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**SUPERVISION IN SOCIAL WORK: IMPACT ON THE
EFFICIENCY OF PROFESSIONAL ACTIVITY
(THE CASE OF THE REPUBLIC OF MOLDOVA)**

542.01. Theory and practice of social work

Abstract of the PhD thesis in Sociology

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CONCEPTUAL FRAMEWORK OF THE RESEARCH

Relevance and importance of the topic addressed. Social work, as a scientific and applied field, faces multiple challenges in the context of contemporary societies, starting from its mission to promote social justice, social inclusion, human rights, and social equity. As a constituent of any society, through its set of values, standards, and norms, social work contributes to strengthening social relationships that lead to the development of a society that empowers people to overcome risk situations. Social work goes beyond providing support to people in meeting basic needs, focusing on a proactive approach to the problems that hinder social change and strengthening community solidarity, in order to create a society for all.

The international development of social work systems, through highlighting national particularities, has been influenced by a series of factors specific to each society. Among these are the development of new information technologies widely applied in social work practice, demographic changes that lead to various risk/difficulty situations, globalization and the informatization of the economy, social, economic, and political crises, the multiplication of social problems at the global level, etc. [2, p.12-13]. In these new contexts, there is a need to change the approach to social issues by the social work system, which leads to a rethinking of the professional development of specialists in the system. The human capital involved in the provision of social assistance/work measures, as a basic element of the system, through the level of qualification and expertise and through the implemented interventions and measures, leaves its mark on the efficiency of the system and the situation of the beneficiaries [18, p.281-288]. However, a social worker without a thorough professional training both from a theoretical and practical point of view can cause serious consequences and minimal impact of his interventions, like a surgeon who intervenes with a scalpel in the body of a person without having specialized studies and practice [2, p.127].

In the context of social changes that affect the social work system, initial training of specialists in the field is not sufficient, which leads to the need for continuous training through various methods. A measure to enhance professional competencies applied in various fields is the establishment and implementation of professional supervision, which at the international level is in the process of development, formalization, and institutionalization [17, p.103]. The goal of supervision is to ensure the professionalization and retention of staff in the system, representing a form of professional support aimed at increasing the effectiveness of social workers' interventions and ensuring the efficient functioning of the system.

At the international level, supervision has developed into a flexible practice within professions focused on supporting and assisting individuals, through various models and approaches, each largely reflecting the professional condition of the staff. The particularities that differentiate social work supervision from other fields (for example, medicine) refer to the following two aspects. *First*, social workers receive supervision throughout their careers, not just during professional training, and *second*, supervision has traditionally been an internal practice within institutions, which has led to the assignment of administrative or managerial functions.

Supervision is generally considered and accepted as a core process within social work, both during professional training and throughout the professional career. Its significance is evident during the training of social work specialists, as it allows the integration of theory and practice and contributes greatly to the development of critical professional thinking and effective practical learning. Throughout their career, under the guidance of an experienced supervisor, the social work specialist develops professional behaviour that contributes to improving the quality and effectiveness of the provided services.

Today more than ever, with limited financial resources and insufficient social services, the work of social workers is quite difficult, as they are faced with complicated decisions regarding the effectiveness of the actions and the eligibility of the beneficiary to access a social assistance measure. In such situations, the need for professional supervision is identified, supporting social workers in their professional efforts. Moreover, within the social work system of the Republic of Moldova, which is affected by a turnover of over 20% of staff in some social services and the employment of personnel without professional training in social work (for example, less than a

third of community social workers had higher education, while the situation in social service staff was even more critical - only about one-fifth had higher education, one-third had vocational-technical education, and the rest had general/secondary education) [15], there is an urgent need to strengthen professional supervision, ensuring the transfer of best practices through effective communication between supervisor and supervisee, leading to an improvement in the delivery of social services.

Description of the situation in the research field and identification of the research problem.

The field of social work in the Republic of Moldova is relatively young, facing multiple challenges in the context of aligning with international standards and national requirements. The professional activity of social workers and those involved in providing social services is directly determined by the level of knowledge and practical experience in the field. At the same time, the precarious situations of social work beneficiaries directly impact the professional activity and the morale of professionals in the social work field.

As a component of the system, the concept of supervision entered the practice and theory of social work in the Republic of Moldova relatively late, with the institutionalization of the mechanism in the field of services for children and families (a practice also specific to Romania), and later for other types of services. Through the consolidated efforts of civil society (the NGO „Partnerships for Every Child”) and the authorities, in 2008 (MLSP Order no. 99/2008), the „Social Work Supervision Mechanism” was approved. The civil society initiative to regulate supervision for the Community Social Work Service (CSWS) to ensure the implementation of social services aimed at reducing and preventing risk situations for families with children was extended by the Ministry of Labour, Social Protection and Family (MLSP) by integrating supervision into the Home Social Care Service. Nine years later, the supervision mechanism was revised (MLSPF Order no. 74/2017), expanding it to other social services. From 2021 to 2023, with the support of development partners (the Global Initiative „Changing the Way We Care”), the process of analysis and adjustment to the needs of the supervision mechanism was initiated. In the context of the reform of the social assistance system, this activity was not completed, and the need to adjust the methodological framework to the new normative provisions became apparent. It should be noted that the analysis conducted has not been presented to the general public, and other studies dedicated to the theme of supervision in the field of social work at the national level have not been carried out, highlighting that this doctoral dissertation represents the first comprehensive analysis of the implementation of professional supervision in the field of social work. Currently, there are approximately 180 social work supervisors operating in the Republic of Moldova, mainly within the Community Social Work Service, while in other social services, the supervisory role is performed by the service manager.

The development of supervision and its scientific research internationally has been closely correlated with the rise of the field of social work, both as a profession and as a domain of scientific interest.

In the XXI century, research in the field of supervision in social work focuses on a range of topics that highlight the complexity of the supervision process and its impact on reducing professional burnout, increasing job satisfaction, professionalizing social workers, etc. In this context, significant contributions to the research on the roles, competencies, and responsibilities of supervisors, including the characteristics of a „good supervisor”, have been made by researchers such as Kadushin A., Harkness D., Davys A. (2002); O'Donoghue K., Munford R., Trlin A. (2006); Muntean A. (2007); Engelbrecht L. (2010); Fokin I.V. (2010); Runcan P.L., Călăuz A.Fl. (2011); Marc C., Makai-Dimeny J., Oşvat C. (2014); Aboltina L. (2016); Călăuz A.Fl. (2017); Bara M.A. (2022), others.

A topic researched over time refers to the models and types of supervision applied in the field of social work. In this regard, the contributions of authors such as Bogo M., Globerman J., Sussman T. (2004); Tsui M. (2005); Cojocar Ş. (2005); Muntean A. (2007); Kadushin A., Harkness D. (2002, 2014); Astremscaia I.V. (2014); Alschuler M., Silver Th., McArdle L. (2015), among others, can be highlighted. The development of information technologies and their implementation in social work and supervision, including the impact of crises, has been

researched by Rushton J., Hutchings J., Shepherd K., Douglas J. (2017); Martin P., Kumar S., Lizarondo L. (2017); Reamer F.G. (2019); Yuen-han Mo K. (2021), etc.

A scientific interest reflected in researches conducted internationally and regionally refers to the factors influencing the effectiveness of the supervision activity, with an emphasis on working conditions, funding deficits, professional qualifications of supervisors, political factors, etc. In this context, the scientific contributions of researchers such as Muntean A. (2007); Martinsone K., Mihailovs I.J., Zakrizevska M. (2008); Engelbrecht L. (2010); Karan'deeva A.V. (2012); Manthorpe J., Moriarty J., Hussein S., Stevens M., Sharpe E. (2013); Carpenter J., Webb C.M., Bostock L. (2013); Nunev S. (2014); Astremskaia I.V. (2016); Manthosi F.L., Makhubele J.C. (2016); Davys A., May J., Burns B., O'Connell M. (2017); Frunză A. (2017); Wilkins D., Khan M., Stabler L., Newlands F., McDonnell J. (2018), among others, can be highlighted.

The role of ethical values in performing the supervisory function in social work has been investigated in terms of promoting non-discrimination in social work practice, with studies by authors such as Kadushin A. (2002); Munson C. (2002); Dewane C.J. (2007); Caras A. (2013) etc. being highlighted in this context.

The theoretical and applied research conducted in the Republic of Moldova aligns with the topics studied internationally. In this context, the contribution of researcher Milicenco S. can be mentioned, who addressed a series of aspects of supervision, including: the effectiveness of supervision (2012), the history and importance of supervision in social work (2013), practical models and principles of implementation (2016), aspects of professional training in the field of supervision (2020), techniques applied in supervision (2023). Aspects of supervision are also addressed by researchers such as: Bulgaru M. and Bulgaru O. (2014), particularly those regarding the roles exercised by supervisors; Canțer N. (2014) – principles of professional supervision in social work, functions and types of supervision, and collaboration mechanisms between community social workers and supervisors; and Cheianu-Andrei D. (2023) in the context of multidisciplinary community teams' intervention in the assistance of domestic violence victims.

The documentary analysis of studies conducted in the Republic of Moldova shows a sporadic approach to the issue of supervision in social work. However, given the increased risk of professional burnout among social work specialists and the ongoing need for support and professional training, scientific research on the process of professional supervision needs to be conducted periodically in order to identify ways to improve the effectiveness of professional activities in social work.

Based on the above, the investigation of the **research problem** is justified – the efficiency and implications of professional supervision in the social work field in the Republic of Moldova, through the lens of its challenges and opportunities in strengthening the social work field. From the stated premises, it can be concluded that the **research object** is represented by professional supervision as an organized process of support, guidance, and professional development, used in various fields of activity, involving complex interactions with specialists. **The research subject** – supervision as a means of improving professional activity in the social work field, particularly for community social workers.

