are happily coming to work, as is the case of the respondent R.: *"I happily come to work and try to do my best to get good results"*. The optimism expressed by the subjects can be correlated with job satisfaction *"I like what they do, but I thought more about professional development and always is room for improvement"*. It is not neglected the need of auto-improvement and auto-development.

The realism and the caution of some of the interviewed subjects envisages the status of the social work profession, and implicitly the status of supervision in social work, its place and role in society, in general, and in social services in particular *"from my point of view social work has not found its role, and neither do I, after 10 years working in the field"*.

Interpersonal relationships are viewed with optimism within the organization and with a sort of confidence on the level of institutional collaboration. However we must note a contradiction between the choice made and subsequent statements from the second part of the focus group: *"I think I developed a lot my ability of communicate with others, through the work I perform here in the organization. Because for 2 years I have many colleagues both in the organization and from outside with whom I work with every day, and I think that was the greatest accomplishment"*. From the expression cited we conclude that professional relationships, with specialists both within and outside the organization, are considered models of success, which is not consistent with the lack of explicit positive responses to the third category of choices *"The mood concerning the relationship between the social worker and other organizational structures"*.

The third part of the focus group focused on *"The status of the supervisor in the organization"*.

The social workers who practice supervision, without necessarily be listed as such in their job description, were asked to present:

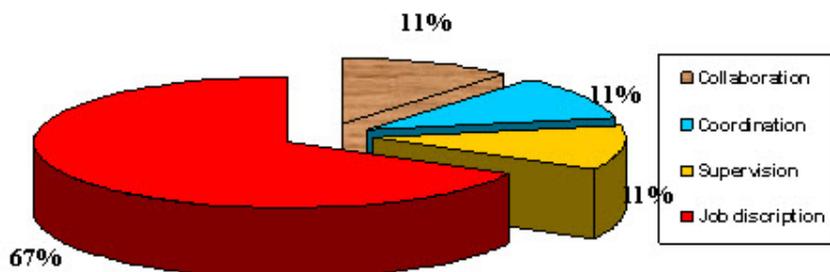
- this tool and the legal framework within which acts in their own organization;
- the relationship they have with colleagues attending the focus group;
- what made all the difference in getting in touch with other members of the organization;
- what skills and competencies they have formed during these links, and which of them are used at work;

- who they believe should ensure a good communication between supervisor social worker and the other members of organization;
- what skills and competencies they have formed during this connection, and which are usefull at work;
- as specialists, what measures should be taken for having a better communication between supervisor social worker and other members of the organization;
- what practical solutions can move forward regarding the improvement of the place and role of the supervisor whitin the organization from which they are.

GENERAL CATEGORIES (2 ND INDUCTION)	PRIMARY CATEGORIES (1 ST INDUCTION)	KEYWORDS	THE FORM IN WHICH APPEARS (in vivo)
Supervision process;	Collaboration with other specialists:	Colaaboration	"We collaborate with many centres that have different programs where different specialists are working"
Supervision process;	Work coordinator.	Coordination	"I am the executive coordinator and I coordinate the work of both nurses and social workers"
Supervision frameworks;	Supervising practice	Supervision	"I do not know if we can call it supervision work, but in a non-formal way this is it, even if there are not standards in our country, we still supervise their work"
Supervision frameworks;	The existing content of the social worker's job description.	The social worker's job description	"it is very well defined"; "are local functions, which they meet depending on the beneficiaries"; "more in a non-formal way than formal"; "there are working tools"; "are completed by the executive coordinator, with who we basically evaluate their work"; "contingency plans, monitoring sheets, statistics that are made annually and monthly".

Table 2. Analysis of social workers' job description regarding the responsibilities for supervising

The importance of specific elements of the social worker job description



The social worker's job description is seen by respondents as being significant for their practice along with the dimensions of collaboration, coordination and supervision, dimensions that should be reflected in this job description. Respondents notify a number of attributions that are specific to social workers, including coordination, control, evaluation, information regarding new tools, and advice in setting up the instruments. All these are specific elements of supervision, which the subjects identify in their own job description, taking us to the conclusion that at least partially they develop supervisory activities, which should be strictly bounded by social worker activity.

A.: As I said, we collaborate with many centres that have different programs where different specialists are working: social workers, psychologists, physiotherapists, nurses, caregivers at home. In the Home Care Program we have 12 social workers, I am the executive coordinator and I coordinate the work of both nurses and social workers, do not know if we can call supervisory work; I do not know if we can call it supervision work, but in a non-formal way this is it, even if there are not standards in our country, we still supervise their work. What can I say? There are so many ... D.: It starts with job description and then the legal framework.

A.: The social worker's job description is very well defined, are local functions, which they meet depending on the beneficiaries they locally have; I regularly check that they work and they fulfilled their responsibilities, more in a non-formal way than formal; there are also instruments which are completed by the executive coordinator with who we basically evaluate their work every day, through contingency plans, monitoring sheets, statistics that are made annually and monthly.

Categories of analysis

The supervisory relationship in the context of social work practice

It has been considered the relationship and communication of the supervisor social worker with other colleagues who were attending the focus group, skills and competencies that they have learned from each other. In this second part of the focus-group, subjects have had to answer the following questions:

The status of the supervisor in the organization with the following questions:

1. What mattered the most in bond formation with other members of the organization?
2. What skills and competencies you gained over this links and which of them are useful at work?
3. As a supervisor social worker, what can you offer to your colleagues to help them with professional activities?
4. Who do you think should take steps to ensure effective communication between the supervisor social worker and other members of the organization?

The professional / informal relations between specialists

1. What mattered the most in bond formation with other members of the organization?
2. What skills and competencies you gained over this links and which of them are useful at work?
3. As a supervisor social worker, what can you offer to your colleagues to help them with professional activities?
4. Who do you think should take steps to ensure effective communication between the supervisor social worker and other members of the organization?

Identification of professional skills necessary to supervisory practice

The supervisor's role in the organization:

1. What practical solutions can you advance regarding the improvement of the place or role of a supervisor in your organization?
2. How you see the role of a supervisor in your future projects?

Responses were analyzed through the technique of triangulation of researchers, in the process of extracting the categories. In a first step the extracting of categories was done in the form of keywords, then the general categories in which answers can be graded, after we operationalised elements of Occupational Standard. The inductive activity was

achieved by four successive steps: the first was the selection of in vivo structures, on which the researchers agreed as being significant, then was the extraction of keywords from what the focus group participants said; the second successive induction involved extracting globalizing categories, followed by operationalisation of the elements of occupational standard.

