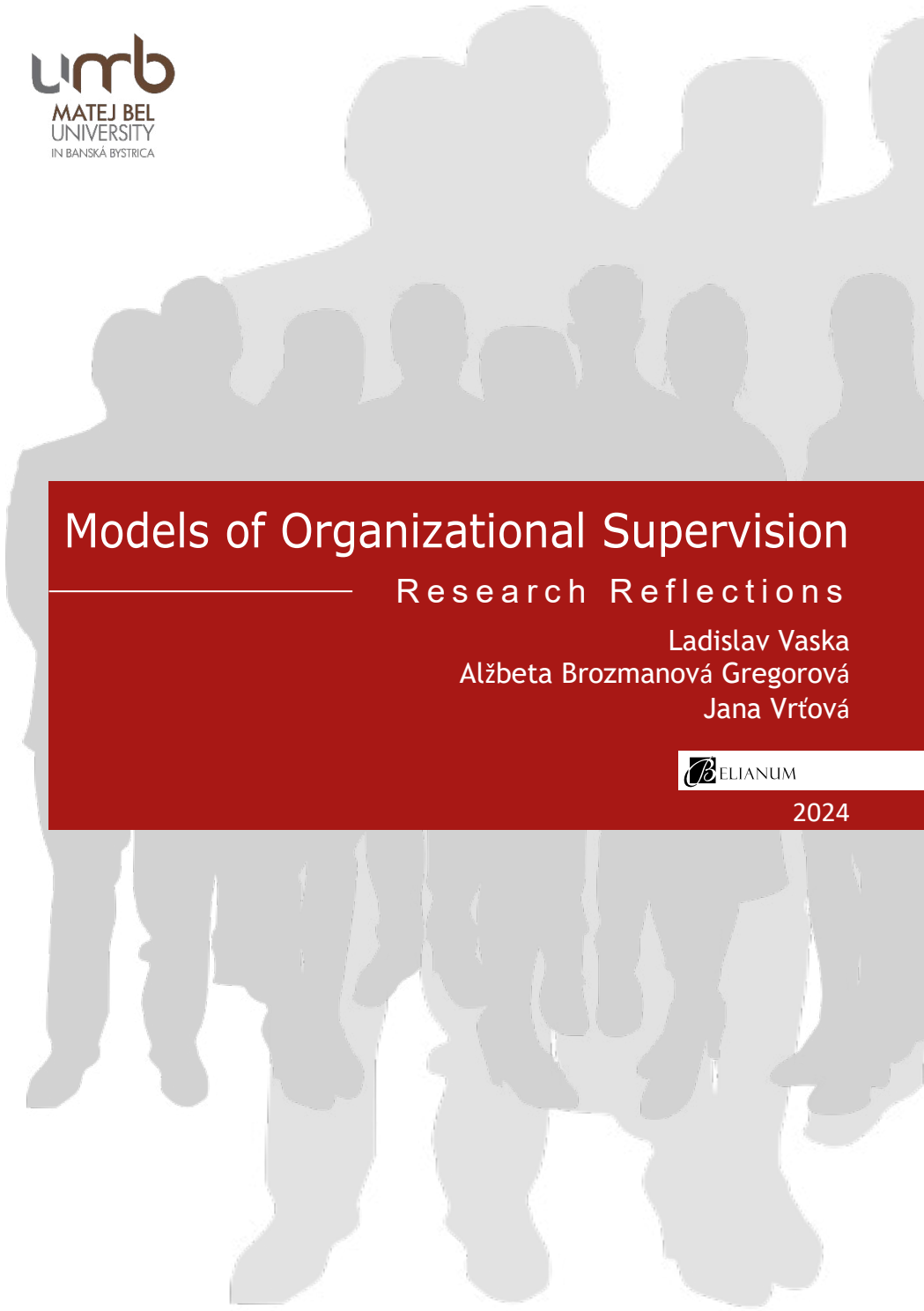

Models of Organizational Supervision

Research Reflections

Ladislav Vaska
Alžbeta Brozmanová Gregorová
Jana Vrťová

BELIANUM
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Contents

Foreword

Systematic supervision in social work in Slovakia boasts a twenty-year tradition. In a relatively short time, supervision has become integrated into legislation, organizational culture, and is recognized as a vital necessity by various professionals in the social sector. The most prevalent form of supervision is group, case supervision, which serves as a valuable tool when working with individual clients, families, or groups, aiding in the development of professional skills for social workers. However, supervisors and supervisees have encountered barriers preventing them from applying acquired knowledge and experience effectively in their work. These limitations include unclear organizational missions, unspecified visions and goals, restrictive structures, overlapping competencies, ingrained stereotypes, reluctance to explore more productive work forms and methods, and the inability to identify and utilize the potential of both the organization and its staff. Such an environment demotivates workers, puts them at risk of burnout, and erodes their belief in the usefulness of supervision, especially when conditions are not conducive to new approaches. In response to this feedback, supervisors began to pay more attention to the environment and conditions in which professionals operate. Consequently, their focus has expanded to include the organization, its management, and work teams. Some have started involving organizations in the supervision process to help management and staff clarify the direction for the organization's future development, determine the philosophy of their approach to clients, improve work processes, and identify the competencies needed by employees on this path. Clarifying future directions and improving conditions through supervision enables a targeted approach to further staff training and supervision systems. Although organizational supervision has become a topic of discussion, it is currently more prevalent in universities, professional conferences, and publications than in actual practice. Supervisors themselves have varied ideas about organizational supervision, ranging from supervision for managers, discussions on organizational issues, to supervision involving all staff members. Moreover, this form of supervision requires supervisors to have some understanding of management processes, especially if the supervisor is not merely acting as a facilitator. I am pleased that a group of colleagues has decided to bring clarity to the current chaotic situation in organizational supervision by applying experiences from abroad and conducting scientific research within the Slovak context. I look forward to the research outcomes, presented in a coherent theoretical framework.

Ján Gabura

Introduction

Currently, supervision in Slovakia is a common practice in helping professions, and over the past 20 years, it has significantly established itself as a natural part of the work of social workers. In social work, supervision has been established as a legal requirement for most organizations operating in the social sector for several years now. Initially, supervision was provided as assistance and support from more experienced colleagues to less experienced ones. Over time, it has evolved into the structured practice we recognize today. In recent years, there has been a growing interest in supervision in social work not only internationally but also in Slovakia and the Czech Republic. This heightened interest is largely driven by the positive impacts and effects gradually revealed through experience with supervision in social work and other helping professions. These benefits extend to individuals, work teams, organizations, and ultimately to the broader field within which helping professionals operate. Therefore, it is essential to examine supervision in various contexts, explore and bring forth new insights, thereby improving supervisory practice. As a result of the fact that supervision involves various stakeholders, different forms, and types, it can be concluded that supervision can be studied from various perspectives. In the literature, extensive knowledge exists on various actors, forms, and types of supervision, yet one of the least explored forms is organizational supervision. From our perspective, it is crucial to examine this specific form of supervision. As noted by Bärtlová (2007, p. 49), "organization requires good and regular supervision and time to reflect on its own 'health' and functioning." In response to this need, and particularly due to the lack of relevant knowledge on the subject of organizational supervision, we have undertaken research aimed at identifying the specifics of organizational supervision. Our goal was to delineate the theoretical and methodological framework of models of organizational supervision, the results of which are presented in this scientific monograph. This monograph is intended for academic researchers and professionals in helping professions who are engaged in the theory and practice of social work supervision. Naturally, the monograph may also serve as inspiration for research in related helping professions and disciplines where organizational supervision is practiced and studied.

The English version of the monograph is now available, following its original publication in Slovak in 2020. In response to significant findings and reactions, particularly from the academic community, regarding our research outcomes, we have decided to publish an English version of our monograph. This decision aims to broaden its impact beyond the Slovak and Czech book markets and academic fields. Our primary intention is to communicate the research findings, particularly the research component of the original publication, and to present the most significant findings in the form of developed models of organizational supervision. The scientific monograph is of research character with the goal of expanding the theoretical and research platform with insights into organizational supervision and models thereof, thereby creating a comprehensive concept of

organizational supervision. Based on identified research findings, our goal is also to create models of organizational supervision that are actively used in supervisory practice. Subsequently, these findings will be conceptualized for the field of supervision in social work. The English version of the monograph is structured into two main chapters. Chapter One provides concise theoretical backgrounds, contextualizing the issues surrounding organizational supervision and introducing the theoretical construct of the organizational supervision model. Chapter Two – Models of Organizational Supervision – Analysis of Research Results presents the outcomes of our conducted qualitative research. It introduces specific models constructed based on insights gathered from individual participants in the research study.

Our sincere thanks go to the participants who willingly became part of our research and shared their valuable experiences and insights with us. Based on their contributions, we identified various models of organizational supervision used in supervisory practice. Furthermore, we would like to extend our gratitude to the reviewers of our scientific monograph: *prof. PhDr. Beáta Balogová, PhD.,* Dean of the Faculty of Arts at the University of Prešov in Prešov, where she works as a professor and guarantor of the Social Work Department at the Institute of Educology and Social Work. At the institute, she advances the field of social work in various contexts and has been actively involved in the development of supervision theory and practice since 2005. We also thank *doc. PhDr. Peter Brnula, PhD.*, who works as an associate professor at the Department of Applied Social Sciences at the Faculty of Humanities at Charles University in Prague (Czech Republic). His pedagogical and research activities focus on the history, theory, ethics of social work, and supervision in social work. In practice, he has been working as a supervisor since 2008. Last but not least, thanks also go to *prof. PhDr. Ján Gabura, CSc.* – a pioneer of supervision in social work in Slovakia and a significant scientific authority in the field of social work. Besides his roles at several Slovak universities, he actively conducts supervisions in practice and educates future supervisors in helping professions – for accepting the role of scientific editor of the monograph and for writing the foreword. Thanks are also due to individuals and organizations who contributed in any way to the creation and revision of the scientific monograph, thereby contributing to its completion and subsequent publication.

Ladislav Vaska, Alžbeta Brozmanová Gregorová, and Jana Vrťová
Banská Bystrica, July 2024

1. CONTEXTS OF ISSUE

Globally, supervision has a long-standing tradition. Currently, there is a growing interest in supervision, especially (but not only) in social work, within various contexts. This is evidenced by the fact that supervision is a subject of study for many authors (e.g., Davys & Beddoe, 2021; Davys, Fouché & Beddoe, 2021; O'Donoghue, 2022; O'Donoghue & Engelbrecht, 2021; Watkins, 2019, among others). Several factors have influenced the development of supervision in social work. The professionalization of social work and the development of organizations and service management in this field have significantly impacted the evolution of supervision (Bruce & Austin, 2001). Since the early 20th century, supervision has become an indispensable tool for development, accountability, and support in social work practice across various countries (Kadushin & Harkness, 2014). In the context of the Slovak Republic, supervision has been practiced for over 20 years. Gradually, supervision has become an integral part of social work education and practice, and it has been incorporated into legislation and other documents guiding the practical execution of the social work profession. An important fact is that supervision is currently one of the criteria for evaluating the quality of services provided in selected social service facilities, in accordance with Act No. 448/2008 Coll. on social services and on the amendment and supplementation of Act No. 455/1991 Coll. on Trade Licensing (Trade Licensing Act), as amended. This means that facilities defined by law, which provide social work services, must develop and implement a supervision program to enhance the professional level and quality of the provided social services. In this sense, supervision includes regular, ongoing individual and group supervision, as well as external supervision of the organization and managerial supervision for the management. The law also stipulates the conditions that must be met by individuals providing supervision for these organizations. Further, supervision in social work is part of Act No. 305/2005 Coll. on the social and legal protection of children and social guardianship and on the amendment and supplementation of certain laws. This law mandates that facilities providing services in child protection and social guardianship develop and implement a supervision program and outlines the conditions regarding personnel for supervision in these facilities. Supervision is also one of the essential conditions for the issuance of a license by the professional organization – the Slovak Chamber of Social Workers and Social Work Assistants – for the independent practice of a social worker, according to Act No. 219/2014 Coll. on social work and on the conditions for performing certain professional activities in the field of social affairs and family and on the amendment and supplementation of certain laws. In the context of the Slovak Republic, supervision serves as a significant tool for social workers in addressing ethical issues and dilemmas, as well as in maintaining professional and personal self-care within the framework of the Code of Ethics for Social Workers and Social Work Assistants. The prominent role of supervision in social work in Slovakia is evidenced by the fact that it is supported by the Association of