In the context of the afore mentioned, **the purpose of this research** lies in analysing the framework for the establishment and functioning of professional supervision in the social work field in the Republic of Moldova, by determining the specific regulatory, organizational, and professional training characteristics, as well as the impact on professional activity in the field from the perspective of its efficiency. In order to achieve the outlined purpose, the following **objectives** were established:

1. conceptualization and historiographical analysis of professional supervision in the field of social work;
2. highlighting and systematizing the explanatory theories of professional supervision in social work;
3. clarification of the developed and applied models in the field of professional supervision in social work;
4. analysis of the national normative and institutional framework in the field of professional supervision in social work;

5. comparative analysis of professional training programs in the field of professional supervision in social work, in order to determine measures for aligning national professional training with international best practices;
6. determination of the supervisor's profile and the styles applied in performing supervision activities;
7. identification of the roles and tasks of the social work supervisor, in terms of their contribution to increasing the autonomy and performance of the supervisees in professional activity;
8. highlighting the characteristics of the supervisor-supervisee relationship in terms of its impact on the success of professional supervision;
9. identifying the difficulties in carrying out professional supervision in the Republic of Moldova, by identifying solutions to strengthen this field;
10. development of recommendations to strengthen the field of professional supervision in social work in the Republic of Moldova.

Analysing the studies in the field and based on the purpose of the thesis, **the basic hypothesis** of the research has been formulated: the strengthening of human capital in the field of social work, in the context of the multiple changes and system transformations in the Republic of Moldova, is influenced by the capacity of the system to deliver professional supervision, which contributes to expanding competencies and increasing autonomy in professional activity.

The research hypotheses were focused on testing and verifying the following causal relationships:

- a) the regulatory framework, the establishment of professional training programs, and the monitoring mechanisms for professional supervision are key elements that ensure the functionality of the system;
- b) the implementation of professional supervision in the field of social work is influenced by the level of understanding of its role in professional activity;
- c) civil society plays an important role in regulating and strengthening the domain of professional supervision in the Republic of Moldova;
- d) the efficiency of professional supervision, measured by its impact on the level of autonomy developed among supervisees, is determined by the style of supervision.

Synthesis of the research methodology and justification of the applied research methods

The research methodology was based on a series of theoretical approaches and the results of empirical research conducted especially in an international context. The research approach was designed based on the explanatory theories of professional supervision, including the *social exchange theory*, developed by Homans G.C., which emphasizes that in the supervision process there is an exchange of best practices, emotions, and knowledge among the participating actors; the *social capital theory*, proposed by Bourdieu P., which establishes that in supervision a professional relationship of trust is formed, impacting the quality of service delivery; the *social development theory*, which views supervision as a process of professional development for newly recruited social workers; and the *systems theory*, which highlights the complexity of supervision from the perspective of the interrelation of systems.

In the development of the research design, a series of empirical studies were analysed, identifying the aspects studied and the methodology applied. It is worth mentioning that both quantitative and qualitative methods were used complementarily in the study of supervision in social work. For example, Munson C.E. applied a questionnaire to measure the supervisee's satisfaction with the supervisor's style, the supervisor's evaluation of practitioners' performance, the sharing of practices, the level of anger felt during the supervision sessions, and others. A series of quantitative research tools (measuring the impact of supervision, the characteristics and experience of the supervisee, the process, styles, effectiveness, and competencies of the supervisor) are proposed by Bernard J.M. and Goodyear R.K. Of particular interest is the research methodology applied by Kadushin A., which involved conducting a survey among supervisees and supervisors to identify the positive aspects and gaps regarding the relationship between supervisors and supervisees.

The empirical basis of the thesis is constituted by five sociological studies conducted between 2021-2024 years, using the method of a self-administered questionnaire survey. The research instruments developed for both supervisees and supervisors included items developed by a series of researchers such as Efstathiou J.F., Patton M.J., Kardash C.M., Friedlander M.L., and Ward L.G. for the supervisor questionnaire, and Arciniegas F. and Steltenberg C.D. for the supervisee questionnaire. Based on the collected data, a series of synthetic statistical indicators were calculated regarding the impact of supervision and the relationship models between the supervisor and the supervisee.

The analysis of the professional training methods for supervisors was possible through the document analysis method, which involved reviewing publicly available information regarding professional training programs from several countries, including the Republic of Moldova. Additionally, the research included analysis of data presented by the MLSP for the years 2018-2023 on continuing professional education conducted for social work professionals through National Agency of Social Assistance. Data on professional training, as well as other aspects of the implementation of professional supervision, were triangulated through the method of in-depth individual interviews, with supervisors and national experts as participants. The analytical method applied was thematic analysis, which contributed to data collection until saturation of the explanatory model was reached.

The scientific novelty of the thesis lies in the development of an explanatory model of professional supervision in the field of social work, through the establishment of a theoretical framework relevant to professional supervision in social work, identifying the tasks and role of supervision in strengthening human resources in the field of social work, especially community social workers, determining the relationship models between supervisors and supervisees, highlighting the peculiarities of professional training in the field of supervision in social work at both European and national levels, and identifying the gaps in the implementation of supervision in the field of social work in the Republic of Moldova.

The results obtained, which contribute to solving the scientific problem raised in the thesis, represent the determination of the frequency and type of supervision carried out within the social work system from the perspective of both supervisees and supervisors, the establishment of a supervisor profile and the relationship between the actors involved in professional supervision, the identification of professional training methods in the field of supervision, and the highlighting of difficulties in implementing professional supervision. All these aspects contribute to emphasizing the implications of professional supervision in the social work field in the Republic of Moldova.

The theoretical importance of the paper is determined by the contribution of the scientific research carried out to complete the theoretical arsenal in the field of professional supervision, with emphasis on the field of social work, by establishing the particularities of its implementation and development. At the same time, the research contributes to the consolidation of the systemic perspective of professional supervision, establishing the theoretical-methodological benchmarks for explaining the effectiveness of supervision in the professional activity in the field of social work by applying quantitative and qualitative research methods.

The practical value of the thesis lies in addressing the given topic within a pioneering scientific study by applying a mixed research design in the Republic of Moldova. This approach highlighted the particularities of developing and implementing professional supervision in social work, through the establishment of supervisor-supervisee relational models and the difficulties in carrying out professional supervision. Moreover, the research conducted allowed for the identification of necessary interventions at the national level to ensure the effectiveness of supervision in increasing the autonomy of supervisees' professional activities and improving the quality of services provided to social work beneficiaries. The research tools applied in the study can be used for monitoring and evaluating the supervision carried out within TSAA (Territorial Social Assistance Agency), data serving the MLSP in the development of continuous professional training policies and in motivating personnel within the system.

The results obtained in this research are useful for both *decision-makers* in the development of social work policies at the national level, and *for service providers*, especially TSAA, in

identifying gaps in the implementation of professional supervision and increasing the efficiency of professionals' interventions as a result of supervision. They are also beneficial for *staff within the social work system* by raising awareness about the relevance of professional supervision in enhancing professional competencies and identifying pathways for continuous professional development. Furthermore, these findings are valuable for *service providers in education*, to develop professional training programs in the field, including master's programs that can strengthen the domain of supervision and ensure the provision of supervision in a professional manner at various levels.

The results of the research have been used in the supervision activities carried out within the „Terre des Hommes” Foundation and the General Directorate for the Protection of Children's Rights of the Chişinău Municipal Council. Furthermore, the results were presented to MLSP. The author of the thesis was a member of the working group on professional supervision of social assistance staff, established by I.P. Keystone Moldova under the Global Initiative „Changing the Way We Care” (April-December 2022).

The approval of the scientific results obtained during the research was achieved through their presentation at national and international scientific events, including the following: National Conference with International Participation „Social Work in the Context of Accelerated Social Changes” (Iaşi, November 14-16, 2024); Scientific Conference with International Participation „Integration through Research and Innovation” (Chişinău, November 7-8, 2024); International Scientific Conference „The Best Interests of the Child: Socio-Cultural, Normative, and Jurisprudential Approach” (Chişinău, September 30 - October 1, 2022); National Scientific Conference with International Participation „Sociology and Social Work: Research and Professionalization” (Chişinău, October 26, 2022); International Scientific Conference „Education on Children's Rights: Experiences and Perspectives in Preschool and Primary Education” (Chişinău, November 26, 2021); National Scientific Conference „Psychosocial Assistance in the Context of New Realities during the Pandemic” (Chişinău, April 16, 2021); Scientific Conference with International Participation „Theory and Practice of Public Administration” (Chişinău, May 17, 2019); Scientific Conference with International Participation „Integration through Research and Innovation” (Chişinău, November 7-8, 2019); International Scientific Conference „Contemporary Issues in Social Sciences”, 10th Edition (Chişinău, December 5-6, 2019); International Scientific Conference „Contemporary Issues in Social Sciences”, 9th Edition (Chişinău, December 6-7, 2018).

Publications on the research topic: A total of 14 articles have been published, with a total volume of 4.5 c.a., of which 3 were published in scientific journals (1 article in a national journal - category B+ and 2 articles in international journals).

Volume and structure of the thesis: The doctoral thesis consists of an introduction, three chapters (which include 11 tables and 37 figures), general conclusions and recommendations, bibliography (184 references), and appendices (13).

Keywords: social work, supervision, supervisor, supervisee, supervision mechanism.