GENERAL CATEGORIES (2 ND INDUCTION)	PRIMARY CATEGORIES (1 ST INDUCTION)	KEYWORDS	THE FORM IN WHICH APPEARS (in vivo)
Human resource; Supervision frameworks	The relationship with colleagues	equality, participation, collaboration, problems, focus on the opinion of others, support, openness, doing tasks together, knowing each other, teamwork, initiatives, meeting, procedures, supervisor, human resources department, other professionals (psychologist, social worker)	<p>"I think we have relationships with each of us more or less equal"</p> <p>"Depends on how much each of us involves in the relationship that we have with others"</p> <p>"From a professional viewpoint, I think that each of us collaborate"</p> <p>"Even if the problems we face not resemble with the problems of our colleagues"</p> <p>"But their opinion counts a lot every time when we meet one problem"</p> <p>"Both on personal and professional level I believe that collaboration is very good"</p> <p>"The support and openness from colleagues, regardless the specialty that we have"</p> <p>"The tasks that we have made together"</p> <p>"There were some projects where we had to work together. So we know each other better, we managed to raise relations between us, because when we work each on our program, of course the relationships were tangential, so we found ourselves occasionally, while in this case when we were faced with a specific project, and we had to work together, to write a project, for example on structural funds and we met every day, then things were clarified, from my point of view. "</p> <p>"It could be, I think from the top of the organization, some initiatives to bring people to face to face meetings,</p>

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			<p>because if people do not meet, then have no way to know each other" "Even from the supervisor through certain procedures, I think it's best suited" "Now depends on us as well, because if we do not communicate, it is useless to initiate these procedures by the supervisor" "If there is a higher court to impose certain safety procedures it would resolve something" "To be a human resources department to handle this, namely the relationship between organization members" "Or in terms of application the work duties, which is responsible to meet also the supervisor and not the supervisor do his job and nothing more. Still have to meet with psychologist and social worker. "</p>
Supervision frameworks	Skills and competencies	communication, collaboration, negotiation, patience, calm, empathy, understanding and acceptance, resistance to stress, ability to keep silent when you have the ability to supervise.	<p>"I think I developed a lot my ability to communicate with others, through the work I perform here in the organization." "After 2 years I have many colleagues, both in and outside the organization, with whom I work with every day" "That was the greatest accomplishment" "Negotiation relationship, power negotiation and role negotiation, because these are very important" "Must have great patience" "To be calm and patient because you can meet frequently some difficulties, and if you do not have patience you do nothing" "Empathy it is a must" "Capacity of understanding and acceptance of others regardless of way they are " "To see a good part before seeing the less good one" "Resistance to stress" "Ability to keep silent when you have to"</p>

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			<p>"We are at the stage where, although we supervise the social workers, we communicate a lot with them and we wait collaboration from their part"</p> <p>"If there is no collaboration between social worker and supervisor, I believe that we can not do a good job"</p> <p>"Even if we supervise their work, we expect results from them"</p>
The supervision process	The specifics of supervisory programs	<p>supervision, supervisory relationship, the specifics of each program, joint supervisor, control vs. supervision, accidental supervision, real supervision, institutional supervision, spiritual supervision, importance of human quality, reporting to supervisor (as to a model), the lack of clear legislation, multitude of social worker roles, the unclear role of social workers, the unclear role of supervisor.</p>	<p>"I think we can discuss about supervision regarding our organization"</p> <p>"Because each program is unique, and we can not discuss about a common supervisor throughout the organization"</p> <p>"Should be segmented the idea of what supervision means."</p> <p>"Until a few years ago in Romania, the concept of supervision was translated as control, which has nothing to do with supervision."</p> <p>"I believe that in Romania we could find a real supervision just accidentally, and to be competitive in the same time."</p> <p>"Here in Romania, supervision is seen only as a control."</p> <p>"Personally, supervision is made by the director of the institution, that has a different specialization than mine"</p> <p>"I had a happy experience, a spiritual supervision to say so, because in any profession is very important human quality"</p> <p>"I had supervision, not like on the book, not exceptional, but I had someone to report to when I had a problem."</p> <p>"There were many things that we have not found solutions and questions, but not because there is no supervision, but because there is no clear legislation on supervision, there is no clear legislation on social work"</p> <p>"Social worker must play a hundred thousand roles: animator, trainer,</p>

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			<p>facilitator and so on, and you know that the social worker's role is not clear, sure enough that the supervisor's role is not clear, in my opinion.</p>
<p>The supervision process; Supervision frameworks; Human resource</p>	<p>The collaboration with the supervisor</p>	<p>initiative, exposure the expectations from supervision, supervision of supervisors, effective supervision, training.</p>	<p>"First of all an initiative from our part as professionals, from my professional point of view" "When you meet with the supervisor and expose to him what are your expectations from supervision, and there are any other supervisors of the supervisors, so I think it would lead to an effective supervision, which should be achieved." "I think about five years of work experience as a social worker, to experiment the supervision process, meetings, trainings, summer schools, university, and association." "Our land is still virgin"</p>
<p>The supervision process; Supervision frameworks; Human resource</p>	<p>Improving the place and role of the supervisor</p>	<p>distinction between social worker and supervisor, professionalism (in the sense of establishing a profession), clarifying the role, reducing resistance to change, supervisor experience, acceptance, legal framework, specifying the duties of the supervisor, long collaboration between the supervisor and supervisee, practical expertise.</p>	<p>"I do not know if you can in our world, concerning the level of work that is, work as a social worker and work as a supervisor social worker, meaning interfere them" "Primarily set up, I think." "I think it could be harder to accept it, a new person to come into the position of supervisor." "To face with that control" "To clarify the role very well" "Resistance to change, natural way of every person" "I do not agree with somebody coming to supervise us, and have less experience than us." "I, as a social worker, I easily accept a supervisor" " Will work if it is imposed " "If will be a legal framework, and just involve municipalities, but in NGOs do not think it will go." "For ten social workers to be a supervisor, and be required by law." "For example, at a municipality, the</p>

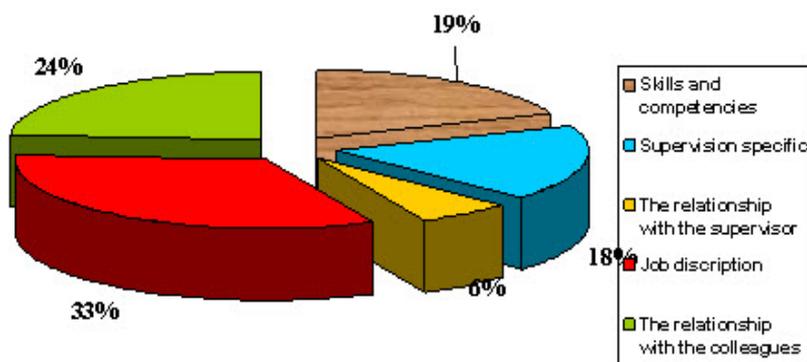
			<p>social worker has many, many tasks and there is no place of supervision, the social worker is loaded with the other duties and if not imposed, will not accept"</p> <p>"Must be very well clarified why is required a supervisor in the institution"</p> <p>"Must realize improvement, because if it comes only like that, he is perceived as control, as controlling authority."</p> <p>"Supervision is a long time process and is observed in the social work's activities"</p> <p>"Is along with him "</p> <p>"Very good professional"</p> <p>"To know each of the categories with who the social worker works"</p> <p>"The experience is very important"</p> <p>"Practical training is important"</p> <p>"The challenge is how to convince people that they need supervision"</p> <p>"We are not supervisors everywhere"</p> <p>"Can be supervisors on the legislation"</p> <p>"Other one can be supervisor with experience and can help you in practical matters"</p> <p>"Who will supervise me? Those from Iasi? The others? If I am a supervisor on several areas? "</p>
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Table 3. The status of supervisor in the organization