Supervisors and Social Advisors, which has been conducting accredited supervision training in the helping professions since 2001 and maintains a list of accredited supervisors. The practical implementation of supervision in social work is guided by the Supervision Ethical Code, which is based on the ethical principles and codes of the European Association for Supervision and Coaching, the Association of National Organizations for Supervision in Europe, the Code of Ethics for Social Workers and Social Work Assistants in Slovakia (2015), the Code of Ethics of the National Association of Social Workers (NASW, 2008), the Code of Ethics of the Australian Association of Social Workers (AASW, 2010), the Code of Ethics for Social Work of the British Association of Social Workers (BASW, 2012), and others. Thus, we can conclude that supervision has become an integral part of professional social work practice in Slovakia, inspired and influenced by developments and trends abroad, and it holds an irreplaceable position in the Slovak context, as it does internationally. As a result of the fact that supervision involves various stakeholders, different forms, and types, it can be concluded that supervision can be studied from various perspectives. The literature provides extensive insights into the various actors, forms, and types of supervision, highlighting the evolving needs of practice and organizations operating in the field of social work. However, no single type or form of supervision can address all objectives (Beddoe, 2015). The greatest challenge in supervision is balancing the demands of the organization with the professional expectations of social workers. The role of supervision is influenced by the context within which it is applied, including the professional environment and organizational professionalism (Bradley, Engelbrecht & Höjer, 2010). Regarding the context of supervision, Beddoe (2015) notes that in recent years, authors focused on supervision have been examining broad sectoral and organizational aspects (e.g., Egan, Maidment & Connolly, 2015; Williams, 2018; Ornellas & Engelbrecht, 2021) as well as cultural aspects (e.g., Hernández, 2008; Eketone, 2012; Lusk, Terrazas & Salcido, 2017). Based on this, it can be concluded that within supervision, the organization holds a significant position not only as one of the participating parties but also as the environment in which workers perform their professional activities. It acts as a factor influencing supervision across various forms and types. Moreover, the organization holds a crucial position as a standalone object of interest in supervision across different professions. Despite considerable interest in the topic of supervision conducted within organizations, focusing on issues related to organizations (such as the impact of organizational environment, culture, or policies on supervision), organizational supervision remains one of the least researched forms. Given these circumstances, we deemed it crucial to examine this specific form of supervision. In relation to the issue of supervision and organizations, Bärtlová (2007, p. 49) states that: "An organization requires good and regular supervision and time to reflect on its own 'health' and functioning." In response to this need, and particularly due to the lack of relevant knowledge on the subject of organizational supervision, we decided to conduct research focused on identifying the specifics of organizational supervision and subsequently defining the theoretical and methodological framework of models of organizational supervision. Before presenting the results and

findings of our research on this issue, it is essential to address significant contexts in the relevant area.

The general goal of organizations operating in the social sphere is to enhance the quality of life and functioning of individuals within their family and community contexts. For this reason, organizations must work on modeling their own effective functioning (Larkin, 2005). One of the effective tools available to organizations in the process of modeling their functional structure is supervision. Supervision provides organizations with the opportunity to clearly define their goals and effectively utilize resources (Gabura, 2018). This means that, similar to individuals, organizations can become objects of supervision. Just as individuals, organizations also require supervision (Carroll, 2004). Reflecting on the development of organizations operating in the social sphere, we observe that organizations often experience increased employee turnover due to staff experiencing professional burnout and "vicarious" trauma, which significantly impacts the organization's financial and time resources (Oser et al., 2013). However, organizations are a key factor in predisposing employees to symptoms leading to the "outburst" of these adverse experiences. Organizations at risk are those that provide low levels of support and supervision, insufficient employee training, and have unfair organizational structures and policies (Newell & MacNeil, 2010). In this context, it is important to note that employees are fundamental components of organizational functionality and productivity (Oser et al., 2013). Therefore, it is essential to focus on improving working conditions and providing adequate support to individual employees. This signifies that just as organizations influence individual employees, employees also impact the functioning of the organization. On the other hand, organizations must focus on maintaining a balance between efficiency, effectiveness, and innovation, while also engaging in interdisciplinary, culturally competent, and self-reflective practices (Hopkins & Austin, 2004). The demands faced by organizations require a well-functioning supervision system. The implementation of supervision within an organization is linked to improving the quality of services provided to its clients. However, supervision should not serve as a tool for controlling processes within the organization. In practice, it is often referred to as a "soft" management tool based on principles of partnership and mutual respect (Krupa, 2010). Supervisors and those being supervised should collaboratively explore possibilities to enhance supervision itself. They should also be integral to the process of developing organizational environments that ensure continuous education, wellbeing, and sustainability of staff within the organization (Rankine & Beddoe, 2020).

1.1. Organizational Supervision

In the context of supervision within an organizational setting, it is crucial to distinguish between supervision in an organization and supervision of an organization. According to Gabura (2017, p. 164), "supervision in an organization specifies the location where

supervision takes place. It occurs on the premises of the organization, may take the form of case or team supervision, can be individual or group-based, and involves only employees of the organization. [...] The most common form of supervision in an organization is when supervision is delivered by an employee's direct manager." Synonymous with supervision in an organization is internal supervision, a concept explored by various authors globally (e.g., Beddoe, 2012; Egan, 2012; Rankine, 2019). Internal supervision is characterized by its focus on administrative and organizational matters. In contrast, supervision of the organization targets the organization as a whole. It aims to identify opportunities for further development, introduce innovations into organizational processes, effectively utilize the knowledge and skills of employees, and manage change processes within the organization. Organizational supervision should be conducted by an external supervisor. To achieve the desired outcomes of organizational supervision, all levels of the organizational structure should be involved in the supervision process. This includes organizational leadership, specialists, and support staff. During supervision of the organization, supervisors often work with heterogeneous supervision groups, composed of individuals from various professions within the organization. Ultimately, the goal of organizational supervision is to create optimal conditions within the organizational environment. These conditions should positively impact client satisfaction and improve the quality of life for those served by the organization (Gabura, 2017). Tsui (2005a) emphasizes the administrative aspects of organizational supervision, focusing on service quality and intervention effectiveness. This underscores the organization's responsibility to its community and financial stakeholders. Havrdová (2008b in: Havrdová, Hajný et al., 2008) identifies this specific form of supervision as supervision focused on the organization (or program), which conceptually corresponds to, or aligns closely with, the presented concept of organizational supervision. In this context, Havrdová (2008b, p. 54 in: Havrdová, Hajný et al., 2008) states that "the purpose of supervision focused on the organization (or program) is to define boundaries, structure, and the functioning of the organization, and to fine-tune management rules so that they provide employees with certainty about their roles within a clear and comprehensible work context [...]. Equally important is the focus on the organization's culture, the atmosphere prevailing within the organization, the overall climate of relationships, and mutual support between employees and management, and to what extent the organization is a 'learning organization'." In this article, we consider supervision focused on the organization as equivalent to organizational supervision. Despite the understanding[1] of the positive effects and opportunities that organizational supervision brings to the functioning of the organization as a whole, it is not a common practice in the context of Slovakia. Instead, it sporadically appears as part of the mentioned supervision programs. Empirical knowledge regarding not only organizational supervision itself as an essential form of supervision but also regarding models (Kadushin & Harkness, 2014;

[1] For example: Carroll (2004); Gabura (2015, 2017, 2018); Havrdová, Hajný et al. (2008); Havrdová (2011); Vaska, Almáši and Vrťová (2020).

O'Donoghue & Tsui, 2015) applicable in the process of this specific form of supervision in social work, such as organizational supervision, is lacking in Slovakia. From the existing literature on supervision models in general, several models can be identified that are to some extent applicable to organizational supervision: the cyclical model (Page & Wosket, 2001), the process (seven-eyed) model (Hawkins & Shohet, 2016), the 4x4x4 model (Wonnacott, 2012), the cooperative model (Orlans & Edwards, 2004), the developmental model (Page & Wosket, 2002), and the Balint group model[2] (Pačesová, 2004; Kopřiva, 2006; Vaska, 2014). In light of this, we introduce a discourse on organizational supervision and models in organizational supervision. Within this context, we present our own research, which constructs several models of organizational supervision. These models are then discussed in comparison with the aforementioned relevant existing models.

1.2. Models of Supervision

Before presenting the research results, it is essential to conceptualize the term "supervision model". In the context of theory and practice in social work, Payne (2014, p. 8) defines models as "frameworks that set out a sequence of steps to be taken when facing a particular situation". However, models have a limited capacity to explain client issues compared to social work theory itself (Chenoweth & McAuliffe, 2008). In supervision, a model is understood as a "comprehensively processed procedure (with its own structure, phases, etc.) feasible in various forms of supervision". The model in supervision serves to maintain the structure of the supervision process. However, adherence to this structure does not have to be strict, depending on the situation and the agreement among the participants involved in supervision. The complexity of the processes appearing in individual steps (phases, structures) in supervision requires comprehensibility. Through a model, a simplified, often very logical schema of the entire supervisory process is created (Vaska, 2014, p. 63). Models in supervision are associated with the selection of procedures aimed at supporting the self-awareness of those being supervised, forecasting further steps aimed at reducing uncertainty. Furthermore, models provide a wide range of interventions and methods that not only create internal structure within supervision but also allow for self-monitoring and self-reflection. Their characteristic feature is their dynamism, as they continually evolve and change in parallel with the development of approaches and theories (Gabura, 2018). The use of a model in supervision brings a broader understanding of supervision to the participants involved, thereby potentially enhancing the effectiveness of supervision (Tsui, 2005). A supervision model can be seen as a set of interconnected ideas and techniques applicable in supervisory practice (Bernard & Goodyear, 2019).

[2] Currently, original Balint groups have been modified to such an extent that the frequency of meetings (as it was in the past) and their original focus solely on relational issues are not strictly adhered to anymore. For this reason, we reiterate that elements of Balint groups are utilized in the practice of supervision in social work.

2. MODELS OF ORGANIZATIONAL SUPERVISION – ANALYSIS OF THE RESEARCH RESULTS

Based on the theoretical development of the topic of organizational supervision, this research aimed to offer a comprehensive overview of the issue of organizational supervision and to identify and describe the specifics and characteristics of organizational supervision models in the system of social work supervision in Slovakia and the assumptions and limits of their implementation.

The research was based on the following research questions:

1. What are the specifics of organizational supervision in Slovakia and what are the characteristics of this supervision model?
2. What are the preconditions for the implementation of organizational supervision with respect to the supervisor and the organization?
3. What are the possibilities and limits of organizational supervision?

2.1. Research methodology

Methods

The goal of the research was pursued by means of a qualitative research strategy with selected procedures derived from the established theory. Data were collected during in-depth semi-structured interviews with supervisors engaged in organizational supervision. The interviews were conducted by three members of the research team according to a pre-agreed scenario between November 2018 and May 2019 and were recorded for later verbatim transcription. The data gathered from the interviews were analyzed in the Atlas.ti program in several phases. The interviews were distributed among the members of the research team. After re-reading the interviews, they conducted initial open coding. Subsequently, individual codes were discussed by the whole team and a system for creating codes and categories was agreed upon. In the next phase, the investigators unified the coding based on a mutually agreed procedure, conducted further open coding and created categories. After coding the interviews, the individual files were merged into a single data file in the Atlas.ti program. Subsequently, only one researcher processed the merged data set. When working with categories, the method of constant comparison[3] was used to create a typology of organizational supervision models based on the similarities and differences found in the identified categories. During the analysis within

[3] Constant comparison according to Švaříček, Šeďová et al. (2007) represents one of the basic methodological procedures.

this procedure, the research team compared and identified similarities and differences at all levels of work with the data. The results of the research were presented using the method of laying out the cards[4].

Research participants

The research participants (see Table 1) included supervisors with experience in the implementation of organizational supervision, i.e. those who conducted such supervision themselves, or those who experienced it as supervisees in their organizations. The interviews included reflections from both positions of participants, i.e. they reflected on their own supervision practice as well as their own experienced organizational supervision in the institutions where they worked. The participants were addressed based on personal contacts and subsequently using the snowball method. A total of 17 participants took part in the research, of which 13 were women and 4 were men.