THE CONTENT OF THE THESIS

The first chapter of the thesis – **Theoretical and methodological approaches to the issue of professional supervision in social work** – is dedicated to analysing the historiography and the state of play in the field of research, as well as to the conceptualization of professional supervision in social work. In the first subchapter of the thesis – **Historiographical perspectives on supervision in social work** – presents the results of the analysis of the historiography and the situation in the field of research on professional supervision in social work. The author analysed the contributions of researchers from the USA, New Zealand, South Africa, the United Kingdom, Lithuania, Romania, the Russian Federation, and the Republic of Moldova, who have addressed the issue of professional supervision in social work, identifying the main aspects studied and the methodological approaches used in the research process. Furthermore, this chapter examines the evolution of the development of the concept of supervision in social work.

The Romanian researcher Caras A., analysing bibliographic sources, highlights that the origins of the supervision practice can be traced back to apprenticeship activities, where the

beginner/apprentice was to receive guidance and oversight from an experienced specialist/master [22, p.133-141]. Later, supervision was developed as an educational and supportive process in various fields, including social services.

The researcher Weigand W. (1991), analysing the historical evolution of supervision, identified four major phases: supervision as education and control (1870-1920); the phases of individualization and psychology (1920-1960); the supervisor as a „change agent” (1960-1975); and the supervisor as an organizational consultant (1975-1990) [28, p.221-230]. Tsui M. (1997), categorizing the development of supervision internationally, also distinguished four critical phases, naming them:

- The first phase, between 1878 and 1910, called the „administrative roots”;
- The second phase, from 1911 to 1945, marked by a shift in supervisor training context and the emergence of a bibliographic foundation;
- The third phase, from 1930 to 1950, during which the influence of theory and practical methods on supervision became evident;
- The fourth phase, from 1956 to 1970, characterized by broad debates on prolonged supervision and autonomous practice [32, p.191-198].

From the perspective of the influence of theories, it can be mentioned that during the period of 1930-1950, the psychoanalytic theory was a major theory in social work and had a significant impact on the format and structure of the future supervision of social workers. The 1950s to 1970s of the XX century were especially characterized globally by debates regarding the value and necessity of continuous supervision of professionally trained social workers, as independent practice was considered a distinguishing feature of a well-developed profession. However, some social workers perceived long-term supervision as an insult to their professional status. This debate about endless supervision and autonomous practice is still alive and relevant today [23, p.324-342].

The forms of supervision have remained consistent to this day, with the supervisor having the responsibility of supporting the supervisees in a formalized process, conducted either individually or in groups, although the latter was applied with some reservations. Researcher Munson C.E. also states that over time, the implementation mechanisms evolved according to the social work practices [30, p.51].

On a national level, supervision became the subject of study for researchers such as Milicenco S. [13], [12], [11], [29], who analysed the significance of supervision, the types, models, and principles of supervision, including the specifics of supervision in the Republic of Moldova. Milicenco S. considered supervision as a method of professional support provided to social work staff, aimed at enhancing their skills in working with beneficiaries, ensuring the quality and effectiveness of their work, and preventing professional burnout. Canțer N. (2014) reflected on the concept of supervision, its functions, and the collaboration mechanism between the community social worker and the supervisor [3]. Gribincea T. (2015) addresses supervision in the context of developing skills for social workers in assisting older persons [9]. Rîjicova S. and Grigoraș S. (2017) developed the „Mechanism of Professional Supervision in Social Work: A Practical Implementation Guide”, which includes methodological instructions describing the procedure for implementing the professional supervision mechanism in social work. Social service providers were provided with a set of standardized forms for practical application, approved by the MLSP through order no.74 from 10.05.2017 [19].

A significant role in the training and formation of supervisors in the Republic of Moldova has been played by civil society organizations (such as Terre des Hommes, Concordia.Social Projects, Every Child Moldova/Partnerships for Every Child NGO, CCF Moldova, etc.), which organized trainings, including with the support of the Association of Supervisors of Romania [7], laying the foundations for this rather complex field in the Republic of Moldova.

In the second subchapter – ***Conceptual-theoretical foundations of supervision in social work*** – the concept of supervision is analysed, and a conceptual distinction is made between notions such as teaching, consultation, and counselling. Additionally, the relationship between supervision and performance evaluation is presented.

Researchers Bernard J.M. and Goodyear R.K., in defining supervision, have differentiated it from other processes that in some cases may involve certain similarities, such as teaching, counselling, and consultation. They consider that supervision is an intervention, similar to teaching through courses, therapy, and consultation. However, supervision is a unique and separate intervention (Table 1.1).

Table 1.1. Supervision versus Other Concepts [1, p.25-28]

Concept	Similarities	Differences
Teaching	Both aim to pass on new skills and knowledge	While teaching is governed by a predefined curriculum or protocol, supervision is governed by the needs of the supervisee and the needs of the supervisee's mentee
	Both have evaluation and guardian functions	
Counselling/therapy	Both can address the client's problem behaviours, thoughts or feelings	Any therapeutic exercise with a supervisee should have the sole aim of increasing efficiency in working with clients
		Supervision evaluates, while counselling - does not
		Clients often have a choice of therapist, while supervisors do not
Consultation	Both are concerned with helping the recipient to work more effectively professionally. Sometimes they are difficult to differentiate	Consultation is a relationship between two equals, whereas supervision is often hierarchical
		The consultation may be a short-term event, while the supervision extends over a longer period
		Consultation is usually more requested by the beneficiary than supervision

The third subchapter – **Methodological framework for investigating supervision in social work** – is dedicated to the analysis of the theoretical-methodological framework for researching professional supervision, presenting the reference theories (social capital theory, social development theory, systemic theory). Additionally, the author analyses a series of studies conducted in the USA, New Zealand, South Africa, Romania, etc., which allowed for the determination of the research framework.

The analysis of the research methodology applied in international studies helped outline the methodological framework for researching the impact of professional supervision on social work practice in the Republic of Moldova. Given the limited number of applied studies on this topic at the national level, the research design included a mix of quantitative and qualitative research methods (Table 1.2), with research variables transposed into the applied instruments.

Table 1.2. Empirical Research Design

Topic	Method	Period	Sample
Opinions and practices of professional supervision in social work	Sociological survey based on a questionnaire	2021-2022	105 supervisors from 31 level II ATUs
Assessment of the supervisee's satisfaction following supervision sessions	Document analysis	2021-2022	514 supervisees from 33 level II ATUs
Professional development of supervisors	Document analysis	2022-2023	Open access materials: MLSP data for the period 2018–2023
Supervision in social work: difficulties and opportunities	In-depth individual interview	2023-2024	6 supervisors from 2 SATS units
Assessment of expert opinions regarding professional supervision in social work	In-depth individual interview	2024	8 experts

Chapter two of the thesis – **Professional supervision in social work: perspectives on regulation and training** – includes the analysis of relevant international and national legislation in the field of professional supervision in social work. First subchapter – **International and**

national regulatory frameworks regarding professional supervision in social work – presents a detailed analysis of the international and national legal framework in the field of professional supervision in social work. Special attention is given to the experiences of countries such as Romania, Latvia, and Lithuania. The subchapter includes a comprehensive analysis of the national framework, highlighting the results of research on normative acts and qualitative research.

For the social work system in the ***Republic of Moldova***, the concept of supervision is relatively new, being initially defined in the „*Social Work Supervision Mechanism*”, approved by the Order of the Ministry of Social Protection, Family, and Children no. 99, dated 31.12.2008. At that stage, the mechanism was intended for the Community Social Work Service (CSWS) and the Home Social Care Service (HSCS), and with the support of development partners, it was piloted in several Level II ATUs.

In 2009, through the Order of the Ministry of Labour, Social Protection, and Family (no. 15 of 10.11.2009), the *Guide for the Implementation of the Social Work Supervision Mechanism* was approved [8]. These two normative documents were developed in partnership with civil society organisations, without establishing provisions regarding supervision in the national legislation. An analysis of the guide revealed that it includes theoretical aspects regarding the concept of supervision, the functions of professional supervision, the components of the supervision activity, the roles of the supervisor, the qualities and competencies required of the supervisor, types of supervision, etc. Additionally, the guide provides methodological guidelines for organizing and conducting supervision sessions. In 2017, with the support of development partners (NGO „Partnerships for Every Child”), the supervision mechanism was revised and approved through the Order of the Minister of Labour, Social Protection, and Family No. 74, „Professional Supervision Mechanism in Social Work: Practical Implementation Guide” [19]. The guide is intended for all social service providers, thus eliminating a gap in the 2009 guide that was intended only for two services. Innovative elements of the guide include the presentation of standard procedures for supervising employees and supervisors and strategies for improving the activities of both the supervisor and supervisee with regard to the standard procedures for supervising employees. With the contribution of development partners (Global Initiative Changing the Way We Care), in 2022, the process of revising the professional supervision mechanism in social work was launched, with a series of activities carried out for the evaluation and consultation of professionals regarding the forms and levels of supervision, the methodology, and the dynamics of professional and functional supervision. The new document was to be presented for approval to the MLSP, but in the context of the Restart reform, the document needs to be revised.

The implementation of professional supervision in the first stage was carried out outside the legislative framework that addressed it. The gap in the regulation of supervision was eliminated in 2010, through the amendment of the Social Assistance Law no.547/2003, which, however, does not clearly establish the organization of professional supervision for social work specialists or the establishment of a new profession. Although Law no.123/2010 on Social Services does not contain provisions regarding supervision within social services, the minimum quality standards for various social services include provisions related to supervision. Only through Law no.270/2018 on the unified salary system in the public sector are certain clarifications made regarding the salary of the community social worker with supervisory duties: in Annex 9, point 13, it is stipulated that their salary grade is increased by 2 units compared to that of community social workers. The research determined that the changes to the regulatory framework in the field of social work have not led to the development of a framework regulation regarding the organization and implementation of supervision, which has a negative impact on the unified understanding of how it should be carried out.