The main conceptual categories identified in the subjects' discourses were: the relationship with colleagues, skills and competencies, the specific of supervisory programs, the collaboration with the supervisor and improving the place and role of the supervisor. These categories have resulted from extrapolation of the following keywords: unclear role, acceptance, collaboration, control, supervisor, supervisee, supervising the supervisors, the specifics of supervision. Other significant key words for later theoretical constructions are: equality, participation, collaboration, problems, focus on the opinion of others, support, openness, doing tasks together, knowing each other, teamwork, initiatives, meeting, procedures, supervisor, human resources department, other professionals (psychologist, social worker), communication, collaboration, negotiation, patience, calm, empathy, understanding and acceptance, resistance to stress, ability to keep silent when you have the ability to supervise, supervision, supervisory relationship, the specifics of each program, joint supervisor, control vs. supervision, accidental supervision, real supervision, institutional supervision, spiritual supervision, importance

of human quality, reporting to supervisor (as to a model), the lack of clear legislation, multitude of social worker roles, the unclear role of social workers, the unclear role of supervisor, effective supervision, training, distinction between social worker and supervisor, professionalism (in the sense of establishing a profession), clarifying the role, reducing resistance to change, supervisor experience, acceptance, legal framework, specifying the duties of the supervisor, long collaboration between the supervisor and supervisee, practical expertise.

Supervisory relationship in the context of social work practice



Field of competence	Unit's Title
Skills common to several occupations	The supervisor will establish with his colleagues, including those supervised, a relationship based on collaboration, equality and engagement.
	The supervisor has the ability of team working.
Specific competencies to the occupation of supervisor. (Frameworks of supervision)	The supervisor communicate effectively (showing empathy, understanding, acceptance) and also specific techniques of active listening.
	The supervisor implements effectively the supervisory process.
	The supervisor acts for the ongoing improving of the quality standards, both professional and legislative, and good practice.
Skills common to several occupations	The supervisor has the competence to learn.

Table 4: Competence units of the supervisor resulting from extrapolation keywords and categories

The respondents considered professional skills and competencies as the most important category of features of the process of supervision, in the sense that they generate an efficient and professional social practice (Ponea, Sandu, 2010). Of an equal importance, but slightly lower than the skills and competencies, is considered to be the development of positive relationships with colleagues, both horizontally and vertically, especially an effective relationship between the supervisor and the supervisee given by knowing the specifics of supervision, by both the supervisees and the supervisors. Improving the place and role of the supervisor in the social work organization is another priority identified by the focus group participants. Collaboration with supervisor, although with a smaller weight in the focus group participants' discourse, it is in fact implicit in the skills and competencies, both of the supervisor and the specifics of supervision, so that respondents did not feel the need to frequently remind it in their speeches.

For a significant highlight of the ways the participants have responded, we will illustrate several such responses and words that have been associated in the process of encoding:

- Support, opening: "The support and opening from colleagues, regardless the specialty that we have";
- Communication: "I think I have increased so much my ability to communicate with others, through the work I perform here in the organization".
- Patience, calm: "To be calm and be patient, because you can sometime have many difficulties, and if you do not have patience you do nothing".

Analysis of the appreciative interviews

The interviews had been asked for a brief presentation: age, marital status, education, professional experience.

The interviewed experts are people aged between 23 and 38 years. The marital status of three of them is married and two are unmarried persons. All the interviewed have superior education in socio-humanistic sciences, mainly in social work field, three of them have a master degree or are enrolled in a master program at the moment, and one of them holds a PhD title. All the interviewed are working in the field, having practical experience in the supervision field, as a supervisee or as a supervisor.

Positive experiences in the supervision

What positive experiences did you have during the process of supervision, acting as a supervisor or as a supervisee?

			critical and objective analysis on interventions / decisions taken, discuss / establish personal learning goals'
Supervision process Supervision frameworks	Respecting a value system	stimulation; active participation; respect; system of values and intentions; potentialities and limits.	"As a supervisor, I stimulate and recognize active participation of the supervisee, whom I respect as a person, with a system of values and intentions, with current and potential opportunities but also its limits"

Table 5. Positive experiences during the process of supervision

The main conceptual categories identified in the subjects' discourses were: exchange of information with other professionals, the supervisee mood in the supervision process, keeping a balance in the developed activities, respecting a value system, results arised after the supervision process, description of a successful session, the experience of group supervision, supervisor's work.

These categories have resulted from extrapolation of the following keywords: results, organization, new situations, preventing occupational stress, successful session, task, supervising, supervision, evaluation report, group supervision, learning from experience, motivation to learn, supervision session, difficulties, constructive competition, mutual trust, empathy (sharing feelings), administrative issues, knowledge, values, professional principles, agenda, responsibility, monitoring, evaluation, professional performances, training, listening, functions of supervision, supervision meetings, supervision limits, time, frequency, necessary information, supervision activity, developing, evolution, rules of the organization, supervisor, relationship difficulties, elections, beneficiaries, feedback, language, interventions, labeling , judgment, supervision sessions, answers, understanding, support, dynamic.

Field of competence	Unit's Title
Specific competencies to the occupation of supervisor. (Frameworks of supervision)	The supervisor has the ability to perform a process of transfer of competencies to those supervised.

	The supervisor manifest towards the supervisees an attitude of support, encouragement, active listening and valuation of positive experiences.
	The supervisor manifest in his professional activity a task-oriented attitude, which is transmitted to supervisee.
	The supervisor has the ability to set concrete goals and to follow them in the orientation process.
Competencies of professional ethics.	Supervisor adheres to a set of specific values of his profession including: respect, collaboration and potentials stimulation of the supervisees.