Table 1: Characteristics of research participants

Designation of the participant	Sex	Tertiary education level and specialization	Sector of activity (own practice)	Duration of supervisory practice	Area of activity (supervisory practice)
Participant 1	male	2nd and 3rd level degree in social work	Public and the non-profit sector	13 years	Social services
Participant 2	female	2nd level degree in social pedagogy	Non-profit sector	15 years	Social and legal protection of children and social guardianship
Participant 3	female	2nd level degree in social work	Public sector	8 years	Social services
Participant 4	female	2nd level degree in pedagogy – education	Non-profit sector	18 years	Social and legal protection of children and social guardianship Social services
Participant 5	female	2nd level degree in special pedagogy	Public sector	17 years	Social services
Participant 6	male	2nd level degree in social pedagogy	Private sector	8 years	Social and legal protection of children and social guardianship Social services

[4] As stated by Švaříček, Šeďová et al. (2007), it is an advanced technique for open coding. The categories derived from open coding are arranged in a pattern based on which the text is compiled. The text is an interpretation of the content of the individual categories.

Participant 7	female	2nd level degree in psychology and the 3rd level degree in social work	Public sector	18 years	Social and legal protection of children and social guardianship Social services
Participant 8	female	2nd level degree in social work	Non-profit sector	2 years	Social and legal protection of children and social guardianship Penitentiary care
Participant 9	female	2nd level degree in teaching ethics and religion	Non-profit sector	15 years	Social services Social and legal protection of children and social guardianship Charity services Penitentiary care
Participant 10	female	2nd level degree in adult education, specialization in sociology	Non-profit sector	19 years	Social services Social and legal protection of children and social guardianship Penitentiary care
Participant 11	female	2nd and 3rd level degree in social work	Public and the non-profit sector	7 years	Social services Social and legal protection of children and social guardianship
Participant 12	male	2nd and 3rd level degree in social work	Public and the non-profit sector	3 years	Social services Social and legal protection of children and social guardianship
Participant 13	female	2nd level degree in social work	Non-profit sector	10 years	Social and legal protection of children and social guardianship Penitentiary care Charity services
Participant 14	female	2nd level degree in social work and nursing	Non-profit sector	4 years	Social services Social and legal protection of children and social guardianship
Participant 15	female	2nd level degree in social work	Non-profit sector	9 years	Social services Social and legal protection of children and social guardianship
Participant 16	male	2nd and 3rd level degree in social work	Public and private sector	11 years	Social services Social and legal protection of children and social guardianship
Participant 17	female	2nd and 3rd level degree in social work	Non-profit sector	10 years	Social services Social and legal protection of children and social guardianship

Source: Original processing based on the research results, 2020

Ethical dimensions of the research

During the implementation of the research, emphasis was placed on ensuring the ethical dimensions of the research. Participants were informed of the purpose of the interview and the use of the final results upon the first phone or e-mail contact. Their participation was voluntary and interviews were conducted during personal meetings. When recording the interview, the participants were guaranteed their anonymity and were asked to provide consent with the recording of the interview. In order to ensure anonymity and confidentiality, no names or organizations from which the participants come are specified in the research. After the publication, we promised to send a copy to the interviewees.

Research validity

The research was validated through the choice of generally used and accepted basic criteria of qualitative research. Several methods were employed to fulfill the criterion of credibility of the research. The text includes quotations from the participants. The transcription of their opinions and statements is verbatim with occasional stylistic adjustments (that do not affect the content of the statements) and mutual reflection of the coding between the colleagues. *(*Note from the translator: Since the original transcription of the statements was verbatim and the statements used were taken out of context and often included a complicated train of thought expressed by of the participants, the translator translated the statements for the purpose of comprehensibility so that they came as close as possible to the expression of the idea and at the same time preserved their colloquialism.*) The credibility of the research is also enhanced by diligent selection of interviewees, where one of the key selection criteria was the level of experience with the phenomenon under investigation. To ensure reliability, the interviews were transcribed accurately and the questions were consistent. The comprehension of the questions and consistency in coding were also verified throughout the interviews. This was ensured by ongoing mutual communication between the investigators and by means of the Atlas.ti program. To ensure portability, the research process and research limits are described in the next section. In the discussion, the findings are linked to professional sources.

Limits of research

Clearly, the results obtained by qualitative research cannot be generalized to the entire population. On the other hand, the chosen methodology led to the collection of detailed data, which can serve as an important basis for the implementation of further studies and additional research. A certain degree of subjectivity in data interpretation can also be considered a limit of the research, as two investigators also act as supervisors, and their own experiences and ideas with regard to the organizational supervision can be reflected in their interpretation.

2.2. Research results

As stated in the subsection *Approaches and models of organizational supervision*, a model in terms of supervision can include a complex procedure (with its own structure, phases, etc.) that can be implemented in various forms of supervision. The model in supervision serves to maintain the structure of the supervision process. However, the structure does not have to be strictly observed, unless it is required by the situation and as long as the supervision actors themselves are satisfied. The complexity of the processes appearing in individual steps (phases, structures) in supervision requires comprehensibility. Through the model, a simplified, often very logical scheme of the supervision process as a whole is created.

Clearly, the models in individual or group supervision and models in organizational supervision differ. In this research, several models – not a single model – were identified based on the analysis of supervisors' individual experiences and perspectives. The original aim of the research was to identify the organizational supervision model as a specific form of supervision in social work. By analyzing interviews that present the unique experience of supervisors as implementers of and participants in organizational supervision, it was concluded that in the case of organizational supervision, it is not possible to only consider a single model. Several models of organizational supervision presented one after another were developed by constant comparison. During the analysis of individual models, several elements were identified to describe and characterize the particular model. These elements are as follows:
Objective: expresses what should be achieved by supervision according to the given model.
Supervisor's role: describes the basic characteristics of the supervisor's position in the supervision process within the given model.
Focus: expresses what the supervisor's attention is focused on in the supervision process and what topics he/she addresses together with the supervisees.
Process: clarifies the individual phases of supervision and their content.
Methods: are procedures used by supervisors during supervision.
Benefits: express the benefits of completed supervision for the organization and its employees.

The following elements were identified as common elements of all models:

- Preconditions for supervision with respect to the organization
- Preconditions for supervision with respect to the supervisor
- Limits of supervision

These were present regardless of assignment to a specific supervision model.

2.2.1 Organizational supervision model: organizational supervision aimed at evaluating the quality of services

The first model of organizational supervision was named "Organizational supervision aimed at evaluating the quality of services". This model of supervision was identified by the interviewees as a model that they themselves implement in practice, and it also appeared in their reflections as a model that they experienced. When naming it, we used the in vivo code – this is how the participants themselves named this model of organizational supervision. The combination of supervision with quality assessment is well documented by the following statement of one of the participants:
"... we provide quality assessment models that always seem to have a link to supervision." (P1) [5]

The objective of this model of organizational supervision is to independently assess the quality of the organization's services and comprehensively evaluate the operation of the organization as a whole. Ultimately, this model is client-oriented, as supervision is expected to improve the quality of services provided to the client. This objective is documented by the statement of a participant, who describes that in her organizational supervision, on the one hand, she tried to support the staff, on the other hand, she also saw her role in pointing out facts that do not comply with quality standards of services provided in relation to the client, i.e. *"show to the employees what is not OK"* (P5).
"And I wanted to show them that the work they do – hard work, without-doubt – is fine, but that it is not always okay with regard to the client. Things like early bedtime, locking the rooms... This seems rather incorrect to me. So I mainly wanted to show them that, well, you do it this way because something drives you to do it. However, it is not right with respect to the client. I wanted to show them that there is another way to do it. To guide them towards that..." (P5)

This model of organizational supervision is closely connected with the quality standards of social services and currently also with the process of deinstitutionalization.
The **role of the supervisor** in this model was defined as the **role of an evaluator** – a quality expert who provides an independent view of the organization and its operation.

Focus

Within this model of organizational supervision, the supervisor focuses on several aspects of the organization's operation and service delivery.
Supervision focuses on the **organization as a whole**, on the *"complex operation of the entire organization"* (P1). The difference – compared to the individual or team supervision

[5] The transcription of the opinions and statements of research participants is verbatim with occasional stylistic adjustments that do not affect the content of the statements.

– may be noticed in the fact that the supervisor does not address a request of a specific employee, but the contract of the organization as a whole.
"It's actually supervision that doesn't look at specific needs, perhaps specific needs of an employee, team or clients, but we look comprehensively at what the organization needs in its structure and operation." (P3)
"... because the supervision of an organization is when we supervise. That is, "supervision" is actually an overview of that organization. I look at it in terms of what is happening in the organization and how the organization works." (P10)

Supervisors also pay attention to the **organizational structure of the organization**, *"... whether it is functional, whether it is not unnecessarily branched"* (P5), as well as to **administrative and management control** and the **setting of processes in the organization**.

In accordance with the objective of evaluating the quality of the services provided, the supervisor's attention focuses on the **evaluation of the conditions of the services provided according to the law**:
"... I actually follow all the criteria that are set in the law." (P5)
"Those areas... Basically it more or less copies what is in the act on social services. There were some processes that worked in the organization. Then there was an HR area... Well, how to work with the staff, what the motivation is, what kind of education there is, whether supervision works or not, and then there was work with the client towards perhaps also grasping human rights and how the organization works in relation to clients." (P3)

The primary ones are those processes that concern the **clients** themselves and their functioning (*"... I also conduct interviews with the recipients of social services themselves about how they function there."* (P5)), the course of the service provided or the process of individual planning.

In addition to service recipients, the supervisor is also interested in **employees**, their activity in the organization, as well as the relationships between them and the **relationships between staff and clients**.

The supervisor focuses on **problematic aspects** (*"... I try to help the organization identify things that are missing, that are problematic, with which they should work longer-term."* (P5)), **non-functioning aspects** (*"... how things don't work (regardless of what kind of thing doesn't work) and that they don't work because they are set up incorrectly. Not in the sense of the relationship with clients, but the processes. Functioning of individual processes. Because if they are poorly described or insufficiently described and set up in such a way that there is simply a gap in those processes, or perhaps that those processes are too centralized and only one person from the highest chair decides even on small*

things, then this is, in my opinion, a clear signal that this is not fine in the organization." (P5)) and **recurring issues** *("... I'll give another example: if satisfaction questionnaires are conducted and significant dissatisfaction or dissatisfaction of recipients constantly pops up in some area."* (P5)).

However, the supervisor's view is not only focused on the negatives, but also on the strengths of the organization's operation.

Given that this model of organizational supervision focuses on the evaluation of the organization's operation as a whole and the evaluation of the quality of services provided, another focus of supervision is the level of human rights compliance with regard to the services provided.
"... this level of human rights compliance is somehow popping up, because they realize that not everything is OK within the services provided and as it should be. At the same time, however, they don't seem to know how to do deal with it. Where is the client's freedom? When do we decide for them?" (P1)
"... it is somehow transformed into human rights. The human-rights approach has begun to make a significant impact in social services and people don't understand it. Therefore, they very often look at it in this sense: what about our rights as employees? Only the rights of clients... And they don't seem to fully understand the system. So this is somehow an issue of the position. Staff versus a recipient of social services." (P5)

Process

The supervision process itself within this model can also be compared to an **audit** or **monitoring**. As stated by one of the participants: *"... for me it was always intertwined – or the way it was perceived in the organization in which I worked – it was very intertwined with some kind of monitoring or quality evaluation of the organization. I also experienced it on the other side – as the director of the organization where the supervision was implemented. It seemed very similar to me."* (P3). The process was summarized in Scheme 1.

The key characteristic of this process is that it is **significantly** structured (*"one was given a structured sheet, which seemed to indicate which areas we were going to analyze in the given organization."* (P3)). Significant structuring also raises the question of the supervisor's contribution in this model of supervision. As stated by one of the participants: *"... in my opinion, the supervisor's contribution to the organization was greater than it should have been."* (P3) In addition to significant structuring, the process in this supervision model can also be characterized as a **linear** process. The supervision of the organization itself basically ends with the presentation of the supervision report. Although the supervisor is mostly in contact with the organization, it is rather sporadic. The relationship is not supervisory. The supervisor does not guide the organization through

the change process. An organization that is seeking an actual change or one that is actually working on it often requests a new audit after a certain time.

Scheme 1: The process of organizational supervision within the model of supervision aimed at evaluating the quality of services

Source: Original processing based on the research results, 2020

In this model, a contract may be identified as the first stage in the organizational supervision process. The contract in this model of organizational supervision comes either from the founder or from the management of the organization. Following the contract, the supervisor negotiates the scope of supervision with the customer and together they draft an **agreement**.

The next step in the process was defined as **understanding the organization's operation/functioning**. In this step, the supervisor spends certain time in the organization: *"... first I spend some time in the organization observing, interviewing and communicating with employees, with clients, and if there are family members, also with family members about two-thirds of the time."* (P1); *"... as part of the supervision interviews, I wanted to find out for myself what it was like there."* (P5), or makes repeated visits to the organization.