A gap identified in the study is that, to date, the Occupation Classification (CORM) does not establish the occupation of „supervisor in social work” or „supervisor in social services”, as is the case in other countries, but includes the occupation of „supervisor” (occupation code 242321) under the base group 2423.Human resources and personnel specialists. At the same time, the Classification provides, under the base group 2635. Social work and counselling specialists,

the occupation of community social worker supervisor (occupation code 263502), which limits their employment to CSAS. This makes it difficult to employ professionals to carry out supervision tasks within other services, and thus the CORM needs to be revised to include the occupation of „supervisor in social work”.

The analysis of the job description for the community social worker supervisor, approved by the MLSP in 2009, sets the conditions that a professional must meet to occupy the position, including: holding a higher education degree in social work or social sciences, or a specialized secondary education degree in social work, or studies based on social work training courses; at least 2 years of work experience in the social protection system or experience in socio-human fields, such as law, education, health, or others; possessing organizational skills for group or individual work, communication skills, and the ability to work according to an approved schedule, etc.

The research conducted by the author highlights that approximately 2 out of 5 respondent supervisors (39%) had 11-14 years of work experience in the social work field, and more than a quarter (27.6%) had 6-10 years, which meets the requirements of the job description. The field of initial professional training for the supervisors was mostly social work (50.5%). Approximately 15% had studies in the field of education sciences, and one in four had studies in another field. A smaller proportion of supervisors had studies in psychology (5.7%) or law (3.8%). The analysis of the experience of other countries regarding the minimum conditions for employment as a supervisor indicates the need for 3-5 years of work experience in social work, continuous training in supervision, certification as a social worker and/or supervisor according to national requirements, and others. In correlation with the data from the analysis, it can be concluded that the job description used in Moldova is outdated, as there are opportunities for professional training of supervisors through master's programs at the national level, indicating the need to revise this document, especially regarding the required studies for occupying the position (in some countries, access to this position is possible only after completing a master's degree or specialized training in supervision). Thus, it is necessary to include, as a mandatory condition, holding a master's degree in social work for candidates applying for the supervisor position. Additionally, the practice of other countries indicates the need for continuous training of supervisors, which must also be established in the national regulatory framework.

Second Subchapter – ***Particularities and challenges in the professional training of supervisors*** – focuses on the analysis of the requirements for exercising the function of supervisor in the field of social work in various countries (USA, Canada, Lithuania, Latvia, Ireland, Romania), with an emphasis on the professional training of supervisors. At the same time, it presents the requirements set by the European Network of Supervisors (ANSE), which are of particular interest to the Republic of Moldova in the context of its association with the European space and the adjustment of national policies. An important part of the subchapter is dedicated to the analysis of the Republic of Moldova's experience in professional training in social work supervision, presenting the results of documentary research (reports by MLSP, curriculum plans of higher education institutions) and those of quantitative and qualitative research, which indicate the need for the development of continuous training programs for supervisors.

The European model for the professional training of supervisors is developed based on the European Framework of Competencies in Supervision and Coaching, developed in 2015 by the Association of National Organisations for Supervision in Europe (ANSE). Thus, study programs at the European level are developed starting from this framework.

The requirements set by ANSE, in force since March 28, 2020, refer to aspects such as duration, number of hours, and the form of program completion, as presented in Table 2.2.

Table 2.2. Requirements for the Supervisor Training Program

No.	Requirements	Description
1.	Program duration	Minimum 2 years
2.	Number of direct contact hours	300 academic hours (not including those from points 3 and 4) (duration of an academic hour - 45 minutes)
3.	Minimum number of internship hours	45 hours (individual and group supervision)
4.	Minimum number of „meta-supervision” internships hours (supervision of supervision)	35 hours (individual and group supervision)
5.	Thesis	Thesis presentation, which will include the practical part regarding the application of supervision in practice
6.	Final evaluation	Exam or colloquium
7.	Certificate of completion	Certificate, approved by the National Association of Supervisors

Developed by the author in accordance with the requirements set by the ANSE

In the **Republic of Moldova**, the professional training of supervisors is carried out sporadically, with the first training sessions organized through projects implemented by civil society. A training module for social work supervisors – „*Supervision in Social Work. Theory and Practice*” – was developed by the „Terre des Hommes” Foundation [16]. The module was designed with a duration of 8 hours, as part of the specific „*Case Management*” module [6], with the aim of strengthening the knowledge of community social workers and social work supervisors regarding the concept and process of supervision in social work.

„We introduced supervision with Terre des Hommes... it was a program in which they trained us, with experts from the United Kingdom, during which we had initial training, followed by supervision.” (I_E_2)

Another experience in enhancing the professional capacity of supervisors was highlighted within the „Child.Community.Family” NGO (CCF Moldova), which, between 2021 and 2023, in partnership with the Diaconia Social Mission and Caritas Austria, organized 9 training sessions for professionals involved in child welfare in 9 UTA level II.

At the national level, initial and continuous professional training in the field of social work, including for supervisors, has been the responsibility of the National Agency for Social Assistance (NASA). Compared to other countries, the Republic of Moldova does not have a qualification or competence standard for specialists with supervisory duties, which makes it difficult to organize structured training. The analysis of the data presented by MLSP regarding the topics proposed by the TSSA to the NASA for the development of the annual continuous training plan for supervisors (within the Community Social Assistance Service) reveals a series of topics, such as „Continuous supervision of social workers, working methods” (2019), „Professional burnout” (2021), etc. A comparative analysis of the training needs of supervisors and the course topics organized reveals a discrepancy between them. Moreover, these topics do not align with international best practices for supervisor training.

Opportunities for professional training in the field of supervision are provided by higher education institutions. The analysis of the curricula of national higher education institutions offering educational programs in social work shows that topics related to supervision are present in both the Bachelor’s (Cycle I) and Master’s (Cycle II) curricula, with a Master’s program on this topic functioning at „Alecu Russo” State University in Balti. The analysis of the master’s program curriculum reveals that it meets some of the characteristics set in the European framework for master’s programs in supervision, in terms of program duration, minimum number of hours, thesis-based graduation, etc. However, it is difficult to determine the extent to which the content of the specialized practice covers the two components of the practice stage established by ANSE. Moreover, admission to master’s studies is not conditioned by the minimum work experience or the number of hours of supervision attended, as required by the minimum standards set by ANSE. Given that the social assistance system employs people with diverse professional backgrounds, it is necessary to establish minimum requirements for access to the supervisor position or to master’s studies, which should be followed by a review of the salary level for supervisors.

The study conducted among supervisors, „Opinions and Practices of Professional Supervision in Social Work”, established that 63.8% of them ***had participated in some training regarding the specifics of supervision***, with a higher percentage among supervisors with over 4 years of experience in supervision (an average of 76.9%) and those older than 46 years (on average 77.8%). Of the total number of those who participated in training, the majority – 66% – were trained after being hired as supervisors. However, more than a fifth – 22.9% – had not participated in such training, with most of them being under 45 years old and having up to 3 years of experience in supervision (40%). The research data highlights the need to strengthen the professional competencies of supervisors, considering that the field of social work is one that is prone to professional burnout among employees.

The third subchapter – ***The roles and tasks of professional supervision in social work*** – it presents the theoretical and praxiological approaches to the purpose, tasks, and roles of professional supervision in providing social assistance. The author presents the conceptions of researchers regarding the characteristics of a „good supervisor” for performing the roles. The theoretical aspects are complemented by the results of qualitative research, which highlighted the roles of coordinator and administrator, mediator, trainer, and mentor exercised by supervisors.

The researchers Kadushin A. and Harkness D. developed a portrait of the „good supervisor” [25, p.216], analysing data from empirical studies regarding the satisfaction of the supervisee. They concluded that a good supervisor is „a person who is a competent professional with strong interpersonal skills and good organizational management abilities”, such that through their work, they lead to effective supervision and the fulfilment of the beneficiary's expectations. At the same time, the supervisor must be attentive to the impact of the supervision activity and adjust their approach to strengthen and optimize the supervisee's interest in training. However, the supervisor is only „one factor in the equation”, creating the platform for good supervision as long as the supervisees also contribute to the process.

The qualitative study conducted among supervisors allowed for the identification of their perceptions regarding the tasks and mission of supervision, aligning with the theoretical perspectives on the roles and tasks of supervisors. However, a weak understanding of the role and mission of supervision was highlighted by some participants in the study. These findings **confirm the hypothesis** regarding the influence of the level of understanding of the role of supervision in its implementation within social work, revealing that there is no clear understanding of the supervisor's role and tasks. In these conditions, interventions are needed within the normative framework, particularly the development and approval of the government decision project regarding the professional development of personnel in the field of social work, in accordance with Article 16, paragraph 3 of Law no. 547/2003, the development of the framework regulation on professional supervision, and the adjustment of the professional supervision mechanism to new regulations. Additionally, the involvement of supervisors in professional training activities will contribute to clarifying and carrying out their tasks for the benefit of the supervisees and the institution.

Chapter three of the thesis – ***The impact of supervision on enhancing the professional activity of social workers in the Republic of Moldova*** – explores several essential aspects regarding how supervision contributes to improving the work of professionals in the social work field.

The subsection ***Practices and challenges in professional supervision in social work*** explores the **types of supervision**, highlighting their characteristics, advantages, and limitations. In particular, the opinions and perceptions of various social actors (social workers, supervisors, representatives of civil society organizations active in the social field, social experts) regarding internal and external supervision, group and individual supervision, are analysed, with a focus on factors such as the number of participants, duration, quality, etc. Additionally, the author presents the factors influencing the selection of the type of supervision, the challenges encountered in conducting supervision in the field of social work, and the aspects that supervisors find satisfying, as well as the difficulties they face in the process of professional supervision. These aspects are analysed using both quantitative and qualitative data.