Table 6: Competence units of the supervisor resulting from extrapolation keywords and categories

Successful supervision session

GENERAL CATEGORIES (2 ND INDUCTION)	PRIMARY CATEGORIES (1 ST INDUCTION)	KEYWORDS	THE FORM IN WHICH APPEARS (in vivo)
Supervision process	Results appeared after the process of supervision.	results, organization, new situations, preventing occupational stress.	"The results we have obtained as a result of supervision occurred later" "I learned how to better organize my work; I learned how to better cope with new situations that appeared in my practice. I also learn how to prevent any kind of occupational stress periods."
Supervision process Work instruments	Describing a successful session	successful session; task; supervisor; supervision; evaluation rapport	"A successful session is linked to the performance of a task coordinated by manager and directly analyzed by my supervisor without being notified. Finally I was informed that I was supervised and after the evaluation report, the qualifications obtained were largely dictated by the opinion of supervisor"
Types of supervision; Supervision process	Group supervision experience	group supervision; learning from experiences; motivation for supervision	"Group supervision that enables sharing and learning from many experiences, where participants are encouraged to discuss difficulties they face, where exists a spirit of competition,

Supervision Frameworks		session;	constructive, mutual trust, where the motivation to learn from others and let others learn from you prevail "
Work tools		difficulties; constructive competition; mutual trust; empathy (sharing feelings); administrative issues; knowledge; values; professional principles; agenda;	"The supervision session must first have the themes established, with an agenda that will involve achieving the following points: sharing the feelings related to work's content, addressing administrative aspects of the intervention and equipping the supervisee with the knowledge, values and professional principles"
Supervision process	The work of supervisor	responsibility; monitoring; evaluation; professional performances; responsibility; supervision session; training;	"The main responsibilities of the supervisor is to monitor and evaluate the professional performances of the supervisee. Starting from this basic idea, I should mention that a supervision session ended successfully after I successfully trained the beginner staff'

Table 7: Supervision session that supervisees consider as a successful one

The main conceptual categories identified in the subjects' discourses were: results appeared after the process of supervision, describing a successful session, group

supervision experience, the work of supervisor. These categories have resulted from extrapolation of the following keywords: results, organization, new situations, preventing occupational stress, successful session, task, supervisor, supervision, evaluation rapport, group supervision, learning from experiences, motivation for learning, supervision session, difficulties, constructive competition, mutual trust, empathy (sharing feelings), administrative issues, knowledge, values, professional principles, agenda, responsibility, monitoring, evaluation, professional performances, responsibility, supervision session, training.

Field of competence	Unit's Title
Specific competencies to the occupation of supervisor. (Supervision process)	The supervisor directs the supervision process toward results.
	The supervisor has the ability to adapt the methodology to new situations.
	The supervisor prepares the evaluation reports and supervision reports and other documents imposed by the general methodology or by the specific organization regulations to which it belongs.
	The supervisor develops supervision sessions such as individual supervision, group supervision or case supervision.
	The supervisor monitors and evaluates the activity of the supervisee and his professional performances.
	The supervisor realizes a continuous process of training and information for the supervisee.
Skills common to several occupations - administrative competencies.	The supervisor manages the process of supervision.
	The supervisor realizes in partnership with the supervisee / supervises the agenda for supervision sessions.

Table 8: Competence units of the supervisor resulting from extrapolation keywords and categories

Supervisory situation

Describe a situation when, after receiving supervision, were subsequently produced remarkable results in your social practice. What you did in that moment?

GENERAL CATEGORIES (2 ND INDUCTION)	PRIMARY CATEGORIES (1 ST INDUCTION)	KEYWORDS	THE FORM IN WHICH APPEARS (in vivo)
Supervision process Supervision frameworks	Description of services provided by the supervisor for a successful supervision.	supervision services; supervision; listening; supervision functions; supervision meetings; supervision limits; knowledge; organization; time; periodicity;	"For providing successful supervision services, a supervisor must first know how to listen, be familiar with the supervision functions, its limits, and not giving the impression of a man who knows everything and who is there just to showcase its knowledge. Also, he has to organize very good the supervision sessions, both in terms of time of developing and frequency"
Supervision process	Importance of conducting supervision.	task; necessary information; supervision activity; developing; evolution; the organization's rules;	"After the manager gave me a task, to perform without receiving too much information necessary for that task, the supervisory activity really helped me out in performing and developing the tasks that I was assigned, according to the organization's rules"
Supervision process	Awareness of adverse reactions that the supervisee may have with beneficiaries	supervisor; relationship difficulties; elections; beneficiaries; reactions; language; interventions;	"As a supervisor, I identified relational and understanding difficulties of the way how he reacts regarding the beneficiaries' choices (it is about a colleague that I used to supervise). Although he was not aware of his reactions, my colleague used a certain language in describing

		labeling trial; supervision sessions; answers; understanding aid; dynamic; development;	interventions that betrayed the fact that he label and judge the beneficiaries. After the supervision sessions, my colleague acknowledged his own reactions and responses to those who require intervention, showed greater sympathy for those who seek help, and understood how evolve the mode's dynamics of the interaction between him and those seeking help.”
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Table 9: Remarkable results in social practice after supervision

The main conceptual categories identified in the subjects' discourses were: the description of services provided by the supervisor for a successful supervision, the importance of conducting supervision, the awareness of adverse reactions that the supervisee may have with beneficiaries. These categories have resulted from extrapolation of the following keywords: supervision services, supervision, listening, supervision functions, supervision meetings, supervision limits, knowledge, organization, time, periodicity, task, necessary information, supervision activity, developing; evolution, the organization's rules, supervisor, relationship difficulties, elections, beneficiaries, reactions, language, interventions, labeling, judge, supervision sessions, answers, understanding, aid, dynamic, development.

Field of competence	Unit's Title
Specific competencies to the occupation (Supervision process)	The supervisor helps the supervisee to integrate himself in the organization's norms and values.
	The supervisor uses an appropriate language, without labeling or giving the feeling that he judges the supervisee.

Table 10. Competence units of the supervisor resulting from extrapolation keywords and categories

The practitioners' experience

What have you accomplished as a supervisor / supervisee during that (those) supervision session(s)?

GENERAL CATEGORIES (2 ND INDUCTION)	PRIMARY CATEGORIES (1 ST INDUCTION)	KEYWORDS	THE FORM IN WHICH APPEARS (in vivo)
Supervision process Supervision frameworks	Stages of supervision	supervisory process exploratory knowing each other group analysis types of personalities typology supervisor analysis collaboration ideas exchange positive discourse group work experience organizational culture	"Supervisory process has gone through several stages: first stage was exploratory and knowing each other. It was the level where the supervisor analyzed the group to find out personalities, group's typology, to understand the organizational culture within the department. It was also the stage at which the group analyzed the supervisor, and to give a rating such as "admitted" - "rejected". The second stage was when supervisor and the supervisees have worked very well, have exchanged ideas and reached a common positive discourse. The last step was that the working group (which includes the supervisor as well) found that supervisions end and that this experience should be resumed "
Supervision process	The supervisee feelings during supervision sessions	supervision meetings; problems; practice; interactions between colleagues lack of criticism	"During supervision sessions I felt that I can say all the problems encountered in my practice, in my interactions with colleagues. I did not felt a moment that I would be criticized for what I said or done"