Based on the monitoring and evaluation of the organization's operation and the services provided, the supervisor **writes a report for the organization**. This report includes the supervisor's view of the organization, the quality of services provided, and recommendations for change or development.
"... I write a comprehensive supervision report for the organization with approximately 20 pages, in which I actually describe my point of view and provide some recommendations." (P3)
"The result was something like a report or – now I don't know if I name it accurately – a form or something, where the organization was evaluated. As if an external view was provided with regard to particular areas. And since I was only doing it in the organization, which had a kind of a manual – or which developed one – for evaluating the quality of this type of facility, it had precisely determined the areas that were discussed." (P4)

The report is perceived as something that the organization should rely on in the subsequent implementation of changes. "... if it is really about the supervision of the organization that implements the changes, then it needs to have something to follow, because those changes will not last a week or two." (P1)

The supervision process is followed by a **review of the report with key persons of the organization**, in order to create space for mutual clarification of conclusions and recommendations, as well as ideas about changes on the part of the organization.
"... then we actually spend one whole day going over the report together with the facility and the key managers of the facility and we discuss the individual points and talk about the fact that there are also some recommendations. There are also some questions for them to answer, and we actually go through the report by means of a supervisory interview and we talk about how the organization can and should move forward. What they could do, what they want, what their idea is." (P1)

At this stage, space is also provided for expressing opinions and observations of the employees of the organization. Based on the outputs of the meetings where the report is analyzed, and based on the viewpoint of key persons, the report can be supplemented. Only then the **report is finalized**.
"It might have had a bit of a supervisory aspect, but it was really about the fact that the supervised organization also presented their point of view. It was as if it was turned the other way around. As if the supervisors or the organization that underwent the supervision brought their point of view. As if the other party, simply those who contracted it, the organization, discussed the particular point of view." (P3).
"Of course, they couldn't address everything, so in my comments I added some issues they hadn't picked up." (P5).

After its finalization, **the report is presented to all employees of the organization**.
"Now I will mention one more thing that is important for the organization. When the supervisors discussed the results (they discussed individual workplaces, which is logical, because we are a large organization), I wanted all those who work with the client to be present at our workplace when discussing the conclusions." (P1)
"... only then, when it was commented on by me, only then was the conclusion definitive and discussed with our staff." (P5)

The contact with the supervisor after the audit is rather informal, and is usually not part of the supervision contract.
"The second thing that we actually deal with is that, for example, even after two or three months, they still need to follow up and identify some things. Therefore, we are in touch. So even after the end of the supervision, we are still in touch with almost every one of those organizations." (P1)

The change of organization according to the suggestions presented in the report is implemented without the presence of a supervisor. In some cases, re-supervision occurs in organizations after a certain period of time.
"... then sometimes those organizations contact us after two or three years and ask for it again. So I go to the organization again after those two or three years and we go through everything again and follow those things." (P1)

Methods

In the process of this "audit", various methods are used aimed primarily at evaluating various aspects of the operation in the organization and the services provided to clients. Supervisors mainly use various types of diagnostic tools to obtain information necessary for evaluation, such as:

- **questionnaires** for employees of the organization (*"I drafted various questionnaire ranges, in which I looked for the attitude of people in the organization. I think there were mainly ranges for determining staff empathy and communication skills."* (P5));
- **observation** (*"... I observe them for a certain time in the facility. What they do and how they work."* (P5));
- **structured interviews** with all involved persons or their representatives, i.e. with employees, recipients and family members (*"...in that facility there are nurses, caregivers and attendants, social workers as therapists, so with each of these positions I conduct structured interviews with at least one of the key workers."* (P1); *"At that time, I talked separately with the manager, separately with a group of employees – I had prepared a controlled interview..."* (P5));
- study of the organization's **documentation** (*"...and afterwards I study the documentation. I get basic data from internal documents. In addition to the basic articles of incorporation, the data is basically provided in the directives, internal documents. There are passports and operational plans. All these things – but I also use and study the website, which is specific and beyond the scope. The information they publish there. If they have it also a Facebook account, annual reports... I take it all as a package of internal documents..."* (P1); *"... as a supervisor, I know that this organization has a quality management system, so I can ask for specific process cards, look at them and work with them."* (P5)).

In this model, individual or group supervision meetings with employees of the organization are part of the organizational supervision process. They include both the definition of problematic areas in the operation of the organization by different groups of employees, as well as addressing the topics related to the quality of the services provided and whatever the supervisor in this context considers important to draw attention to during the phase of mapping the status in the organization.
"*Employees have discussed with me... that those conversations are either individual supervision or group supervision. It is used in those conversations, meaning that very often*

we really touch on those topics, the employees open up and talk about what troubles them, what problems they face there..." (P5)
"... at the same time, often when I see that it is necessary in those supervisions, I also switch to some tutoring methods or even projective techniques when we get to an issue. And most often it actually happens when it comes to what extent the organization must and does not have to deal with due diligence with respect to the clients. Or they use the wrong term "continuous supervision", which seems to be an area that significantly affects the functioning of the organization and many workers and people do not understand it, because they feel that they are responsible for the clients. And that then significantly affects the operation and efficiency of the organization. When I inquire about it during interviews with staff and when I see that the organization is apparently lost in this, I really try to use other methods from group supervision through projective techniques and tutoring supervision." (P1)

Benefit

The participants perceived this model of organizational supervision as a *"**helping method in the development of the organization**"* (P5) and a certain *"**mirror**"* (P1) that allows them to look at the organization and its operation from a different perspective and discover points that staff does not have to perceive in their daily work. As stated by one of the participants: *"... the image in the mirror they showed us was foggy in some of the squares, so now we are cleaning it."* (P5) In the context of this model, the interviewees also emphasized the fact that it is **an independent view of the organization's operation**. Independence was perceived primarily in relation to the founder of the organization. An external view also allows **identifying stereotypes in the operation of the organization or services provided**. One of the participants gives a specific example: *"Regardless of whether they are elderly – I mean a social service for the elderly, or for people with disabilities, the recipients of social services do not change much. And when you work with the same recipient, let's say, for 10 – 12 years, the organizations often run in a loop. They tend to do things the same way and they miss the fact that if they started to work with a recipient, let's say, when he was 13 years old, and suddenly he's 30, they can no longer use the same methods with him. I no longer raise him, I can guide him, I can lead him, I can support him, accompany him, but I shall not raise him. And they need to get this from outside. Because it's rarely signaled from inside: beware! I have to change my method, because..."* (P5)
In addition to the fact that in the process of organizational supervision the supervisor **identifies weaknesses** or problematic issues in the services provided or the operation of the organization, the fact that *"it can show them **how to work with these gaps**, how to change things so that their weaknesses are not so weak"* (P1) is also perceived as a benefit.

From the perspective of supervisors, this model of organizational supervision also serves **to eliminate fears and support self-confidence of the organization's staff**:
"... it somehow gives them certainty that these are things that actually work, those are the things where we need to improve, this helps us think about how we could do it differently." (P1)
"From time to time, the people in the organization really need reassurance that what they're doing they're doing it well. If they make mistakes... Well yes, you make mistakes and they are such and such, but in principle you are doing it well. Provided they are doing it well. And they also need to hear it from a person who is not their boss or a client or a client's parent or other relative." (P5)

2.2.2 Organizational supervision model: organizational supervision as a guide in the process of change

The **objective** of supervision within this model of organizational supervision is the **transformation of the organization**. Compared to the previous model, the objective of this model is not evaluation, but rather support of the organization and joint work on change (*"... the output of the entire supervision should not aim at evaluating whether you are good or bad, but it should aim at supporting the organization, setting an objective: what do we want to achieve with the supervision."* (P7)).

This model of organizational supervision is indicated when the organization feels the need for transformation or a certain change, or is actually already going through transformation or change.
"... when the organization really needs to transform... I would hear in the contract that it is going through changes." (P2)
"... the organization feels that it is necessary to move on somewhere else... to look for some ways to transform itself." (P3)
"... some support and help for organizations that are undergoing the process of change." (P1)
"... we have an organization that wants to move forward, seeks to map some processes, wants to know how it works, what can be done, what can be changed, right? So the objective is already clear..." (P12)

At the same time, this change can be perceived as a change in various areas of the direction and functioning of the organization. The transformation of the organization may concern:

- value changes;
- introducing a new service;
- clarification of positions;
- lack of staff motivation;

- start-up needs;
- communication channels;
- competencies;
- organizational chart;
- changes in mindset;
- business culture.

With any kind of change, it is important that the change is implemented not only at the level of an individual or a group, but that it embraces the whole organization (*"... it is focused on the whole organization."* (P3)).

A typical characteristic of this model also includes the fact that the **supervisor works with the organization as a whole element, which wants to grow and develop** (*"...it is an organism, a comprehensive element that cooperates. It cooperates and works together on some of its objectives, and the whole organism wants to grow. At the same time, they have all kinds of things as well as supervision, but it's still a whole thing."* (P10)). One of the participants called it *"an organism learning together"* (P15). With the help of the supervisor, the organization should reach a higher level (*"...who wants to take the organization to a higher level, a professional level..."* (P7)). Together with the organization, the supervisor *"looks for ways to transform it"* (P3).

In this model, the **supervisor** could be described as **a guide in the change process** who helps the organization identify and accept the necessary changes.
"And I'm kind of a guide who actually helps them look for the resources." (P10)
"My task is to guide the adoption of changes throughout the organization at various levels." (P3)
"... that is, to help or guide the organization... They simply lean on someone. They are not alone in this and will receive guidance through the changes. The supervisor is also a support for the staff." (P2)

In the process of change, the supervisor provides **the view from the outside**.
"... to talk to someone about direction, and it's nice when it's someone from the outside. They're not so overwhelmed and they're not immersed in the organization. This seems terribly important to me." (P3)

The supervisor is also seen as a **support** in the change process.
"... they wrestled with the troubles of the organization and they felt that they had to come up with something and they were up to it. And since it didn't happen, they felt perhaps even more troubled and even more helpless. And the fact that they had a person there – and I experienced it myself – it was very good to lean on someone. And suddenly we find out that we are not alone, that there may be many solutions to the situation or many strategies to move forward... They managed to maintain a good environment among the

people of the organization despite all the changes and the pressure they were themselves facing and which they had to pass on to the lower levels. So I think it's OK if they simply lean on someone." (P2)

Focus

This model of organizational supervision focuses on the **organization as a whole**.
"... in this case the entire organization is the client." (P15)
"... to look at the 'heart' of it? What is behind it and what keeps it all alive... Also at what... Like maybe the whole context of our facility. What we actually do here, what we want here, what our objectives are, where we are going, with whom we cooperate." (P15)
"And in the first phase, supervision should definitely not focus on specific people, on specific departments, but rather it should attempt to embrace the organization as a whole; as a living organism. Supervision should regard the organization as a single organism that operates in a specific way. It is neither about an individual nor about a group. Every organization – when it has been active for some time – creates additional quality for me, just like when you have a family. You have one element, a second element, a third element, but the family has other attributes that those individuals do not have, and the same applies to the organization. There are a lot of clients. There are a lot of employees. There are various relationships. But that organization is not just the sum of all that. There is simply something added, another quality that actually defines it, and it is not in the individual, nor in the group, because it is connected only with the organization and with how it lives and functions here. So there really should be a more global view of the organization." (P15)
"... it's about the fact that both management and leadership are participants in the supervision and that it's no longer about the separation of those components or units, or departments, but that we all search together and address how to improve processes and work in the organization and for the organization theoretically not only outwards but also inwards." (P17)

One of the supervisors also explains this focus in the context of the implementation of supervision:
"It is not about you, you, or you, but about you as an organization. And that somehow 'ventilates' them, because they are stressed since they expect us to come and punish them individually, right? And this is more about our organization, about our clients, and then they start talking, start to 'melt' a little." (P10)

The focus of supervision within this model is related to transformational changes to be achieved by supervision. The first area of focus was defined as **employment of the organization's resources.** The organization's resources are represented by its employees, working at different levels, i.e. managers as well as regular employees. In the process of organizational supervision, these resources are not only discovered or identified, but also

reinforced so that they themselves know how to deal better with change or how to address it. As stated by one of the interviewees: *"... it was a process of strengthening the internal resources of the organization... To strengthen them mutually and so that they themselves could somehow make the change better..."* (P2)

One of the participants called this process the process of *"cultivating the organization through resources"* (P10), which is based on *"constantly looking for the resources and cultivating those resources as an organism, as a complex organism"* (P10).
However, working with resources also includes working with external resources available to the organization.