In the specialized literature on **individual supervision**, it is mentioned that it represents an opportunity for the supervisee to benefit from systematic, individual support, focused on their specific professional needs [19]. According to researcher Milicenco S., individual supervision in social work represents an intervention initiated by an experienced social worker for one with less experience, aiming at the professional development of the latter and monitoring the quality of services provided by them to beneficiaries [14, p.255].

The central point in individual supervision is the analysis of the quality of services provided by the specific employee. Researcher Cojocaru Șt. considers this type of supervision as case supervision, focused on casework analysis [4, p.137]. The supervisor must ensure that the supervised employee applies standardized working methodologies: case management, assessment tools, and specific intervention tools. According to some supervisors, this type of supervision occurs in work situations that present challenges for professionals, which reflects a broad and vague understanding of the supervision process.

Compared to individual supervision, **group supervision** offers a group of supervised professionals the opportunity to meet and review their activities together, find effective solutions, and transfer knowledge and best practices in a shared learning environment [19]. In some bibliographic sources (Getzelman D.), group supervision is defined as „the regular meeting of a group of supervisees with a designated supervisor, with the goal of improving their understanding of themselves as practitioners, the beneficiaries they work with, and/or the delivery of services in general, with assistance in this effort through interaction with others in group processes” [24, p.19], or „a form of supervision in social work based on interactions within the group of supervised social workers” [14, p.256].

At the same time, group supervision can also be a team-building activity for employees. In the case of TSSAs, which employ staff in geographically remote areas, group supervision can offer more opportunities in this regard compared to individual supervision. During group supervision sessions, more difficult cases can be discussed, positive working practices can be shared, and employees can be informed about new trends and working methodologies [19, p.13].

The study among supervisees reveals that group supervision sessions are conducted more frequently (97.9%) compared to individual ones (85.6%). More than 14% of supervisees stated that no individual supervision sessions are held, especially community social workers and those in services (16.9%), as well as those from the South area (23.5%). Half of the supervisees (50.4%) believe they have certainly received the type of supervision they desired, while another 44% generally agree. Less than 4% of supervisees feel they did not receive the supervision they wanted, particularly social workers.

The studies conducted by the author among supervisors and supervisees highlighted a different frequency of supervision sessions. Individual sessions are organized more often when necessary (64.8% of supervisors and 53.9% of supervisees), while group supervision sessions are held more frequently on a monthly basis (57.1% of supervisors and 57.2% of supervisees). The practice identified in the qualitative study refers to organizing group supervision sessions at the end of the month, also used for reporting on the activities carried out. Furthermore, based on the data provided by supervisors, the average duration of an individual supervision session is 49.21 minutes, with a maximum time of 180 minutes and a minimum of 10 minutes. Data collected from supervisees indicates an average duration of 54 minutes, with a maximum duration of 240 minutes and a minimum duration of 1 minute, which is unrealistically short for the session to be conducted according to the established protocol. A group session, based on the data from supervisors, lasts on average 112 minutes, with a minimum duration of 30 minutes and a maximum of 240 minutes. For supervisees, the average duration of this type of session is 103.23 minutes, with a lower limit of 5 minutes and an upper limit of 300 minutes. Both individual and group session durations exceed the time recommended by some international standards, which could also be influenced by the issue raised by the supervised staff.

The frequency/quantity of supervision received satisfies 39.1% of supervisees very much, and 55.4% are partially satisfied. In the opinion of supervisors, 53.3% consider both types of supervision to be effective in achieving the desired results, while 39% of supervisors believe both types of supervision are well-suited to the needs of the supervisee and easy to implement.

However, when comparing the two types of supervision, a good portion of supervisors consider individual supervision (35.2%) to be more adapted to the needs of the supervisee than group supervision (21.9%); individual supervision is easier to implement (33.3%) than group supervision (25.7%); individual supervision (26.7%) is more effective in achieving results than group supervision (20%).

In the quantitative study conducted by the author, „Assesment of Supervisee Satisfaction Following Supervision Sessions”, supervisees assessed the quality of the supervision received on a scale from 1 (poor supervision) to 4 (excellent supervision): 3.39 for individual supervision and 3.40 for group supervision. Approximately 42% of supervisees rated the quality of both group and individual supervision with the highest score - 4 (excellent).

To determine the level of satisfaction of supervisees regarding the supervision received, the author developed a **supervisee satisfaction scale**. As a result of calculating the score, three levels of supervisee satisfaction were established: low level (score below 24), medium level (score between 25-30), and high/maximum level (score 31-36). Thus, about half of the supervisees (50.8%) recorded a maximum level of satisfaction, approximately two out of five (39.1%) recorded a medium level, and one in ten (10.1%) recorded a low level of satisfaction. The frequency of supervision sessions influences the degree of satisfaction of supervisees with the supervision activity.

The sociological survey conducted among supervisors „Opinions and practices of professional supervision in social work” reveals that they are satisfied with the work of supervision - 71.4%, determined by the help they provide to colleagues to enhance the quality of the work they do (36%), the opportunity for continuous development (18%), the way of working (16%) and the understanding within the team (14%). Every fifth supervisor expressed dissatisfaction with the work performed (16.2% neither satisfied nor dissatisfied and 3.8% dissatisfied), generated by a number of issues, including poor remuneration (33.3%), insufficient time available (16.7%), workload (14.3%), insufficient professional training in the field (14.2%), assignment of the supervisory task to the social worker function (7.1%), lack of working conditions (8.3%). These data can be complemented by the fact that some supervisors feel insufficiently trained for the supervision meetings: 3.8% always and 60% sometimes have this feeling. The exercise of other activities outside supervision (96.2% of supervisors indicated), determined by the regulatory framework in force, is an impediment to carrying out supervision, which is also confirmed by some experts who consider that combining the function is not beneficial when supervising colleagues and that the work of supervision requires thorough training.

The second sub-chapter - **Models of supervisor-supervisee relationships** - presents various models of supervisor-supervisee relationships. The content of this subchapter emphasizes the importance of these models, which have been developed over time by several researchers (Van der Wals, Muurinen H., Kaariainen A., Morrison T.). These models have enabled the conceptualization of supervisory functions. In the subchapter the author analyses the relationship models, established in the research by applying among supervisors the Supervisory Working Alliance Inventory developed by Efstation J.F., Patton M.J. and Kardash C.M., as follows:

- **The relationship-based model**, encourages supervisors to determine their own interventions with their supervisees; encourages supervisors to talk about their work; encourages supervisees' explanations of supervisee behaviour; allows supervisors to talk more; makes an effort to understand their supervisees; are tactful in comments and facilitates supervisee expression. The given model registered an arithmetic mean of 5.3 (maximum value 7), which corresponds to an average level and is characteristic for 61.9% of the supervisors;

- **The beneficiary-focused model** is characterized by supervisor actions that help the supervisee work within a specific intervention plan for his/her clients; helps the supervisee stick to the session plan; carefully and systematically considers the information the supervisee brings to the supervision session; works with the supervisee on specific goals for the supervision session; expects the supervisee to reflect on the supervisee's comments; uses direct suggestion as a way of working; prioritizes understanding the beneficiary's perspective; encourages the supervisee to take time to understand what the beneficiary is saying and doing; and offers

alternative ways of intervening in case of errors made by the supervisee. This model accumulated an arithmetic mean of 5.53 (average level), with partial application by 3 out of 5 supervisors (60%);

- **The identification-based model:** the supervisee is more curious than afraid to discuss their difficulties during supervision; the supervisee seems comfortable working with the supervisor; the supervisee understands the beneficiary's behavior and intervention techniques in a similar way to the supervisor; the supervisee is able to reflect on what the supervisor tells them; the supervisor stays engaged with the supervisee during the supervision session; the supervisee identifies with the supervisor in how they think and communicate with their beneficiaries and consistently applies the suggestions made by the supervisor during supervision sessions. The arithmetic mean of this model is 5.58, with an average level recorded among 61% of supervisors.

The perspective of the supervisees regarding their relationship with the supervisor can be identified based on the tool proposed by Arcinue F. – the **group supervision scale**, which established three distinct categories of situations that would characterize the supervisee's experience in relation to the supervisor: the group safety scale, the skills and case conceptualization development scale, and the group management scale, with each scale analyzed on three levels: low level (average 1.00-2.00), medium level (2.01-4.00), and high level (4.01-5.00).

The **group safety scale** is identified through actions of the supervisor that encourage the supervisee's self-discovery; encouraging the expression of opinions, questions, and concerns related to the professional activity by the supervisee; creating a safe environment for supervision; monitoring what happens within the group and encouraging the supervisee to provide reciprocal feedback. This type of relationship achieved an average of 4.63 (high level).

The **skills and case conceptualization development scale** refers to: providing useful feedback regarding the supervisee's skills and interventions; offering suggestions and useful information related to interventions; facilitating the constructive exploration of ideas and techniques for working with beneficiaries; providing useful information regarding the understanding and diagnosis of cases; supporting the understanding and formulation of the beneficiaries' central problems; and helping in understanding the thoughts, feelings, and behaviors of beneficiaries. The arithmetic mean of this type of experience of supervisees with their supervisors was 4.58, generated by numerous positive evaluations at the middle levels of the scale.