Supervision process	Supervision sessions description	meetings supervisor open honest objective complaints analysis purpose re-evaluation solving	"The meeting had directly with the supervisor were open, honest and objective. Disagreements that appeared later were being analyzed with the purpose to be reviewed and resolved "
Supervision process Supervision frameworks Work tools	The steps followed in carrying out supervision	encouragement reflection; interaction; active listening; discussion; activity; changes in the situation the effects of behaviors interpretation; behaviors description; consequences of intervention; cause and effect; mode of intervention;	"I encouraged the supervisee to reflect on his interaction with the customer; "I used active listening; "I talked about his feelings and the effects of behaviors interpretation of others vs. behaviors description; "I looked into how he intervene and the consequences of interventions, and we reflected together on the cause-effect relationship between his work and the changes in beneficiaries 'situation"
Supervision process Supervision frameworks	Forming a team	good communication skills; capacity to persuade; staff beginner; subordinate team; team of friends.	Firstly I would like to say that I have good communication and persuasion ability that helped me with my novice staff not to be only a subordinate team, but also a team of friends.

Table 11. Results accomplished in a supervision sessions

The main conceptual categories identified in the subjects' discourses were: the stages of supervision, the supervisee feelings during supervision sessions, supervision session's description, the steps followed in carrying out the supervision and forming a team. These categories have resulted from extrapolation of the following keywords: supervision process, exploratory, knowing each other, group analysis, types of personalities, typology, the supervisor's analysis, collaboration, ideas exchange, positive discourse, group work, experience, organizational culture, supervision meetings, problems, practice, interaction between colleagues, lack of criticism, meetings, supervisor, open, honest, objective, complains, analysis, purpose, re-evaluation, solving, encouragement,

reflection, interaction, active listening, discussion, activity, changes in the situation, interpreting the effects of behaviors interpretation, behaviors description, the consequences of intervention, cause and effect, mode of intervention, good communication skills, ability to persuade, staff beginner, subordinate team, a team of friends.

Field of competence	Unit's Title
Specific competencies to the occupation (Supervision process)	The supervisor knows and implements the supervision stages.
General skills in the workplace.	The supervisor develops communication and collaboration processes within the organization, facilitating the exchange of ideas.
General skills in the workplace.	The supervisor uses a positive discourse.
Specific competencies to the occupation (Supervision process)	The supervisor directs the supervision meetings towards the effective practice of the supervisee.
	The supervisor facilitates the reevaluation by the supervisee of the problems and any issues appeared, with the purpose of solving them.
	The supervisor applies a specific methodology, which involves behavioral interpretations and changes in the situation analysis through the supervision interview.
	The supervisor has the ability to focus the supervisee in understanding the process of intervention, in terms of cause and effect relationship of how the intervention and its consequences.
General skills in the workplace.	The supervisor creates an atmosphere of collaboration focused on partnership, equality and appreciation.
Specific competencies to the occupation (Supervision process)	The supervisor shows objectively, sincerity and openness from those presented by the supervisee.

Table 12: Competence units of the supervisor resulting from extrapolation keywords and categories

Know-how for successful supervisors

What should do the supervisor to provide successful supervision services?

GENERAL CATEGORIES (2 ND INDUCTION)	PRIMARY CATEGORIES (1 ST INDUCTION)	KEYWORDS	THE FORM IN WHICH APPEARS (in vivo)
Human resource; Supervision process Work tools	Steps to prepare a supervision session.	supervisor; meeting; openness; the theme of supervision; supervision meeting; setting objectives; setting the steps of supervision, group needs; evaluation of the meeting impact;	"The supervisor must arrange his supervision meetings from several perspectives: setting objectives, steps of supervision, evaluation of the meeting impact. Also, the supervisor must prepare alternative supervisory themes and be open in changing the theme on the basis of the needs of the supervised group"
Human resource; Supervision process	The bond between the supervisor and the supervisee.	supervisor; supervisees; continuous contract; direct contract;	"the supervisor must have a continuous and direct contract with the supervisees"
Supervision frameworks Supervision process Work tools	Supervisor responsibilities	encouragement motivation; enthusiasm; trigger; sense of responsibility; sincere interest; ethical behavior; reflexive critics; stimulation; competence; quality services; performance; coaching; adult learning	"To encourage, motivate and excite the supervisee" "To" trigger "a high sense of responsibility, a sincere interest of the supervisee to provide quality services and an ethical behavior; "To encourage reflexive critics, competence and performance" "To coach by using the principles of adult learning" "To provide feedback, to see for review practice and to avoid malpractice, etc."

		principles; feedback; avoid malpractice; practice review;	
Human resource; Supervision frameworks; Supervision process; Work tools	Supervisor responsibilities	supervisor; learning environment; specific objectives; particular evaluation criteria;	"The supervisor must provide a specifically learning environment for the supervisee, formulating specific objectives and particular evaluation criteria for each person supervised"

Table 13. Expectations regarding supervisor roles

The main conceptual categories identified in the subjects' discourses were: steps to prepare a supervision session, the bond between the supervisor and supervisee, supervisor responsibilities. These categories have resulted from extrapolation of the following keywords: supervisor, meeting, alternative themes, openness, the theme of supervision, supervision meeting, setting objectives, setting the steps of supervision, group needs, evaluation of the meeting impact, supervisees, continuous contact, direct contact, encouragement, motivation, enthusiasm, trigger, sense of responsibility, sincere interest, ethical behavior, reflexive critics, stimulation, competence, quality services, performance, coaching, adult learning principles, feedback, avoid malpractice, practice review, learning environment, specific objectives, particular evaluation criteria.

Field of competence	Unit's Title
Specific competencies to the occupation (Supervision process)	The supervisor uses a specific methodology for the supervisor meeting, namely: preparing the supervision meeting, setting goals, determining needs of the target group, setting the steps of the supervisory process, setting the instruments, the correct application of the instruments, impact evaluation.
Specific competencies to the occupation (Supervision frameworks)	The supervisor provides feedback to supervisee in the process of supervision.
	The supervisor knows and applies the principles of knowledge and adult learning.
	The supervisor improves its skills continuously having always carefully the review the practice.

Table 14: Competence units of the supervisor resulting from extrapolation keywords and categories

Experience as supervisor / supervisee

How did you feel when you were supervised, namely you supervised?