Supervision in this model is also focused **on addressing the change.** The supervisor works with people in the organization to make them aware of the change (*"... so that the people realize that we are going in a different direction. That this is now fundamental in our organization."* (P3)), to accept it and become part of it (*"We had meetings to verify whether we wanted the change or the new vision of the organization. As if the supervisor won the people in order to give it a form."* (P2)).

Working with the vision of the organization, possibly in different directions, was identified in the statements of the participants as another focus of the organizational supervision. In this case, the vision of the organization may be redefined or revised in the process of supervision.
"... they need to set a new vision or somehow work on it." (P2)
"... I rather imagine the supervision of the organization as perhaps creating some kind of vision." (P3)

On the other hand, working with a vision can also mean returning to the original vision of the organization and its understanding by the staff.
"So, for me, the organizational supervision should perhaps be about how often employees fluctuate, how we often lose sight of the basic things in the difficult reality, when we are chasing finances, when we are implementing projects, looking for challenges... What we could more or less fit into. So, our line, our intention is being slightly adjusted, corrected, and for me the supervision of the organization should return to the origin – to what our vision was, to the mission set when we were founded; what we are here for, what we want to do. And subsequently go through the whole structure in this spirit; look at how we stick to it, how far we move away, how we want to change." (P15)

As part of the organizational supervision, attention is also focused on **mutual relations** among staff, between management and staff, as well as between staff and clients, and on **communication channels** in the organization.

It also focuses on **identifying problematic areas** from different perspectives.
"... so that at the same time supervision of the entire organization is conducted, so that those processes are somehow corrected, repaired, or at least so that we know which ones are not quite satisfactory, or what to do with them." (P15)
Another identified focus concerns the staff competencies. In the process of organizational change, it is often necessary to clarify the competencies and tasks of the organization's employees. One of the participants defined this topic as *"cleaning the competences"* (P7). The topic of competences is also closely related to the expectations of employees working in individual departments.

Process

The process of organizational supervision in this model (Scheme 2) could in some cases be compared to strategic planning in an organization with the participation of a facilitator.
"... there is certainly action planning there. If you want to do it well, then it is necessary to set aside enough time, because that is exactly the area where one can move forward within the framework of supervision – with regard to the organization and the people who sit there, in the direction they want and on which everyone agrees." (P12)

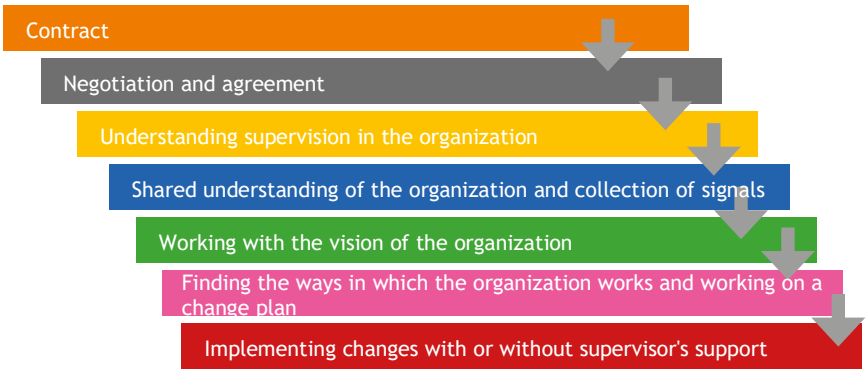
The role of the supervisor is not only in drafting the plan, but also in guiding the change process. The process of organizational supervision in this case is essentially a search for answers to the following questions: Where are we? Where do we want to get to? How do we get there? The supervisor searches for answers to these questions together with the employees of the organization. Searching for and finding answers can be seen as the beginning of the transformation of the organization itself.

All employees of the organization working at different levels and positions are the participants of this process. The participation of all actors was perceived by the interviewees as one of the preconditions for accepting and implementing change.

Based on the statements of the participants, even in this case the process of organizational supervision begins with a contract.

The next step is the supervisor's **agreement** with the organization and the clarification of his/her role in the process of change in the organization. One of the interviewees also defines this phase as **negotiation**.
"And there were also good elements. Based on that interview, he – the external supervisor – had a series of interviews with our boss to clarify it." (P2)
"In this first moment, the supervisor has to negotiate very sensitively. I can do this, I can't do that, you have other means to do this and, well... So the negotiation phase is very important." (P7)

Scheme 2: Organizational supervision process within the model of supervision as a guide in the process of change



Source: Original processing based on the research results, 2020

The next phase identified in this supervision model was defined as **understanding supervision in the organization**. Together with the first two phases, this understanding may be included in the preparatory phase of supervision itself. The objective of this phase is to familiarize the participants in the supervision with how the supervision shall be conducted, what the principles of cooperation will be as well as its purpose.
"... because it will be set in the very standards, principles: what and how it will work." (P14)
"Well, as far as the organizational supervision is concerned, I think for me it is more important to really explain what will be done, how it will be done, why it will be done, what the point is." (P15)

Understanding supervision in the organization is seen as a precondition for effective work during the organizational supervision itself.
"An approximation or explanation. Then it is much easier to work with the people, if in the preparatory phase they somehow understand, grasp and comprehend what will happen." (P12)

Understanding supervision in the organization also includes work with resistance. In this case, two opposing views emerged, both documenting the unique experience of the supervisors. One participant reports on her experience with the resistance of staff during the supervision in the organization and the need to overcome it: *"... resistance-breaking is terrible in the first stages, in order to convince them that you are not there to 'pull for' the director, but to help."* (P7). The second participant, on the other hand, presents the opinion that the organizational supervision, which strives for change, is ready for this process, and therefore resistance is not present: *"... I think that an organization that would go through the whole process, seeks the supervision. There is no longer resistance...*

Because we would probably be over this by now, because otherwise it won't work, because I think that the supervision of an organization is about the fact that the whole organization is involved." (P10)

The fourth step in the supervision process within this model is **a shared understanding of the operation of the organization and the collection of suggestions for change**. The term "common" in this context expresses that it is not only the supervisor who shall understand the operation of the organization. The answer to the question of what the situation in the organization is and what changes are necessary in the transformation process is primarily important for its staff. In the process of supervision, they are involved in defining the situation using various methods, techniques and processes.
One of the interviewees reports on her experience with supervision in her own organization as a series of interviews with staff at different levels of the organization:
"And for me, it's perhaps a set or a series of meetings at different levels of the organization, with different workers or members of the organization. Not only with the top management, but it can also be section by section... The supervisor first conducted interviews with us and then encouraged us to conduct the same interviews in our teams by qualifying us to do so. He did not do it himself, and I think that was right. We worked with the fact that we know and understand our team and so the supervision somehow also gained a new dimension. He made us competent to talk to people and invite them to engage in the change, too and to ask for help from our colleagues. And I believe it was a good move. He then asked for a meeting with each of the top managers. And we actually presented to him our own concept of where the organization was, perhaps where the snag was, where we saw the resources... So that was kind of the second round for him. Then he held a day-long meeting with us and with the boss and top managers, where he guided us. How he saw it by then. And he expressed it in new words, straighter words than we had. He drew a lot. We were finishing his drawings. So it was work with various aids, with externalization, and that was really nice." (P2)

This understanding may be focused on various aspects of the organization's operation, e. g. to clarify the job positions in the organization.
"... those who were involved in that supervision were actually in some sort of positions with certain assignments, certain role in the organization. And they actually reflected on whether it was sufficient how the positions might be set up, and what a particular position seemed to entail, and whether there were by chance any things that had not been defined and that had been perhaps somehow omitted, which may have led to the fact that some things had not been done properly. Or that people are sought for at the last minute to either start something or finish it. Because those who are supposed to perform are there – that was clear. But rather someone who shall look for something that may work, if we adopt it, and then someone who may see it through to the end." (P4)

Another focus can address identification of problematic areas of the organization, as well as its strengths, weaknesses, opportunities and threats.
"... supervision can show them the strengths of the organization; what the foundations are... And maybe they don't even know what to value and cultivate and strengthen... And it can reveal where they have hidden opportunities." (P5)

The next step after ensuring shared understanding of the organization is **work with the organization's vision**.
"... we actually addressed – from the basics, really – what our goal was, who we wanted to focus on, who the client was, what we knew... Because in our work, there is a risk that one starts one thing and then more and more client requests pile up. And in good faith, you just want to comply with everything, and suddenly you realize that you have such a huge pile that you really don't have time to do almost anything well." (P15)

Finding the ways in which the organization works and working on a plan for change is the next step identified in this model of organizational supervision.
"... then we worked on the strategy. Such as what our priorities would be. So that we were not alone in the change we were going through... So that we knew how to work with the potential that we had discovered." (P2)
"... we will look for the optimal way to work in the organization so that you are satisfied and do not have to deal again and again with every new case with the fact that you will be with one person or another, with who works the night shift and whether you could manage or not." (15)
"... the answer in the planning. Because it is basically a document that is the result of the supervision. I mean the action plan." (P12)

Just like in the previous ones, in this phase it is important that various persons who may influence the change process are involved in the development of suggestions. For example, one of the participants reports on the need for the presence of a manager during the process of suggesting changes in the organization:
"... the manager must be there, because then it looks like: 'well, I didn't mean it like that.' You work on something for 1.5 – 2 hours and you say: "Here is a suggestion from the staff to streamline the transfer of information." You present it to the director and he says "well, we can't do that" and ignores those 2 hours of work. And that's not important, but the important thing is that he kills the motivation of those people to change something... That's why everyone should be there – I mean the management in particular." (P7)

In this model, it is not possible to define exactly where the process of organizational supervision ends. In some cases, it is after certain changes have been planned, but in other cases, the cooperation with the supervisor continues even within the framework of the implementation of changes in the organization, mostly in the form of individual or group supervisions.

Working on change

The supervisor's cooperation with the organization with regard to work on change in the organization itself can take a different form after the previous phases. The role of the supervisor is mainly about supporting the sustainment of change in the organization or at the level of individuals.
"... even returning to it is actually important. It is important – from what we said to each other – what I am able to implement or sustain. Perhaps I can do it for half a year and then I somehow miss it again, because of something... I don't know, maybe I am not committed or I am overwhelmed by other things." (P4)

Methods

In the process of organizational supervision with the objective of transforming the organization, several methods and techniques are used in the strategic planning of the organization, as well as methods and techniques used in individual or group supervision.

The supervisors defined the following methods of this model:

- individual and group **interviews** with staff;
- **SWOT analysis**, which identifies the organization's strengths and weaknesses, as well as opportunities and threats *("SWOT is such a great tool, allowing one to get to it and it's rather painless. The people go through it very well. It has four parts and people become very open..."* (P10));
- **brainstorming** *("... brainstorming for sure. To identify problems, so that we don't get overwhelmed, "lost" and start "barking" hatefully at each other with things like: "you are this and you meant that". We'll say OK, now we'll just give it a form – in 3 minutes... Take a pencil, a paper and we go to the flipchart and use brainstorming to outline the problems."* (P12));
- **projective methods** using colors (*"Write down what you think are the biggest problems or what communication is like, what color you think communication is." (P7))* or objects *("So I already had caps and animals."* (P10));
- **management planning methods** (*"... management methods: we make a timeline, assign tasks"* (P11); *"... we work a lot with things like the assignment of tasks, competences, delegation, control, etc."* (P17));
- **modelling, sculpting**;
- **studying documents about the organization** (*"... so you ask the director in front of them to provide an organizational chart, so that I can study it. And next time she comes, she already knows it well. That one is a subordinate and the other one has four people below him, those and those... And the information is forwarded. So next time I'll come up with a chart and we'll draw: you will go through here or through there."* (P7)).

Benefit

The participants identified the benefits of this supervision model at several levels and in several areas. Given that the objective of organizational supervision in this model is the transformation of the organization, its effect or result should primarily aim at the change of the organization and its operation. This change can manifest itself at the level of individuals, teams, relationships as well as the entire organization and services provided to clients.