The **group management scale** was calculated based on items regarding: the supervisor actively establishing boundaries and norms for the entire group; demonstrating effective management; redirecting a discussion at the appropriate moment; managing the time allocated to each group member well; and providing sufficient structure in group supervision. The arithmetic mean for this type of scale is 4.65, with more than 4/5 of the supervisees rating the items highly. As a result of data analysis, it can be stated that supervisors place greater emphasis on the safety of the supervisee group and its management. The development of skills and case conceptualization, which is quite important in social work, is in second place, which could impact the provision of services to beneficiaries.

In the research, the scoring model of Friedlander M.L. and Ward L.G. was applied, identifying supervisor styles or types: attractive, interpersonally sensitive, and task-oriented. The analysis of these styles was performed on 3 levels: low (score 1-3), medium (score 4-5), or high (score 6-7), depending on the arithmetic means of the group of traits characteristic of each style.

The **attractive style** is characterized by traits such as friendly, flexible, supportive, open, trustworthy, and warm, with an arithmetic mean of 6.25 for the supervisor sample and 6.05 for the supervisee sample. The **interpersonally sensitive style**, conceptualized through traits such as insightful, engaged, intuitive, reflective, creative, resourceful, invested, and therapeutic, recorded an arithmetic mean of 5.59 for the supervisor sample and 5.79 for the supervisee sample. The **task-oriented style** was measured by aggregating the values recorded for traits such as focused, concrete, explicit, practical, structured, evaluative, didactic, thorough, and concentrated, with an arithmetic mean of 5.83 for supervisors and 5.81 for supervisees.

In conclusion, the attractive supervisor style recorded the highest values and is most frequently identified by both supervisees and supervisors, while the interpersonally sensitive style ranked third among supervisor styles. A small difference in ratings between supervisees and supervisors was recorded for the task-oriented style. The research data lead to the conclusion that developing supervisory qualities requires effort through professional training, reflection, and self-reflection, with the ability to balance characteristics in order to create a productive atmosphere during supervision sessions.

The third subchapter – ***Contributions of professional supervision to the provision of social assistance*** – examines how professional supervision contributes to increasing the autonomy of supervisees, reducing burnout and occupational stress, and enhancing job satisfaction. Based on the research data, the levels of effectiveness of professional supervision were determined, and the correlation between the level of effectiveness and the supervisor's styles and the level of autonomy/dependence of the supervisee was established.

In the case of the social assistance system, supervision is considered *a method of professional support provided to personnel working in the social work system, with the goal of enhancing their skills in working with beneficiaries, ensuring the quality and efficiency of their work, and preventing professional burnout*. In this way, supervisors are tasked with offering support to supervisees in clearly establishing priorities in their professional activities, determining the most effective approaches to their work, and making decisions [27, p.21]. It can be concluded that supervision plays an important role in managing and overseeing casework, reflecting on social work practice, supporting the professional development of professionals in the system, providing emotional support to supervisees, and ensuring better professional integration. These aspects were highlighted in the qualitative study conducted among experts. *"I understand supervision as ensuring a qualitative working process... Supervision is a tool through which we help people entering the system to work qualitatively."* (I_E_5)

Supervision plays an important role in increasing the autonomy of the supervisee by encouraging responsibility-taking. Based on the tool developed by Stoltenberg C.D. – the **Supervisee Levels Questionnaire** – the contribution of supervision to the development of an autonomous or dependent behavior of the supervisee can be determined.

According to the research data collected among supervisees, it was established that a high level of autonomy and minimal dependence is characteristic of 13.5% of supervisees, while a medium level of autonomy and dependence is typical for the majority of supervisees – 66.7%. Additionally, a low level of autonomy and high dependence was recorded in approximately one-fifth of the supervisees (19.8%).

These data indicate that there is a need to strengthen the capacities of supervisees through various methods, including supervision, to increase their level of autonomy and improve the quality of social service delivery. However, the mission of supervision to enhance supervisees' autonomy in their subsequent activities is only partially achieved in the Republic of Moldova.

In order to gain a complex understanding of how supervision influences the work of social work professionals, a **supervision effectiveness scale** was developed and assessed according to three levels: low (score 1.00-3.99), medium (score 4.00-5.99) and high (score 6.00-7.00). **The high level of efficiency of supervision** is identified among 48.8% of the supervisees, **the medium level of efficiency** was attested among 41.7% and **a low level of efficiency** was recorded among 9.5% of the supervisees. The analysis of the relationship between the level of effectiveness of supervision and the styles of the supervisor, by applying the Pearson Chi-Square test, reveals a statistically significant association between the variables analyzed. The data reveal that there is a relationship between the supervisor's styles and the level of effectiveness: low levels of the three styles show low levels of supervisory effectiveness, which can also be observed for the other levels. Checking the intensity of association of the above-mentioned variables by Cramer's V coefficient denotes a moderate intensity in the case of the three styles of the supervisor (the value of Cramer's V coefficient can take values between 0 and 1, where 1 means perfect association and 0 - no association). The correlation analysis between the effectiveness of supervision and the level of dependence/autonomy of the supervisor shows a moderate relationship between them.

Some experts believe that preventing burnout by providing emotional support to social work professionals is less realized, with more attention in the system being focused on methodological support.

"If the first objective related to training, methodological support for employees in the system, more or less, is more or less covered, then the second one, somehow, still remains totally uncovered. I am referring to the prevention of burnout and everything related to psychological support." (I_E_7)

Workplace stress and burnout can be caused by a lack of professional supervision, when supervisors feel unappreciated, left out of adequate support and support. Researchers Miley K.K., O'Melia M. and DuBois B. indicate that when social workers do not get sufficient support from colleagues and supervisors and are not sufficiently recognized for their merits, the work environment is a source of burnout, with serious implications for them. Studies have shown that occupational stress has an impact on service delivery, especially social workers being less objective, less positive and less interested in the beneficiaries [10, p.430-431]. At the same time, the situations described above may lead to turnover in the system, which is also confirmed by the data of the qualitative expert survey.

"We have this flow in the system, which is caused, by the way, by professional burnout, not just low salaries... Through supervision, if done in a professional manner, we can prevent and save a lot of resources." (I_E_7)

In conclusion, the research data allows us to establish that the supervisor is not only a trainer of the supervisee, having the purpose of guiding him in a value framework towards the application of various theories and working methods, but is an important factor that encourages the supervisor to a new experience.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The development of the field of social work cannot be seen without a qualified workforce, motivated to provide quality services to beneficiaries, resilient to the crises affecting social systems and the field. In this context, professional supervision, being considered as a basic element of the social work field, contributes to the development of professional identity and social work practice, by ensuring a transfer of good practices and creating a work environment that prevents professional burnout. However, research in the field highlights the need to strengthen professional supervision and diversify the ways in which it is carried out under the influence of social transformations and crises, so that it is possible to achieve its mission - professional development, empowerment and increased efficiency of care intervention and work performance.

The results of the research have contributed to the expansion of knowledge on the realization of professional supervision in social work in the Republic of Moldova, as well as to the establishment of the models of the relationship between the supervisor and the supervisees, the level of effectiveness of professional supervision on increasing the level of autonomy in the realization of the intervention and the typology/profile of the supervisor. The innovative nature of the obtained results is emphasized by the complex research of professional supervision in social work by applying quantitative and qualitative research methods, highlighting the ways and gaps in regulation, training and its implementation in the Republic of Moldova. At the same time, the results of the research can be used for the development of the evaluation and monitoring framework of professional supervision, which will ensure the provision of reliable data for decision makers in policy making in the field of social work.

In the applied aspect, the research results contribute to the solution of the research problem, focused on identifying the effectiveness and implications of professional supervision in the field of social work in the Republic of Moldova, through the prism of its challenges and opportunities in strengthening the field of social work. Through the theoretical-methodological foundation, the study revealed the perceptions and practices in the realization of professional supervision in social assistance, identifying the difficulties and areas of intervention.

The aim of the research was achieved by establishing the framework for the establishment and functioning of professional supervision in the field of social work in the Republic of

Moldova, by determining the particularities, regulatory and organizational gaps and the impact on the efficiency of professional activity in the field, formulating a series of recommendations in this regard. The basic hypothesis of the study that *the strengthening of human capital in the field of social work in the context of multiple system changes and transformations in the Republic of Moldova is influenced by the capacity of the system to deliver professional supervision, which contributes to the expansion of competencies and increased autonomy in professional work*, was confirmed. At the same time, the obtained results confirm the working hypotheses.

The new and original scientific results of the research are:

1. The conducted research established that professional supervision in the field of social assistance/work in the Republic of Moldova has developed by taking over international models, institutionalization being relatively late. Civil society has contributed to this process by providing methodological support to the central public authorities in regulating, piloting and conducting training for supervisors. With the contribution of development partners and civil society, a review of the professional supervision mechanism applied in the Republic of Moldova was launched in 2021, and activities to revise and adjust it are planned. However, the reform of the social assistance system has led to the „freezing” of this exercise, which will have implications for the development of the field of supervision.

2. The regulation of professional supervision in the early stages of its development covered only two social services: the Community Social Work Service and the Home Social Care Service. The expansion of the range of social services and the increased complexity of social work activity contributed to the amendment of the regulatory framework by integrating supervision aspects, including in 2023 in the context of the reform of the social care system. Proper implementation of the new provisions was not ensured with the subsequent normative framework (framework regulation), including monitoring and evaluation, etc.

3. The provision of professional supervision in the Republic of Moldova is carried out in the form of a cascade, whereby the administrative function is associated with it as a priority. The contribution of supervision to the assessment of training needs and professional performance is not laid down in the regulatory framework. At the same time, the level of understanding of the contribution of supervision in the professionalization of social work determines the actions to strengthen the field in the normative aspect and the implementation of professional supervision.