GENERAL CATEGORIES (2 ND INDUCTION)	PRIMARY CATEGORIES (1 ST INDUCTION)	KEYWORDS	THE FORM IN WHICH APPEARS (in vivo)
Supervision process; Supervision frameworks; Human resource	Awareness the importance of supervision	emotions; awareness; importance of supervision; supervisee; supervisor; common development complementary development; participants;	"At the beginning ... emotions, then I realized the importance of supervision for both the supervisee and supervisor, because there is a common and complementary development of all participants"
Human resource; Supervision frameworks	Description of the relationship between supervisor and supervisee	job debut; the relationship with supervisor direct; open; sincere; there were no reactions; there were no frustrations; there were no displeasures;	"From the beginning of this job the relationship with the supervisor was direct, open and honest. Thus, all the time there were no reactions, frustrations or displeasures"
Human resource; Supervision frameworks	Feelings as a supervisor and supervisee	supervisee; supervisor; responsible for the content; responsible for the process; team; understanding; listening; compliance rhythm; appreciation; work; joy; help; determination; trigger qualitative	"As a supervisee I felt I was understood, listened, my rhythm was respected, I was respected and appreciated for my work; as supervisor I felt primarily responsible for both content and process, and also glad I could be helpful in a team that was determined to trigger qualitative changes in the life of the supervisee"

		changes; significant changes;	
Human resource; Supervision frameworks	Supervisor's feelings	supervisor; supervisees; realism; calm; efficiency;	"As a supervisor I was very realistic, calm and unbiased with those I supervised, regarding their effectiveness and what supervision can and can not provide"

Table 15: Competence units of the supervisor resulting from extrapolation keywords and categories

The main conceptual categories identified in the subjects' discourses were: awareness the importance of supervision, description of the relationship between supervisor and supervisee, the feelings as a supervisor and supervisee. These categories have resulted from extrapolation of the following keywords: emotions, awareness, the importance of supervision, supervisor, supervisee, common development, complementary development, participants, the job debut, the relationship with supervisor, direct, open, honest, there were no reaction, there were no frustration, there were no displeasure, responsible for the content, responsible for the process, team, understanding, listening, compliance rhythm, appreciation, work, joy, determination, evaluation, trigger qualitative changes, significant changes; realism , calm efficiency.

Field of competence	Unit's Title
Specific competencies to the occupation (Supervision frameworks)	The supervisor encourages the professional development in team of both new employees and volunteers.

Table 16: Competence units of the supervisor resulting from extrapolation keywords and categories

Supervisors self evaluation

How do you evaluate yourself as a supervisor?

GENERAL CATEGORIES (2 ND INDUCTION)	PRIMARY CATEGORIES (1 ST INDUCTION)	KEYWORDS	THE FORM IN WHICH APPEARS (in vivo)
Supervision process; Work tools	Group evaluation	take into account; group evaluation;	"I usually take into account the group evaluations"

Supervision frameworks	Qualities of a supervisor	objectivity; interest; efficiency; quality; exigency; professional principles; professional values; support; perseverance; structuring; understanding;	"I am objective, interested in efficiency and quality, demanding when it comes to professional principles and values, supportive, persistent, structured and understanding "
Supervision frameworks	Qualities of a supervisor	capacity to persuade; organizational spirit; empathy; support; humor; authenticity; optimist;	"I am a person that has a large capacity to persuade, with organizational spirit, also I transmit warmth, support, empathic listening, humor, authenticity and optimism"

Table 17: Supervisor's self-evaluation criteria

The main conceptual categories identified in the subjects' discourses were: group evaluation, the qualities of a supervisor. These categories have resulted from extrapolation of the following keywords: to take into account, group evaluation, objectivity, interest, efficiency, quality, exigency, professional principles, professional values, support, perseverance, structuring, understanding, capacity to persuade, organizational spirit, empathy, support, humor, authenticity and optimism.

Field of competence	Unit's Title
Specific competencies to the occupation (Supervision frameworks)	The supervisor must respect ethical codes and good-practice principles of this profession.
	The supervisor has the ability to transmit to the supervisees the ethical principles necessary in the applying supervision.

Table 18: Competence units of the supervisor resulting from extrapolation keywords and categories

The objectives of the supervision

What objectives do you pursue when supervise?

GENERAL CATEGORIES (2 ND INDUCTION)	PRIMARY CATEGORIES (1 ST INDUCTION)	KEYWORDS	THE FORM IN WHICH APPEARS (in vivo)
Supervision process; Supervision frameworks; Human resource;	The objectives of supervision sessions	objectives; session; professional problems; personal problems; supervised group;	'Objectives differ from one session to another. Can be objectives related to the supervised group or professional problems or, when appropriate, personal problems"
Supervision frameworks; Work tools	The supervisor's ways of working	sharing responsibilities; providing feedback; promotion; understanding; implementation; standards; improving morale; job satisfaction; exhaustion prevention; stress prevention; working procedures; professional maturity;	"Sharing of responsibilities, providing feedback, promotion, understanding and implementation of standards and working procedures, professional maturity, improving morale and job satisfaction" "Exhaustion and stress prevention"; "Promote and assimilate ethical behavior"
Human resource; Supervision process	Adaptability of the supervision process	supervisor; supervisee; supervision; adaptability; development;	"As a supervisor, the supervision that we have carried out, we adapted it in function of the level of development of the supervisee"

Table 19: Objectives of the supervisor in the supervisory process (nominalized by supervisor)

The main conceptual categories identified in the subjects' discourses were: the objectives of supervision sessions, the supervisor's ways of working, and adaptability of the supervision process. These categories have resulted from extrapolation of the following keywords: objective, session, professional problems, personal problems, supervised group, sharing responsibilities, providing feedback, promotion, understanding, implementation, improving morale, job satisfaction, exhaustion prevention, stress

prevention, ethical behavior, work procedures, professional maturity, supervisor, supervisee, supervision, adaptability and development.

Field of competence	Unit's Title
Specific competencies to the occupation (Supervision frameworks)	The supervisor has the ability to delegate responsibilities to members of interdisciplinary teams.
Fundamental skills for the occupation of supervisor.	The supervisor always develops activities for professional standards improvement, both its own ones and general on profession level.

Table 20: Competence units of the supervisor resulting from extrapolation keywords and categories

Perceptions upon the supervisory process objectives

What objectives do you think the supervisor followed when you were supervised?

GENERAL CATEGORIES (2 ND INDUCTION)	PRIMARY CATEGORIES (1 ST INDUCTION)	KEYWORDS	THE FORM IN WHICH APPEARS (in vivo)
Supervision process; Work tools;	Abilities learned from supervision.	developing performance; practical activity; learning; stress prevention; new techniques;	"developing performance in the practice" "learning new techniques to prevent work-related stress" "personal and professional development"
Supervision process; Human resource; Supervision frameworks;	The objectives of supervisor	objectives; the quality of the offered services; personal values; honesty; vigilance; promptness;	"the objectives followed by the supervisor were those related to quality of service. And the quality of services provided were commensurate with personal values, such as honesty, vigilance, promptness etc. "
Supervision	Supervisor	reflection;	"reflection on the

process; Human resource;	contribution in the supervision process	intervention; practice modelation; encouragement; prevention of exhaustion; sharing decision-making responsibilities; supervisor;	interventions and practice modelation" "encouragement that I do well what I do" "prevention of exhaustion" "sharing decision-making responsibilities with supervisor"
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Table 21: Objectives of the supervisor in the supervisory process (nominalized by supervisee)

The main conceptual categories identified in the subjects' discourses were: abilities learned from supervision, the objectives of a supervisor, and supervisor's contribution in the supervision process. These categories have resulted from extrapolation of the following keywords: developing performance, practical activity, learning, stress prevention, new techniques, objectives, the quality of the offered services, personal values, honesty, vigilance, promptness, reflection, intervention, practice modelation, encouragement, prevention of exhaustion, sharing decision-making responsibilities, supervisor.