The individual level of benefits includes the **identification of internal resources**, which can be aimed at supporting the staff retention in the organization. However, the participants also named the opposite result of supervision: namely the realization that an employee does not want to work in the organization and leaves.
"The benefits can probably include the fact that one finds within oneself that he has the resources... That, let's say, he works for the organization, so he would like to continue doing so. Perhaps there is also a benefit in the fact that what he does for the organization or what can be done here is not enough and he has to leave." (P10)

Thanks to the organizational supervision, change at the individual level may also lead to a change in the mindset of the staff with respect to self-development.
"... then maybe such resources open up in a person. And then this person becomes... Well, they are no longer so limited. And then they start to receive – not necessarily from supervision – but they are already open and receptive... Perhaps from literature, from other things... They learn from clients." (P7)
"... when I then work in the organizations where we did more systemic things and I conduct individual supervisions, it turns out that those people, the staff is abler to talk about their own limits and about the fact that they would like to change them." (P2)

Supervision within this model allows the organization to **clearly define** what works and what does not work.
“... some things in the organization were mentioned that seemed to be happening, but we became aware of them on a conscious level – I also had an experience as a participant – Things that we suspected, or that the people there suspected (or even knew about), but when they were really pronounced loud and when they heard them, then they realized: oh, that's how it is. And that moved things forward. And they were expressed in a normal, non-alienating, non-judgmental context. They simply stated it. That's a fact. Sometimes it just helps when someone brings it up." (P2)

It also allows the organization to gain **bird's-eye view** (*"... look at it as if from above. Let's say... not from a distance... They have the insight, but they gain the bird's-eye view."* (P10)).

Clarifying why and for whom the organization works is another perceived benefit of organizational supervision given that it works with the vision of the organization (*"... the result of organizational supervision for me can also refer to the fact that we clarify the philosophy of the approach to the management or organization."* (P16)).

According to the participants, supervision also leads to **improvement of the work environment** at the level of the entire organization.
"So I think it's also a great benefit for the organization – work in a happier way, yeah. We have a common goal here, you know. But when I say I'm looking forward to work, it might sound terrible at the moment, but I'm such an idealist. So looking forward to work – because there are wonderful colleagues, because we are wonderful, because we are pursuing certain goal and we are doing well, we are doing well together, we support each other, and so I think that..." (P7)

Organizational supervision may also **improve workplace relations** (*"... then people are more open and can help each other."* (P10)).

Organizational supervision should ultimately result in **better services for clients**. If the organization works well and employees feel good at their workplace, it also affects their work with clients.
"So they started to feel better about it. And this is obvious, even for me, that when they feel good – the staff, the professionals, when they are confident in what they are going to do, they already know what they can and should do in relation to clients. And on the other hand, if there are unresolved issues inside the organization, such as which direction it is going, and if there are some conflicting things and they don't understand them, it all has negative effect on clients, since there is more tension and sometimes the staff doesn't even see the needs of the clients." (P2)

The supervisors identified that the organizational supervision also had an **impact on subsequent individual supervisions in the organization**. People were more open to supervision and trusted it more (*"... they trusted the individual supervision sessions within the organizational supervision. That's how it was felt. Those people leaned on more."* (P2)).

2.2.3 Organizational supervision model: organizational supervision focused on an identified problem in the organization

The third model of organizational supervision derived from the statements of the participants was defined as organizational supervision focused on an identified problem in the organization.

The **objective** of this model of organizational supervision is to **solve or mitigate the identified problem with the aim of better operation in the organization** (*"... so that the entire organization may be healthier in terms of its relationships and in solving the pressing problems of the organization."* (P8)). This model differs from individual or group supervision in that the topic of supervision concerns the organization and its operation.
In the previous two models, the contract comes from above – the management of the organization or the founder. But this model is specific in that in this case the contract for supervision in the organization can also come from below – from the staff, most often during group supervisions, or it can be initiated by the supervisor, who may see a certain aspect of the organization's operation as problematic. The statements of the interviewees document the direction of the contract from different sides:
"... when actually, in my opinion, the one who is in a certain position – it doesn't matter which one – presents a topic that concerns the organization. How they perceive what may be happening in the organization. And that it doesn't have to be just – I don't know – the director or someone with a leading position. I believe it can be any person who deals with the structure, since we are a structured organization... Whether we could perhaps operate in some other structures... And perhaps precisely those people who are, let's say, 'the rank and file', can offer new insights. Since they are not – I don't know – maybe responsible for it, or I don't know what, they have certain freedom and they can think maybe in other contexts." (P4)
"... so they say, well, in this group, we need you to do this with them; in that one that, and these people can't communicate with each other; those are not committed to work..." (P9)
"... some kind of dissatisfaction with certain things that were happening in the organization, and I actually offered them a possibility to invite the management or a specific manager to attend a supervision session, where they can basically talk to them directly. And since there were quite good relationships within that organization, they accepted it." (P19)
"... because it's sometimes – and mostly it's probably really about the fact that we have some kind of a 'problem' and we feel the need that we should all be involved in solving it, for example, through supervision." (P11)

The role of the supervisor in this model can often be perceived as the **role of a mediator**. Since the supervisor's attention in this case is usually focused on poor cooperation or relations and communication channels between the staff and the management of the organization, the supervisor finds him/herself in the role of a mediator of misunderstandings or communication problems. The supervisor's mediation position does not necessarily refer only to the position between management and staff of the organization, but also between different groups of employees or in relation to clients.

Focus

The focus within this model of supervision touches various aspects of the organization's operation, which are perceived as problematic either by the management or the staff of the organization.

Attention can be focused on mutual **clarification of expectations between management and employees, or on resolving misunderstandings between management and employees.**
"The manager of those employees together with them at the supervision meeting, where their requests or needs were heard, where they clarified some things that they might have perceived differently or had different expectations... They were getting something different." (P19)

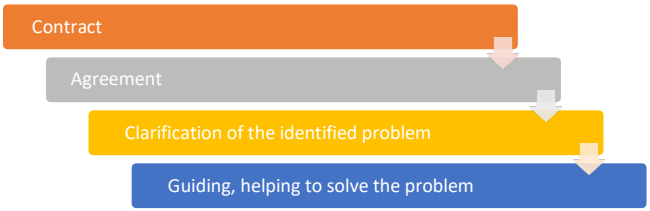
One of the participants mentioned the *"**feeling of insufficient appreciation and evaluation**"* (P13) on the part of the employees of the organization as a specific topic within this supervision model.

Another supervision topic or focus of supervision is **cooperation between male and female workers** or individual units, or the failure of this cooperation or its absence.
"The cooperation between the individual units is completely failing. The director lost the momentum and it only works on a kind of flywheel effect. They all make a face." (P6)
The focus in this case can also be directed to other topics that are identified as problematic within other supervision models.

Process

The supervision process in this case can be characterized as **shorter** compared to the previous two, as it is tied to the solution of a specific identified problem and the supervision contract within the organizational supervision ends with the solution of the problem (Scheme 3).
"... I think it is possible only for a short time. It is always for the purpose of improving the quality of a certain process – let's say – improving communication inside the organization or externally, where the contract ends – I can imagine – after 5 sessions. Then it's over. So I see the contract for supervision in the organization as short-term." (P16)

Scheme 3: The process of organizational supervision within the model of supervision focused on the identified problem in the organization



Source: Original processing based on the research results, 2020

As in the previous models, the supervision process begins with a **contract** and an **agreement**. As mentioned above, the contract is tied to a particular problem identified in the organization, or to a problem, which does not have to be named directly, but can be defined as a certain dissatisfaction in the organization.

The next step is **signing a contract**, which is followed by **clarification of the identified problem** and **guide/assistance in solving it**. Clarification of the identified problem may involve looking at the problem from several perspectives or searching for its actual causes and condition. The supervisor subsequently guides the organization in the process of finding solutions to the problem, or taking measures to eliminate it.

Methods

In this model of organizational supervision, the authors identify rather traditional supervision methods used during individual and group supervisions, namely:

- individual and group interviews;
- brainstorming;
- creative and projective methods and techniques.

Benefit

Supervisors perceived the benefits of this model of organizational supervision on several levels.
The first was the level of the entire organization with several identified expected benefits of supervision. Given that the organizational supervision in this model is aimed at solving specific problems in the operation of the organization, the benefit is the **"healing" of the organization**.
"... supervision meetings could be meaningful in terms of the healing of the organization, because when the problems start to be addressed... or in the framework of communication at these meetings, all the units of the organization become accessible in some way, and the relations clarify..." (P8)

The participants identified **a shift in communication in the organization** (*"... shifting the organization forward in terms of open communication."* (P9)) and **an improvement in relationships** (*"... in the framework of communication at these meetings, all units of the organization become accessible in some way, and the relations clarify."* (P8)) as another benefit.

The second group of benefits is related to the management of the organization. For example, the management is interested in the needs of the employees (*"... success is when the management or the director ask what their people need, right? Whether the people are satisfied in the organization."* (P9)).

The third level of benefits of this supervision model refers to the individuals. Thanks to supervision, employees of the organization gain **bird's-eye view** of their role in the organization, their work and relationships. Supervision creates **space to reflect** on their work, their position in the organization, relationships with clients and the development of self-reflection.
"... they stop and think about themselves as staff of this organization, right? What do I give to my clients, what do I give to my organization? What is expected of me? ... people even start to think about ... whether they are really competent." (P9)

One of the interviewees states that the supervision resulted in an employee's decision to **leave** the organization, which was not perceived as something negative. On the contrary, this experience can be positive for the operation and eventual development of the organization.
"Many will realize that they don't belong in the organization. And maybe that's a good thing, because it's such a serious decision for each individual. When people keep working at those positions, they're burned out, they don't want to do anything. Actually, they don't bring anything new to the organization, no new benefits, but in some way, they drag the organization down." (P8)

2.2.4 Organizational supervision model: organizational supervision as a helping method in the development of the organization

The last identified model refers to organizational supervision as a helping method in the development of the organization. **The objective of this model of supervision is professional growth and support of the organization's staff as part of the organization's growth.**

This model of organizational supervision does not necessarily involve the entire organization, i.e. all its units or all employees. The key is that the supervision of individuals

or teams is perceived as part of the growth and development of the entire organization, and thus in this context the supervision itself is considered as the organizational supervision.

The **role** of the supervisor is to **support the growth of the organization** and in this case, it combines all functions of supervision: support, education, management and mediation. Ultimately, in accordance with the objective of supervision, the educational function prevails, because the supervision process itself can also include various staff trainings or education (*"... it is somehow more focused on the educational form. Or I am expected to focus it more on the education of employees, on conveying some information."* (P13)).

Focus

The focus of supervision in this model is defined by staff at individual or group supervision meetings or by the supervisor, for example, if he or she identifies a problematic point in the operation of the organization or a topic for supervision within the group. Nevertheless, the contract for this supervision model comes from its management, i.e. the management creates space for its implementation.

The focus of supervision in this case can also be characterized as a **focus on the organization,** not on a particular employee, even if this focus is pursued through individual persons.
"It's also about them, but it's primarily about their organization. They don't have to open up so much. I don't focus on them, but on the organization. It was also more pleasant for them, because what they were 'chattering' over coffee, they could present on legal grounds with the possibility of change." (P12)

Focusing on the organization as a whole means that in supervision the supervisor works with all its employees, or with different sub-teams within the organization.
"... the supervision should perhaps be more focused on management, especially on the management of staff and particularly on some volunteers and other subgroups in the organization." (P13)
"So everyone was represented there. Even though it was such a paradox, because the staff themselves saw it this way: A cleaning lady is joining us now? And what is the kitchen or laundry staff doing here? But they also had something to say with respect to the development of the organization." (P12)

In some cases, however, supervision in this model may be indicated only for certain types of employees, for example professionals in direct contact with clients – not for the supporting staff.

Yet, the focus on the organization in this model of organizational supervision may also include very diverse areas of the organization's operation.

The first area of focus identified is ***"direct work with the client"*** (P9). This focus may include:

- the topic of working with problematic clients and their management (*"... when there are problematic children and they don't know how to deal with them, then during group supervision they actually realize that they all have some type of experience."* (P14); *"... we address the problems they have. These include the children's problems, their problems within a certain relationship." (*P13));
- the topic of poor communication with the client (*"... I've got a feeling that they don't talk much with the client. For example, when there are senior clients or people with disabilities, they talk to them very little. They communicate little, even if they do communicate..."* (P13));
- client dissatisfaction (*"... they address the problems of parents who are not satisfied with how they provide care."* (P13)).

However, the focus on working with the client can also include the process of working with the client him/herself and the service that is provided to the client in the organization and whether it is provided in accordance with the standards.
"The entire service, including the client's situation, how he/she functions, whether the client has the opportunity to develop, where the client moves... For example, if I come somewhere as a supervisor, I also spend a lot of time with the clients. I talk to them about how they are doing. And if I go somewhere repeatedly, even that gives me a lot... The way they talk about it... So these are more important topics for me. I also often emphasize it, e. g., with regard to the quarreling teams, where I often speak about it. Where is the client in the whole picture? Haven't we lost the client somewhere there? So for me that is what I am extremely sensitive to. How they are treated there." (P6)
"Secondly, I look at how we work with the client and what we give them and what we could do better." (P9)

In relation to the employees of organizations, supervision also focuses on the **burnout syndrome** and the aspects related thereto (*"... I really see that the people who work in our facilities are already burnt out or are already on the verge of burning out, or are no longer in control, or it's frustrating for them, because really the low financial valuation frustrates them to such an extent that they then only do what they have to do."* (P13)) and the needs of employees (*"... we work on what people really want and need."* (P13)).