4. The results of the research revealed a negative impact of the overlapping of the supervision task with the work tasks of the supervising community social workers, which influences the quality, frequency and duration of the supervision sessions. The establishment of the position of supervising community social worker was a well-intentioned action, but it did not fully address the problem of accessibility of supervision, as the workload of supervising community social workers has increased and they have difficulties in achieving the expected results in the supervision process. Some countries have addressed this problem by establishing the position of supervisor in social services, with the basic task being to provide professional supervision.

5. One issue identified in the research concerns the training of supervisors. The experiences of other countries and European standards emphasize the obligation to have a qualification level 7 NQF (master) for the position of supervisor, and specific initial and continuous training programs have been established. At the same time, supervisors are certified, which ensures their continuous professionalization. In the Republic of Moldova there is a Master's degree program dedicated to supervision provided by a higher education institution, and the subjects dealing with supervision are integrated in the curricula of the first and second cycles of studies and other higher education institutions. Also, the study revealed that level 7 of qualification is not a prerequisite for supervision in the Republic of Moldova.

6. Continuing professional development activity in the field of supervision is sporadic, especially with support from development partners. The survey found low participation of supervisors in training programs: only every fifth supervisor had participated in initial training before taking up the position. The implementation of continuous training programs has been affected by the weak implementation of the regulatory framework in the area of initial and continuous training by National Agency of Social Assistance.

7. The study established a preponderance of professional supervision in the public social care sector being carried out internally, by assigning the given task to a specialist. Practices of external supervision are found in the non-governmental sector. The establishment of external supervision in the public sector would imply financial resources, a rethinking of the way supervision is organized, the establishment of certification programs for the supervision activity, the implementation of reporting, evaluation and monitoring mechanisms. The results of the research highlighted the experts' opinion on the effectiveness of external supervision in preventing burnout.

8. Satisfaction with the supervision received is influenced by the type and frequency of supervision sessions. Thus, every second supervisee showed a high degree of satisfaction, especially those who attended weekly group (68.8%) and individual (75.5%) supervision sessions.

9. By applying the statistical analysis, three models of supervisor-supervisee relationships were established, all of them having a medium level of application and being applied by more than 60% of supervisors. The high level of application was established for the identification-based model - where supervisors identify themselves with supervisors, and the beneficiary-focused model - where supervisors are guided in achieving the objectives set in relation to the beneficiaries. At the same time, from the supervisees' perspective on group supervision, most - more than 80% - indicated supervisors' focus on group management and group safety, while the focus on skill development and case conceptualization was rated lower.

10. The research results reveal the existence of three styles of supervisors, with a higher applicability of the attractive style, combining characteristics such as friendliness, flexibility, trust, openness. The other two styles - the interpersonally sensitive style (characterized by traits such as insightfulness, intuition, creativity, etc.) and the task-oriented style (with traits such as focus, concentration, evaluation, etc.), are valued differently by supervisors and supervisees. The lower ranking of these two styles is explained by the fact that only 1 out of 3 supervisors feel prepared for supervisory work, which leads to the need to develop and implement supervisory training programs.

11. The effectiveness of supervision is identifiable in the extent to which it increases the autonomy of the professional's receiving supervision. The research found that about 1 in 10 supervisees indicated a high level of autonomy, and about 67% - a medium level of autonomy. The frequency of supervision activities is an important factor in increasing autonomy in care intervention. At the same time, about 60% of the supervisees indicated an increase in the efficiency of their work as a result of attending supervision sessions.

Following the research, the next **recommendations** were proposed:

a) Ministry of Labor and Social Protection

- revision of the Classification of Occupations of the Republic of Moldova by establishing a separate occupational position - supervisor in social work, which will lead to better performance of supervisory activities and increase the performance of employees;
- regulation of functional supervision, which will lead to clear delimitation of types of supervision;
- developing and approving the Framework Regulation on the organization and conduct of professional supervision in accordance with the provisions of the normative framework, which will lead to a clear delimitation of the tasks of the supervisor, the supervisee and the conduct of professional supervision, including by establishing the role of supervision in the assessment of professional competences; revision of the „Professional Supervision Mechanism in Social Work” by integrating the tasks in the field of supervision in relation to the new structure of the social work system, in particular adjustment of the organizational framework for the implementation of the professional supervision mechanism (1.4.), indication of the supervisory tasks corresponding to TSAA (1.5.), integration of a separate compartment dedicated to the monitoring of professional supervision;
- revision of the job description of specialists with supervisory duties by regulating the level of education required (master's degree) for access to the post and the minimum number of hours of professional training required in the field of supervision;

- establishing the framework for monitoring and evaluation of professional supervision in TSAA/TSAS and social services, by establishing monitoring indicators, reporting periodicity and integration of these data in the annual activity report of the Ministry; revision of the work tasks and salary rules for supervising community social workers, by better correlating the tasks with the level of remuneration for the work;

- organizing and conducting regular in-service training activities for supervising specialists with a view to professionalizing and improving supervisory work;

- conducting regular quality assessment studies on professional supervision;

- cooperating with the associative sector and development partners in carrying out regular external supervision with the aim of strengthening employee well-being.

b) Territorial Social Assistance Agencies/Territorial Social Assistance Structures

- regular assessment of employee wellbeing to prevent burnout and turnover;

- monitoring supervision activities carried out at institutional level and their quality;

- assessing the training needs of supervisors and supervisors with a view to enhancing their performance;

- regular assessment of the effectiveness of supervision and the satisfaction of supervisors with a view to improving the quality of supervisory activities;

- cooperation with academia and the voluntary sector in the development of initial and continuing training activities in the field of supervision.

c) Higher education institutions and educational service providers

- development of continuous training programs in the field of professional supervision;

- extending international cooperation by sharing good practice in professional supervision training;

- conducting sociological research on the topic of professional supervision, the results of which will help to improve the supervision mechanism, evaluation and monitoring tools, etc.

d) Specialists with supervisory tasks

- involvement in formal and non-formal continuous training activities with a view to improving supervision activities and applying the most innovative models of dealing with supervisors;

- monitoring the quality of the professional supervision provided by applying evaluation tools at the end of the activities, which will lead to the improvement of the activity;

- setting up the professional association of social work supervisors, which will create premises for cooperation with ANSE and strengthen the position of supervisors.

e) Civil society organizations in the field of social work

- cooperation with other organizations at international and European level for the transfer of good practices in the field of professional supervision;

- continuing to support the public welfare system by carrying out training and supervision activities;

- conduct, in cooperation with academia and development partners, external evaluations of the implementation of the supervision mechanism in order to support evidence-based policy making.

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SUMMARY

Oceretnii Sergiu, "Supervision in Social Work: impact on the efficiency of professional activity (the case of the Republic of Moldova)". PhD Thesis in Sociology, specialty: 542.01. Theory and Practice of Social Work. Chisinau, 2025.

Structure of the thesis: the paper includes: introduction, three chapters, general conclusions and recommendations, 168 pages of basic text, bibliography with 185 titles, 13 appendices, 37 figures and 11 tables. The research results are presented in 14 scientific papers with a total volume of 4,5 c.a.

Keywords: social work, supervision, supervisor, supervisee, supervision mechanism.

Field of study: sociology, social work.

The aim of the research: the analysis of the framework for the establishment and functioning of professional supervision in the field of social work in the Republic of Moldova, by determining the specificities of regulation, organization, and professional training, as well as its impact on professional activity in the field from the perspective of improving its efficiency.

Research objectives: conceptualization and analysis from a historiographic perspective of professional supervision in the field of social work; highlighting and systematizing the explanatory theories of professional supervision in social work; elucidating the models developed and applied in the field of professional supervision in social work; analysis of the national normative and institutional framework in the field of professional supervision in social work; comparative analysis of professional training programs in the field of professional supervision in social work, in order to determine measures to connect professional training at the national level to international good practices; determining the profile of the supervisor and the styles applied in carrying out supervision activities; identifying the roles and tasks of the supervisor in social work, in terms of contributing to increasing the autonomy and performance of supervisees in professional activity; revealing the characteristics of the supervisor-supervisee relationship in terms of the impact on the success of professional supervision; establishing the difficulties in carrying out professional supervision in the Republic of Moldova, by identifying solutions for strengthening this field; developing recommendations on strengthening the field of professional supervision in social work in the Republic of Moldova.

Subject of the research: professional supervision as an organized process of support, guidance, and professional development, used in various fields of activity, which involves complex interactions with specialists. **Subject of the research:** supervision as a way to enhance professional activity in the field of social work, especially for community social workers.

The novelty and scientific originality of the conducted research consists in the presentation of an explanatory model of professional supervision in the field of social work; identification of its tasks and role in strengthening human resources in the field of social work; revealing the particularities of professional training in the field of social work supervision at European and national level, and establishing the gaps in the realization of supervision in the field of social work in the Republic of Moldova.

The important scientific problem solved: determining the frequency and type of supervision carried out in the social work system from the perspective of supervisees and supervisors, establishing the profile of the supervisor and the relationship between the actors of professional supervision, revealing the difficulties in the realization of professional supervision in social work in the Republic of Moldova.

Theoretical significance of the work: the research contributes to the consolidation of the systemic perspective of professional supervision, establishing the theoretical-methodological landmarks for explaining the effectiveness of supervision in the professional activity in the field of social work by applying quantitative and qualitative research methods.

Applicative value of the work: the research results can be applied in the development of the professional supervision field in social work, especially in the elaboration of the framework regulation, adjustment of the professional supervision mechanism, revision of the job description, development of professional training programs, and completion of the national regulatory framework to ensure the establishment of the supervisor occupation in social work. The applied research tools can be used in monitoring and evaluation of supervision carried out in TSAAs.