Field of competence	Unit's Title
Fundamental skills for the occupation of supervisor.	The supervisor seeks permanent the increasing of professional skills and performance of the supervisees.

Table 22: Competence units of the supervisor resulting from extrapolation keywords and categories

Skills, abilities and qualities of the effective supervisor

Which are the skills, abilities and personal qualities that help you in ensuring an effective supervisory process?

GENERAL CATEGORIES (2 ND INDUCTION)	PRIMARY CATEGORIES (1 ST INDUCTION)	KEYWORDS	THE FORM IN WHICH APPEARS (in vivo)
Supervision frameworks; Human resource;	The elements of group supervision	attention; compliance demands; will; solving problems; group; empathy; creativity; participants;	"the attention given to the participants, compliance their demands, willingness to resolve the problem with the group, empathy, creativity"
Supervision frameworks;	Strengths and duties of the supervisor	analytical capacity; synthesis capacity; communication skills; active listening; providing/receiving feedback; encouragement; appreciation; valuing the colleagues; professional stringery; willingness to learn continuously; professional responsibility; social responsibility assumed; modesty; honesty; ethical behavior;	"capacity for analysis and synthesis" "communication skills (active listening, providing / receiving feedback)" "encouraging, appreciating and valuing the colleagues" "professional stringery" "willingness to learn continuously" "professional and social responsibility assumed" "modesty, honesty and ethical behavior "
Supervision frameworks; Human resource;	Qualities of a supervisor	professional balance; emotional balance; good communication; leadership skills; work filed; the relationship with the subordinate team;	"professional and emotional balance, good communication and leadership skills helped me to create a relationship with the subordinate team, proper with the work filed"

Table 23: Skills, abilities and personal qualities in the supervision process

The main conceptual categories identified in the subjects' discourses were: the elements of group supervision, strengths and duties of the supervisor, and qualities of a supervisor. These categories have resulted from extrapolation of the following keywords: attention, compliance demands, will, solving problems, group, empathy, creativity, participants, analytical capacity, synthesis capacity, communication skills, active listening, providing/receiving feedback, encouragement, appreciation, valuing the colleagues, professional stringery, willingness to learn continuously, professional responsibility, social responsibility assumed, modesty, honesty, ethical behavior, professional balance, emotional balance, good communication, leadership skills, work filed and the relationship with the subordinate team.

Field of competence	Unit's Title
Specific competencies to the occupation (Supervision frameworks)	The supervisor applies specific strategies for achieving individual or group supervision.
	In his supervisory practice the supervisor manifests attention, ability to respect the demands, determination, problem-solving skills, creativity, capacity for analysis and synthesis, evaluation and valuation of supervisees and co-workers, active listening, providing and accepting feedback, professional and social responsibility assumed, willingness to learn continuously, honesty and ethical behavior in consistent with the profession's values.

Table 24: Competence units of the supervisor resulting from extrapolation keywords and categories

		application of those learned; steps;	
Supervision frameworks; Human resource;	The transfer of knowledge and skill in group supervision.	experience analysis; work filed; within the team; knowledge transfer; skills transfer; training and motivation; supervisees.	"analyzing the experience and the work filed within the team, the transfer of knowledge and skills has been achieved in accordance with the training and motivating of the supervisees"

Table 25: The transfer of knowledge in the supervisor-supervisee relationship

The main conceptual categories identified in the subjects' discourses were: the transfer of knowledge and building a relationship between supervisor and supervisee, methods and steps in improving practice and the transfer of knowledge and skills in group supervision. These categories have resulted from extrapolation of the following keywords: knowledge transfer, debates, examples, relationship of trust, work atmosphere, skills transfer, directly, in time, work, attention, adult learning principles, critical reflections upon practice, microanalysis, detached sequence, reflection, role awareness, lived experience, feelings, emotions, interpretation and understanding of the situation, understanding the dilemmas, understanding conflicts, discussion, improving practice, valuing professional experiences, planning and application of those learned, steps, experience analysis, work filed, within the team, knowledge transfer, skills transfer, training and motivation and supervised.

Field of competence	Unit's Title
Fundamental skills for the occupation of supervisor.	The supervisor manifest the ability to achieve the transfer of knowledge through discussions, examples, case studies, generally using adult learning techniques in a working atmosphere based on trust, cooperation and mutual appreciation.
Specific competencies to the occupation (Supervision frameworks)	The supervisor realizes specific activities that aimed at setting up a professional relationship with the supervisees and the other members of the team / organization.
	The supervisor realizes a gradual process of supervision and planning, based on a series of concrete steps starting from building tools, building a professional relationship, analyzing the experience, realizing the transfer of knowledge and skills and motivating the supervisees.

Table 26: Competence units of the supervisor resulting from extrapolation keywords and categories

Effects of supervision

List some concrete progresses that were accomplished by a person that was supervised by you.

GENERAL CATEGORIES (2 ND INDUCTION)	PRIMARY CATEGORIES (1 ST INDUCTION)	KEYWORDS	THE FORM IN WHICH APPEARS (in vivo)
Human resource; Supervision frameworks;	The supervisee feelings during the process of supervision	supervisee; low self esteem; self closing; discussing problems; openness to dialogue; involvement; relationship problems; openness to collaboration; professional development;	"one of the supervised persons passed through several stages: low self esteem and self closing, discussing problems facing the person, openness to dialogue, relationship problems in the group, openness to collaboration and professional development"
Supervision process; Work tools; Supervision frameworks;	Qualities of a supervisor	accuracy; stringery; organizing of working time; prepared documents; questions; behaviors appointment; emotions appointment; stimulate reflection; tense situations; issuing judgments; issuance of interpretations; respect for the profession; respect for the beneficiaries; efficiency in resource management;	"greater accuracy and stringery of the elaborated documents" "ease to formulate questions that stimulate reflection; appointment of behaviors and emotions, even in tense situations, in stead of issuing judgments and interpretations" "greater respect for the profession and beneficiaries; efficiency in resource management and organization of work time"
Supervision frameworks;	Qualities of a supervisor	progress analysis; the capacity of perceiving the other; capacity of communication with each other; other members;	"some progress that I have analyzed at a supervised person were: -the capacity of perceiving of the other and communication with each other;

Human resource; Supervision process;	professional relationship; supervisee; monitoring; the quality of professional services;	- he succeed in enter with other members in a professional relationship; - to monitor the quality of professional services."
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Table 27: The progresses that were accomplished by the supervisees

The main conceptual categories identified in the subjects' discourses were: the supervisee feelings during the process of supervision and the qualities of a supervisor. These categories have resulted from extrapolation of the following keywords: supervisee, low self esteem, self closing, discussing problems, openness to dialogue, involvement, relationship problems, openness to collaboration, professional development, accuracy, stringery, organization of working time prepared documents, questions, behaviors appointment, emotions appointment, stimulate reflection, tense situations, issuing judgments, issuance of interpretations, respect for the profession, respect for beneficiaries, efficiency in resource management, progress, analysis, the capacity of perceiving the other, capacity of communication with each other, other members, professional relationship, supervisee, monitoring and the quality of professional services.