A complex focus in this model of organizational supervision is aimed at **the issue of interpersonal relations**. In this model of supervision, supervisors see *"greater space for dealing with interpersonal relationships"* (P13).
In terms of relations between employees of the organization, the supervisor can focus their attention on communication between male and female workers.
"... communication as well... it is a topic within the organization. How we communicate, what the things are, whom we do not attend to, what we do not deal with..." (P12)

"... how information exchange works there." (P17)
"... you help them set up a mechanism so that it is okay, functional in that area. So communication. So you agreed that, let's say, every Wednesday morning at seven o'clock after the morning visit, the management staff meets to share information." (P12)

Another defined topic within the focus on relationships concerns hostile attitudes or insufficient level of cooperation between different groups of employees.
"... very hostile attitudes towards those subgroups: caregivers versus social workers or caretakers versus nurses" (P6)
"... cooperation – quite often cooperation with the professional team was discussed. As if there was a war of groups, I would say. Caregivers versus professional team." (P13)
"Caregivers versus professional team. It's like two completely different categories. So caregivers always felt that they did more, they didn't have any feedback. Sometimes children come and they don't have any information about those children. So the feedback isn't there and there isn't any synergy between them." (P14)
"... a big topic is related to sub-teams and misunderstandings between them. And that also falls under this issue, in my understanding, because these are difficult conflicts. And they cannot stand each other: the social workers and the caregivers. And then the whole work system collapses." (P6)

As part of the organizational supervision focused on the development of the organization, the issue of interpersonal relations is also related to the attention paid to **conflict resolution**, although in this case the supervision has a significant development dimension. It does not concern merely identification of conflicts, but also learning to solve them effectively with the help of supervision.
"... perhaps efficiency in the resolution of conflicts. Such as foster homes, because they are very often confronted with the conflicts, either between children or even between the visiting relatives." (P13)
"... or we were solving conflicts. How they should solve a conflict. So that they don't just shut away. We analyzed the individual components and the process of conflict resolution." (P14)

Another focus of supervision in this model may be associated with the **managerial function of supervision** (which is manifested in the previously analyzed focus on work with clients), or with the supervisor's effort to harmonize certain aspects of the organization's functioning with the standards of the services provided (*"what we consider to be quality"* (P6)) or ethical principles of work. In this case, the topic can be defined by the supervisor, because the staff does not necessarily need to perceive it as "problematic". For example, one of the participants says how he introduces the topic of facility isolation into supervision.
"The accessibility of facilities. This is also a big topic. The entire inclusion, involvement, engagement with the community... Many facilities are already very far in this. Many are

still in their isolated world. Mentally, it is already indicated by the premises – isolated behind the fence a locked gate. Nobody to be allowed in. Mansions in small villages where locals have no idea what is behind the gates." (P6)
In this context, the interviewees also perceive supervision as a kind of **oversight** of work procedures in the organization: *"Supervision of the organization. I believe that it is not really supervision, but rather guiding people in the organization and overseeing their work procedures. Actually, it's about checking whether they're working in line with what their needs are or how it's going... I'd say it's a kind of supervision, guidance. There is always something in the organization that needs to be fine-tuned or something. So that's how I imagine it."* (P14)

In this context, however, supervisors also refer to a dilemma in relation to their role or activity in the organization, if the topic is not formulated by the staff or the management of the organization. They have an ethical problem with the position of "quality controller".
"And then I have a bit of a dilemma: whether it is their topic or my topic. What I see must not necessarily be their topic. Because our approach is about addressing what they see as a topic. It's an internal conflict. I haven't resolved it yet. That's why I'm not pursuing these things yet, because I'm not completely clear about what the supervisor's position is. I grope there. Because one can notice. Because I can see even now what is functional and what is not functional. And at social service facilities they are happy that they have a minibus and take clients to concerts. They consider that a great success. For me, success is if they can get on regular public transport and go there that way. But if you tell them that, they look at you as if you were from another planet. We're not there. We're happy to load ten people on a minibus and take them to another social service facility in the nearest village to see the carnival." (P6)
"Well, I'm not a quality controller, so when I see that they don't have time to administer a painkiller during changing, it's none of my business. Ethically, I pretend to turn around, because I have experienced this. I ensure they get enough space, but I see they attempt to comply. They didn't know whether that was the subject I was researching. So they were probably insecure. But this wasn't about that." (P12)

The focus of supervision within this model also includes the topic of **newly hired employees,** their support and development of their potential, or the adoption of new perspectives they may introduce.
"... with newly hired employees: adaptability or adaptation to the team." (P14)
"... with new employees – asserting themselves. Help them getting involved, support their personal potential or at least somehow motivate the management to respect or accept some of those things." (P13)

The supervisor's attention is also focused on another group of topics defined by the authors as the focus on **management processes**. This focus includes the topic of organization management, i.e. how the organization as a whole is managed (*"… feedback*

to the boss. Do they lead well?" (P6)). Another topic is management's approach to employment (*"... common spites... Or certain favors, disfavors with respect to individual members. Something like that... I basically found out that it's enough for the director to praise one person and fail to praise the second or the third. And suddenly there is a problem. They already believe that the praised one is somehow favored... Really when there's a good director... When there's a bad director it's bad, and when there's a good director it's even worse."* (P13)). Other topics related to management processes include the distribution of responsibilities and competences, overtime hours, working time organization, work and work processes quality control.

Another focus within the supervision of a development-oriented organization includes **changes in the organization and their management**. The change may result in the organization following changes in its external environment, most often following a change in legislation when the organization is "forced" to accept or implement a certain change. Organizational supervision gives the organization space to *"look at the change from all aspects of the organization... Often it's a change and new things. It's about the organization being able to handle it and manage"* (P11).
"... we have a trouble. That happens, for example, in foster homes. We had a trouble because we received 600 new regulations. Half agree with them, half don't. Half understand them, half don't. Half protest, half want to quit. And again, there is a change, a difficult situation, and we have to somehow simply find the way out of it." (P11)

Process

The process itself in this model of organizational supervision (Scheme 4) is characterized by structuring as in the case of the first two models. In this case, the participants perceive structuring as a necessity.
"... structure is a necessity required to achieve a goal in the organizational supervision. It's such a big deal that I don't think you'll get a quality result just by relying on intuition. During my supervision, I followed everything I had already prepared in the structures and curricula." (P12)

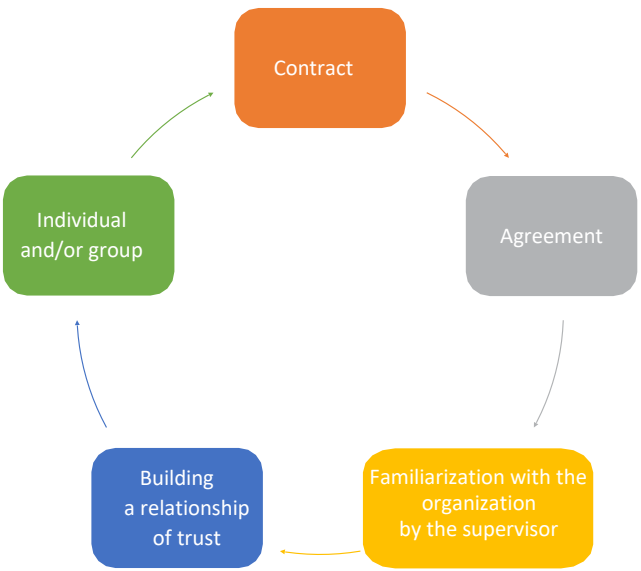
Supervisors perceive organizational supervision in this model as more structured compared to individual or group supervision.
"... it is much – or I believe it is much more structured. And that structuring, I think that... Even the supervision of an individual or a group has its own structure. But since I'm a spontaneous person, I can still sometimes escape from the structure, if it doesn't matter. But when supervising an organization, if I fail to follow the structure, it's something that doesn't help much." (P12)

Another characteristic of the supervision process within this model is **cyclicity**. Cyclicity means that individual phases may be repeated in different cycles, as well as that individual

phases are not completely separated from each other and can overlap. In this case, the cooperation with the supervisor is usually of a **long-term nature**. It can take several years and it can represent a series of individual or group supervisions that deal with different topics.
"So in the case where the contract is larger, or the organization has a higher number of units, there could be possibly a cycle of several successive supervisions... It was not only a single 2-hour organizational supervision session. It was basically longer-term." (P12)

The organizational supervision within this model is characterized by **eclecticism** ("...*especially when supervising an organization, I would not be afraid to dive into more, well, eclectic concept in some other supervisions*." (P12)).
This process is also characterized by the creation of **a safe communication space**. Supervisors perceive that staff is more open during organizational supervision and feel safer than during individual or group supervision sessions. They present their challenges or difficulties in terms of the entire organization, not directly through themselves.
"... the benefit of the organizational supervision is that the people talk about themselves in terms of the entire organization. It is safer to talk about oneself in terms of the entire organization than to talk directly about oneself... I felt that it was safer for the employees." (P12)

Scheme 4: The process of organizational supervision within the model of supervision as a helping method in the development of the organization



Source: Original processing based on the research results, 2020

Likewise, as in all models, the first stage of the supervision process in this model is a **contract**. In this model of organizational supervision, the contract comes from the management, even though it can be the supervisor who brings up the individual supervision topics at the supervision meetings.
“... I was the one who kind of suggested, well not the goal, but the topic. I was the one who brought up the topic. That means – I don't know – the operation, communication within the organization, how it is implemented, what kind of scheme it has, whether there are problems or not... Basically these things... Remuneration and things like that..." (P12)

The addressed participants considered it important to clarify why the organization wants supervision in the contract process, i.e. whether it is the compliance with a legal obligation, or whether the organization has a true interest in working on itself and developing, or whether it identifies a problem. This smoothly leads to the signing of a contract or an agreement on supervision.
"First of all, I need to know why the organization seeks organizational supervision. Because if it wants to comply with a legal condition, it kind of assigns supervision to a few people. It basically does it just to tick it off the list and say that they were all involved. But if the organization or the management of the organization truly wants it –'I want this kind of supervision', usually it is one of the 'enlightened' ones, because otherwise they would not have asked for it. And I really need to know the contract." (P11)
"I kind of need to know why they chose this form or this type of supervision in the first place. I usually learn about it from the management first, because they decide. The management is more "enlightened"... Some kind of participation with the employees, why they actually seek the supervision, whether they want to solve something specific, whether they are going through a "turbulent" period or, in short, why I am going to conduct the supervision." (P12)
"... to have an idea in advance, so that I can narrow the scope somehow... To know in a general way why there is the need for the organizational supervision." (P17)

The second stage is the **agreement** on the supervision of the organization or the signing of the **contract**. This phase primarily involves clarifying the overall objective of the organizational supervision.
"Where we're going from and where we want to get to. And stay united in that. To see the destination station."(P17)
"There should be a few goals set: what do we want to do with the organization, right? I think that's important. What they want. Because that's a contract, right? I'm a supervisor, but I can't do much unless I know what they want." (P14)

The content of the contract also includes the agreement on organizational and technical issues of supervision, such as the frequency and length of meetings, or other conditions.
"... of course, the technical things. What are their capacities? What are my capacities? Whether we can meet, let's say, once in a while, or whether there will be regularity.