Implementation of scientific results. The main research results were reflected in 14 scientific papers published in journals, reviews and studies. Dissertation theses were presented at 13 national and international conferences. The research results have been used in the supervision activities carried out within the "Terre des Hommes" Foundation and the General Directorate for Child Protection of the Chişinău Municipal Council. Additionally, the results were presented to the Ministry of Labour and Social Protection.

ADNOTARE

Oceretnii Sergiu, “Supervizarea în Asistență Socială: impact asupra eficientizării activității profesionale (cazul Republicii Moldova)”. Teză de doctor în sociologie la specialitatea: 542.01 Teoria și practica asistenței sociale. Chișinău, 2025.

Structura tezei: lucrarea cuprinde: introducere, trei capitole, concluzii generale și recomandări, 168 pagini text de bază, bibliografie cu 185 titluri, 13 anexe, 37 figuri și 11 tabele. Rezultatele cercetării realizate sunt prezentate în 14 lucrări științifice cu un volum total de 4,5 c.a.

Cuvinte-cheie: asistență socială, supervizare, supervizor, supervizat, mecanism de supervizare.

Domeniul de studiu: sociologie, asistență socială.

Scopul cercetării: analiza cadrului de constituire și funcționare a supervizării profesionale în domeniul asistenței sociale din Republica Moldova, prin determinarea particularităților de reglementare, organizare și formare profesională și a impactului asupra activității profesionale în domeniu din perspectiva eficientizării acesteia.

Obiectivele cercetării: conceptualizarea și analiza din perspectivă istoriografică a supervizării profesionale în domeniul asistenței sociale; evidențierea și sistematizarea teoriilor explicative ale supervizării profesionale în asistența socială; elucidarea modelelor dezvoltate și aplicate în domeniul supervizării profesionale în asistența socială; analiza cadrului normativ și instituțional național în domeniul supervizării profesionale în asistența socială; analiza comparativă a programelor de formare profesională în domeniul supervizării profesionale în asistența socială, în vederea determinării măsurilor de racordare a formării profesionale la nivel național la bunele practici internaționale; determinarea profilului supervizorului și a stilurilor aplicate în realizarea activităților de supervizare; identificarea rolurilor și sarcinilor supervizorului din asistența socială, prin prisma contribuției la sporirea autonomiei și performanței supervizaților în activitatea profesională; relevarea caracteristicilor relației supervizor-supervizat prin prisma impactului asupra reușitei supervizării profesionale; stabilirea dificultăților în desfășurarea supervizării profesionale în Republica Moldova, prin identificarea de soluții pentru consolidarea acestui domeniu; elaborarea recomandărilor cu privire la consolidarea domeniului supervizării profesionale în asistența socială din Republica Moldova.

Obiectul cercetării: supervizarea profesională ca proces organizat de sprijin, ghidare și dezvoltare profesională, utilizat în diverse domenii de activitate, care implică interacțiuni complexe cu specialiști.

Subiectul cercetării: supervizarea ca modalitate de eficientizare a activității profesionale din domeniul asistenței sociale, în special a asistenților sociali comunitari.

Noutatea și originalitatea științifică a cercetării efectuate constă în prezentarea unui model explicativ al supervizării profesionale în domeniul asistenței sociale; identificarea sarcinilor și rolului acesteia în consolidarea resurselor umane din domeniul asistenței sociale; relevarea particularităților de formare profesională în domeniul supervizării în asistența socială la nivel european și național, și stabilirea lacunelor în realizarea supervizării din domeniul asistenței sociale din Republica Moldova.

Problema științifică importantă soluționată: determinarea frecvenței și a tipului de supervizare desfășurată în cadrul sistemului de asistență socială din perspectiva supervizaților și supervizorilor, stabilirea profilului supervizorului și a relației dintre actorii supervizării profesionale, relevarea dificultăților în realizarea supervizării profesionale în asistența socială din Republica Moldova.

Semnificația teoretică a lucrării: cercetarea contribuie la consolidarea perspectivei sistemice a supervizării profesionale, stabilindu-se reperele teoretico-metodologice de explicare a eficienței supervizării în activitatea profesională din domeniul asistenței sociale prin aplicarea metodelor de cercetare cantitativă și calitativă.

Valoarea aplicativă a lucrării: rezultatele cercetării pot fi aplicate în dezvoltarea domeniului de supervizare profesională în asistența socială, în special în elaborarea regulamentului-cadru, ajustarea mecanismului de supervizare profesională, revizuirea fișei de post, dezvoltarea programelor de formare profesională și completarea cadrului normativ național pentru asigurarea instituirii ocupației de supervizor în asistența socială. Instrumentele de cercetare aplicate pot fi utilizate în monitorizarea și evaluarea supervizării desfășurate în cadrul ATAS-urilor.

Implementarea rezultatelor științifice. Principalele rezultate ale cercetării au fost reflectate în 14 lucrări științifice publicate în reviste, culegeri și studii sociologice. Teze din disertație au fost prezentate la 13 conferințe naționale și internaționale. Rezultatele cercetării au fost utilizate în activitatea de supervizare desfășurată în cadrul Fundației „Terre des Hommes” și Direcției Generale pentru Protecția Drepturilor Copilului a Consiliului Municipal Chișinău. De asemenea rezultatele au fost prezentate Ministerului Muncii și Protecției Sociale.

АННОТАЦИЯ

Очеретный Сергей, «Супервизия в социальной работе: влияние на эффективность профессиональной деятельности (на примере Республики Молдова)». Кандидатская диссертация по социологии по специальности: 542.01 Теория и практика социальной работы. Кишинев, 2025.

Структура диссертации: работа состоит из введения, трех глав, общих выводов и рекомендаций, 168 страниц основного текста, библиографии включающей 185 наименований, 13 приложений, 37 рисунков и 11 таблиц. Результаты исследования представлены в 14 научных работах общим объемом 4,5 у.е. **Ключевые слова:** социальная работа, супервизия, супервизор, супервизируемые, механизм супервизия.

Область исследования: социология, социальная работа.

Цель исследования: анализ структуры создания и функционирования профессиональной супервизии в области социальной работе в Республике Молдова, через определение особенностей регулирования, организации и профессиональной подготовки, а также его влияния на профессиональную деятельность в этой сфере с точки зрения повышения ее эффективности.

Задачи исследования: концептуализация и анализ с историографической точки зрения профессиональной супервизии в сфере социальной работы; выделение и систематизация объяснительных теорий профессиональной супервизии в сфере социальной работы; разъяснение моделей, разработанных и применяемых в сфере профессиональной супервизии в сфере социальной работы; анализ национальной нормативной и институциональной базы в сфере профессиональной супервизии в сфере социальной работы; сравнительный анализ программ профессиональной подготовки в области профессиональной супервизии в сфере социальной работы с целью определения мер по объединению профессиональной подготовки на национальном уровне с передовой международной практикой; определение профиля супервизора и стилей, применяемых при осуществлении супервизионной деятельности; определение роли и задач супервизора в сфере социальной работе через призму содействия повышению самостоятельности и эффективности супервизируемых в их профессиональной деятельности; выявление особенностей супервизионно-супервайзерских отношений через призму влияния на успешность профессиональной супервизии; установление трудностей в осуществлении профессиональной супервизии в Республике Молдова путем определения решений по консолидации этой сферы.

Объект исследования: профессиональный супервизионный процесс как организованный процесс поддержки, руководства и профессионального развития, используемый в различных областях деятельности, который включает в себя сложные взаимодействия со специалистами. **Предмет исследования:** супервизия как способ повышения эффективности профессиональной деятельности в области социального обеспечения, особенно среди социальных работников.

Новизна и научная оригинальность проведенного исследования заключается в представлении объяснительной модели профессионального надзора в области социальной работы; определении его задач и роли в укреплении человеческих ресурсов в области социальной работы; выявлении особенностей профессиональной подготовки в области надзора за социальной работой на европейском и национальном уровне, а также установлении пробелов во внедрении надзора в области социальной работы в Республике Молдова.

Решенная важная научная проблема: определение частоты и типа супервизии, осуществляемой в системе социальной помощи с точки зрения супервизируемых и супервизоров, установление профиля супервизора и отношений между субъектами профессиональной супервизии, выявление трудностей во внедрении профессиональной супервизии в сфере социальной помощи в Республике Молдова.

Теоретическая значимость работы: исследование вносит вклад в консолидацию системной перспективы профессиональной супервизии в области социальной работы, устанавливая теоретико-методологические ориентиры путем применения количественных и качественных методов исследования.

Прикладная ценность работы: результаты исследования могут быть применены для развития профессиональной супервизии в социальной работе, в частности, для разработки нормативных актов, корректировки механизма профессиональной супервизии, пересмотра должностных инструкций, разработки программ профессионального обучения и дополнения национальной нормативной базы для обеспечения институционализации профессии супервизора в социальной работе. Прикладные инструменты исследования могут быть использованы в мониторинге и оценке супервизии, осуществляемого в ТАСР.

Внедрение научных результатов. Основные результаты исследования были отражены в 14 научных статьях, опубликованных в журналах и сборниках. Диссертационные работы были представлены на 13 национальных и международных конференциях. Результаты исследования были использованы в деятельности по супервизии, проводимой в рамках Фонда „Terre des Hommes” и Генерального управления по защите прав ребенка муниципального совета Кишинева. Также результаты были представлены Министерству труда и социальной защиты.

OCERETNÎI SERGIU

**SUPERVISION IN SOCIAL WORK: IMPACT ON THE
EFFICIENCY OF PROFESSIONAL ACTIVITY
(THE CASE OF THE REPUBLIC OF MOLDOVA)**

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