Field of competence	Unit's Title
Specific competencies to the occupation (Supervision frameworks)	The supervisor acts for the professional development of the supervisees, confidence increasing, facilitating collaboration and communication.
	The supervisor shows efficiency in resource management.
	The supervisor has the ability to issue its own interpretations upon the supervised cases, which they then discuss with the supervisees.
	The supervisor shows respect for the profession and for the beneficiaries.

Table 28: Competence units of the supervisor resulting from extrapolation keywords and categories

Conclusions

Fields of competence

Analysis carried out after the successive inductions allows us to formulate conclusions as a series of professional skills necessary to perform the duties of the supervisor, accompanied by good-practice principles in implementing the supervisory process.

Field of competence	Unit's Title
Skills common to several occupations	The supervisor has the competence to learn.
	The supervisor has the ability of team working.
	The supervisor has administrative and management skills.
General skills in the workplace.	The supervisor will establish with his colleagues, including those supervised, a relationship based on collaboration, equality and engagement.
	Supervisor adheres to a set of specific values of his profession including: respect, collaboration and potentials stimulation of the supervisees.
	The supervisor has the ability to direct the supervision process toward results.
	The supervisor adheres to the norms and values of the organization, demonstrating ethical conduct.
	The supervisor develops the communication and collaboration processes within the organization by facilitating the exchange of ideas.
	The supervisor uses a positive discourse.
	Fundamental skills for the occupation of supervisor.
The supervisor seeks permanent the increasing of professional skills and performance of the supervisees.	
The supervisor manifest the ability to achieve the transfer of knowledge through discussions, examples, case studies, generally using adult learning techniques in a working atmosphere based on trust, cooperation and mutual appreciation.	
Specific competencies to the occupation of supervisor. (Frameworks of supervision)	The supervisor has the ability to perform a process of transfer of competencies to those supervised.
	The supervisor manifests towards the supervisees an

	attitude of support, encouragement, active listening and valuation of positive experiences.
	The supervisor prepares the evaluation reports and supervision reports and other documents imposed by the general methodology or by the specific organization regulations to which it belongs.
	The supervisor has the ability to adapt the methodology to new situations.
	The supervisor develops supervision sessions such as individual supervision, group supervision or case supervision.
	The supervisor applies a specific methodology, which involves behavioral interpretations and changes in the situation analysis through the supervision interview.
Specific competencies to the occupation of supervisor. (Frameworks of supervision)	The supervisor acts for the professional development of the supervisees, confidence increasing, facilitating collaboration and communication.
	The supervisor shows efficiency in resource management.
	The supervisor has the ability to issue its own interpretations upon the supervised cases, which they then discuss with the supervisees.
	The supervisor shows respect for the profession and for the beneficiaries.

Table 29: Competence units of the supervisor resulting from extrapolation keywords and categories

Good-practice principles in supervision of social services

After analyzing the interviews and focus groups conducted within the research, and taking into account the professional requirements expressed in the literature we formulated the following good-practice principles in supervision of social services (Unguru, Sandu, 2010):

1. *The principle of partnership between the supervisor and supervised.* During the supervision process the two professionals should consider each other as partners in providing social services for the beneficiaries and not hierarchically subordinate. Regardless the employment status of each of the two parties, in the supervisory relationship they have to consider each other as equal partners and not to apply a kind chief-subordinate relationship. The control dimension of the supervision must be exercised within the meaning of the proper use of methodologies, and not in the sense of administrative control. Thus the introduction of supervision in an organization separate the relationship of coordination of that of control.

2. *The principle of professional collegiality between the supervisor and supervised.* Involves treating the partner, both supervisor or supervised, with respect, courtesy, fairness and good faith (NASW, 1999).
3. *The principle of centering on the client's interest.* The supervision process it is not carried out in order to resolve any emotional issues of the social worker (although neither is neglected), nor of the supervisor. During the supervising meetings, the two specialists will focus their activity on the analysis of each case / client, where the social worker calls for support and guidance.
4. *The principle of offering feedback.* Both the supervisor and the social worker must give feedback to his dialogue partner regarding the development of the process of supervision. The feedback's role is to assure that both partners follow the same line, avoiding in this way "the supervision's games" (Cojocar, 2005). This feedback can be achieved through techniques such as paraphrasing, active listening, etc.
5. *The principle of maximizing professional efficiency.* The supervisor must be attentive to the social worker exposure to identify how to manage the case analyzed, and also to observe any methodological adequacy can be made. For example, in the case of counseling a pregnant teenager, to whom were presented by the social worker only a part of the possible solutions after childbirth (adoption, foster care, family support for the reintegration of the child), the supervisor can ascertain the fact that the counseling process has not explored sufficiently all the opportunities and risks of the abortion's option.
6. *The principle of professional confidentiality.* It refers to maintaining confidential the data, both regarding the social worker's clients and the experiences revealed by the supervised to the supervisor. For example the confession during a process of supervising of various difficulties had in solving a case should not attract administrative sanctions, unless the social worker made errors in managing the case.
7. *The principle of respect for professional ethics.* The supervisor must accede to professional ethics of the social worker. Should consider the following ethical dimensions of professional practice: ethical standards and values, specialized practice standards, standards for referral the case, standards for referral of cases, standards of accessibility to customers, standards relating to confidentiality, standards relating to supervision and advisory, standards regarding the work environment and procedures, standards of professional development standards for cultural competencies, standards of private practice, standards related to use of technology in healthcare practice.
8. *Principle of emotional non-involvement.* The relationship between supervisor and supervised must be maintained at a professional level based on empathy and not on compassion for the social worker to its customers.
9. *The principle of rejecting negative action.* In essence, this principle corresponds to that of the Hippocratic oath "first do no harm." In the case of supervision and case

management should be avoid worsening social situation of the client, their vulnerabilities and dependencies.

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