Whether I come for the whole day, or what way it should work." (P11)

The process of drafting a joint contract may in reality only take place after the next phase – i.e. after getting to know the organization. It can be drafted based on the individual needs of individual workers.
"Supervising an organization is a relatively responsible and a relatively demanding task, because there are a lot of individual contracts that somehow need to be put together into a common contract." (P17)

Likewise, another participant considers it important that the agreement on objectives is not only signed with the management of the organization, but also with its employees.
"... one more thing comes to my mind and it also happened a few times: confronting other workers with the objective of the management. Always tell the management at the beginning: "It's fine that you want it this way, but I have to discuss it with the others as well." Not like this: "Subtly indicate to them that this should be done"." (P11)

The authors identified **relationship building between the supervisor and the organization** as the next stage in this model of supervision. This relationship is being built from the supervisor's first contact with the organization. However, if the supervisor is to support the organization and its employees in growth, particularly in a long-term contract and cooperation, a relationship of trust is important.
"In the beginning, we had to get to know each other. I also had to build and earn some kind of position so that they knew what it was about, how it was. I wanted to avoid giving suggestions on topics. On the contrary, I wanted them to open up. So that first year was kind of getting to know each other in order to build a relationship." (P14)

The next stage is **getting to know the organization**. In this phase, the supervisor becomes familiar with various aspects of the organization's operation, with the organizational structure, staff, its work culture, financing, etc.
"... and when I start asking about it, for example... I don't know... How they work, what mechanisms they have... Let's say when people were selected or moved to some positions – how it worked, under what circumstances and so on... So somehow, I want to dig deeper into some information... You have to include more factors, you have to know the culture of the organization, right? You have to know, perhaps, some hidden rules of the organization which they follow. So maybe... Not maybe... You need to have more information to know what kind of space you're entering... Mega organizations like foster homes, social service homes, where some kind of hierarchy is strictly given... In non-governmental organizations, it is set up differently. There, of course, I must have or need to have more information when I enter the organization's premises." (P9)
"... I need information to understand the context of the organization, a hierarchy, a structure within a – I don't know – self-government, financing, some basic information, number of employees, history, how the organization developed. An idea, the dynamics of the organization." (P12)

"... I would definitely like to see some kind of staffing structure. How individual departments are staffed and whether they have an adequately educated and qualified personnel... The process should be based on the fact that I should know the facility. I should go through it. I should see the individual departments, how they work, what their individual spaces are like, what the material resources are like, how many employees work there." (P13)

The process of getting to know the organization involves various actors, because the intention is to get to know the organization from different points of view and find out how the workers see it.
"... with regard to the process... At the beginning it is important to get the perspective of all those involved on how they perceive the current situation." (P17)

The supervision process itself may include individual and/or group supervision meetings with different types of employees of the organization. One of the interviewees referred to this process as *"opening up the space for development"* (P12). The meetings can have varying frequency and intensity.
"After that, the supervision is implemented gradually, of course. It doesn't have to be equally intense for all units, right? For example, with the management... And now I am only fabricating a sort of example... Let's say that I meet with the management once every 2 months, but with certain staff, we meet every month. So it doesn't have to be strictly scheduled. Not everyone has to do the same, not everyone has to attend an individual meeting and so on." (P11)

Research participants believe it is important to organize supervision separately for management and for staff (*"... at the very least, I insist that supervision be done separately for the management and separately for the directors. I really don't allow the director to attend a supervision session with the staff, OK? Simply, the management has one supervision meeting – that's one group, and the other group are the employees."* (P17)), but also to be flexible in offering different forms of supervision meetings (*"... but in the organizations where the management was willing to address flexibly the fact that if there was a need for individual supervision, they would provide people with individual supervision, because they saw that individual supervision was more suitable. But after a certain time, we can also shift to groups. You can work with it flexibly. That's where I find it most effective."* (P9)).

The supervision itself is the process of opening various topics on the part of the staff or on the part of the supervisor (*"You name the things you notice, and then I imagine you'll gradually open them up as topics."* (P6)) and the solution of these topics should lead to the achievement of the overall goal of the organizational supervision (*"... then dive into the underlying topics. Actually, we want to work towards that."* (P17)).

Methods

The model of organizational supervision as a helping method in the development of the organization includes a relatively wide range of diverse methods, which include both traditional methods of planning and traditional supervision methods. Among those used are:

- SWOT analysis ("... *SWOT seemed to me completely as the Alpha and Omega*." (P12));
- projective techniques and analog means ("*Already with the techniques, analog means. Like when I worked with animals, I worked with colored papers*." (P9));
- case analysis;
- Balint group;
- brainstorming;
- interview;
- study of documents.

Supervisors also use other procedures at work, for example training methods or mentoring (*"... and through mentoring. When I did it, I didn't have to watch every word. I could 'pronounce' the solution before they did. They saw it this way: 'Oh, so you came to help me. You have the solution that I need.' And they were also able to think about the associations. So it was definitely more 'digestible' for them and they came up with the cases."* (P12)).

Benefit

The benefits of this model of organizational supervision can be seen at the individual level of individual employees, as well as at the level of the organization as a whole. The benefits can be seen in the professional development of individuals and the growth of the entire organization, and ultimately in the improvement of the quality of services provided.
Supervision within this model provides **a view from different sides** and that may be important for a specific employee solving a specific problem, as well as for the management of the organization.
"... very similar to that 360-degree feedback. You have the opportunity to look at one thing from the point of view of different actors. One will tell you this, the other that... And I don't just mean individuals... Well, now you have one situation on which you should get a supervisory perspective, and that's perfect in that you get it from different positions and from different aspects." (P11)

On an individual level, participants saw benefits in the area of **improving the personal potential of employees**.
"... the quality... It should be better. Somehow better transformed into the ordinary life. Really also to improve their personal potential. I think that when people lose strength, their self-esteem drops because it forces us all to work on ourselves." (P13)

Through the supervision of the organization, the staff also has the **opportunity to influence various processes in the organization** (*"... also to have the opportunity to influence things. It's sort of a space. To have demands, to want to influence things."* (P12)) and to **understand various facts in contexts** (*"... the first, second, third, fourth party, as many people as there are, they are able to talk about things and understand the wider context within the organization, OK? How it works... They can understand things in context. I think it's probably the only space, because normally the management is not concerned to inquire about the affairs of the employees."* (P12)).

On an individual level, the benefits of supervision can also be manifested in attitude changes (*"So I'm trying to think about it, change people's attitudes little by little."* (P6)).

The effect of the organizational supervision may lead to **changes within the organization**, e. g. a change in the management's approach to employment development (*"... but when I said something clear, not specific, just something that I had seen and that should have been improved... Or at the beginning of the year, I actually helped them with one thing, when I said that he should start sending them to training more often and support their development. So then it had a little bit of this hmmm... It fell on fertile ground."* (P14)) or in improving relations at the workplace.

In addition to the identified models of organizational supervision, which met the characteristics of the supervision model defined by the authors, in the testimony of one participant, the authors noted one more perception of organizational supervision, namely the perception of **organizational supervision as an input for the processing of the supervision plan in the organization**. However, this perception was not defined as a model, because during coding, the authors were unable to assign to this perception the defined elements of the models, even when asked again for a closer description and explanation. In this case, the objective of organizational supervision implemented in this way can be defined by processing the supervision plan in the organization. Similar to the previous models, the draft plan is preceded by an understanding of the operation of the organization which is the result of individual and group supervisions, interviews and study of documents about the organization. Based on this, the organizational supervision plan is drawn up, defining whether supervision should be conducted, how often, or for which categories of employment.

2.2.5 Preconditions and limits of organizational supervision

Common categories of organizational supervision include preconditions and limits of organizational supervision. The authors first analyzed these categories as part of individual models, but after several constant comparisons, they excluded them from the models. The analysis and comparison of individual models show that their common elements are work with the organization as a whole, change of the organization and a view from the external environment. These characteristics subsequently result in specific preconditions and limits of organizational supervision. The preconditions and limits of organizational supervision can be viewed as two sides of the same coin, i.e. on the one hand, the preconditions for supervision may be understood as factors that enable effective and high-quality organizational supervision and the achievement of its objectives. On the other hand, limits may be seen as factors that reduce the effectiveness and quality of supervision and the achievement of its objectives or that are counterproductive in the implementation of supervision. Some of them may even be a contraindication with regard to organizational supervision. First, the authors focus on the analysis of the preconditions for the implementation of organizational supervision, and then on the analysis of the limits.

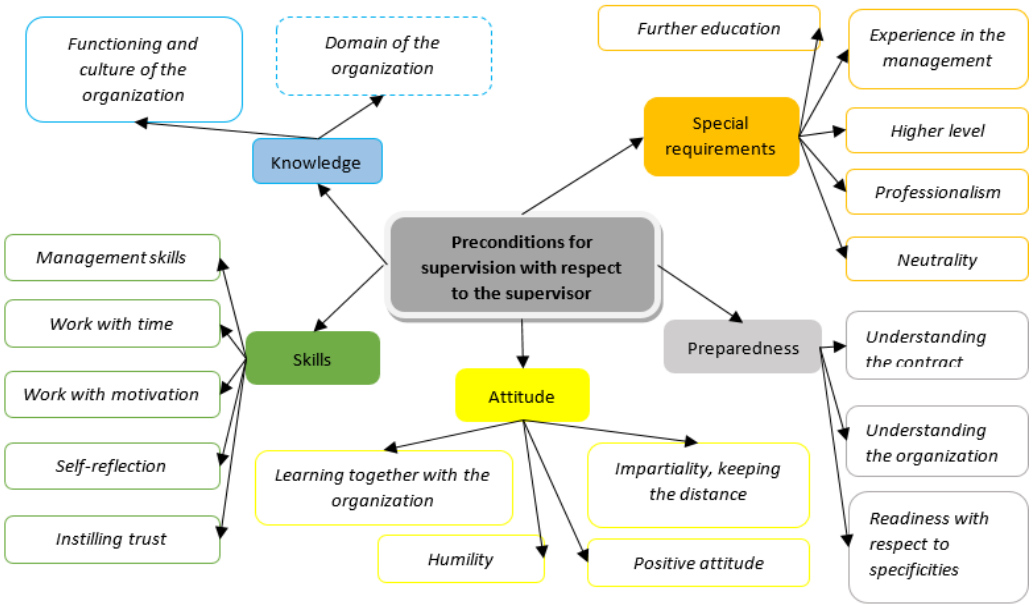
2.2.5.1 Preconditions for organizational supervision

Based on the analysis, the preconditions for organizational supervision were divided into two separate categories: **preconditions with regard to the supervisor** and **preconditions with regard to the organization**. Both of these categories consist of several subcategories, in which the basic requirements for the supervisory relationship dyad are presented.
Emphasis on quality was identified as a specific precondition, which was mentioned by one of the interviewees: *"... there must be emphasis on quality, which I think has already started in our conditions."* (P6) This emphasis on quality can be perceived as a precondition coming from the external environment, and it may also include the legislative anchoring of supervision.

Preconditions for organizational supervision with respect to the supervisor

Preconditions for organizational supervision with respect to the supervisor were identified in several subcategories. The findings are presented in Scheme 5.

Scheme 5: Preconditions for supervision with respect to the supervisor



Source: Original processing based on the research results, 2020

The authors defined the first subcategory of requirements for the person who supervises the organization as **special requirements**. According to the research participants, the person of the supervisor is characterized by **professionalism** and quality. Completion of an accredited supervision course was not mentioned as a specific requirement, but as an absolutely essential precondition for the performance of supervision in any form. Organizational supervision is a ***"higher level"*** (P14) of supervision and supervision itself is perceived as a *"difficult and complex process"* (P14), which differs in each organization, because each organization has a different style of work management, and has a different level of readiness for supervision and openness to changes. For this reason, further education was emphasized by the participants as a special requirement for organizational supervision. In this area, one of the interviewees even suggests a certain screening of supervisors as a condition for the performance of supervision: *"So I think that this should be a way for all supervisors. To demonstrate some skills after a while. I don't know, perhaps in form of a test or how to call it. But just because you get a certificate doesn't mean you're doing it well. Someone could also establish a tool... Just like with the doctors and teachers who have set up further education. Even the supervisors should be guided in some way and have control over the quality of further education."* (P6) Special requirements also include **experience**: experience in general, i.e. the organizational supervision should be conducted by a person with *"sufficient experience"* (P16), but, in

particular, specific experience in the management of organizations: *"... experience in management and simply in the processes that take place there."* (P3); *"... should be experienced, should go through several organizations, should see various management systems and then, transfer their experience and talk about what works, because it really does. And it is not only theory."* (P14)

The special requirements also include the **neutrality** of the person who supervises the organization. The supervisor must not be in a personal or other than supervisory relationship with the organization's management or employees. One of the participants points out a possible negative impact of a violation of neutrality using the example from his own experience: *"... what I have already talked about I can now see specifically in another role, the consultant role. I mean the fact that I also entered into a relationship with the director puts me in a position that makes it very difficult to show him what is wrong in the organization or what is set up incorrectly."* (P16)

Other requirements for a person in the position of the organization's supervisor were divided into three very closely related subcategories, namely: knowledge, skills and attitudes.

In the subcategory of the **supervisor's knowledge**, the authors identified general knowledge of the functioning of organizations. The supervisor should understand the **functioning of organizations** and **organizational culture**.
"An overview of how organizational schemes are developed, how powers and responsibilities are assigned and all those... well, Labor Code and similar things that come along in addition to the expertise." (P7)
"... I think it is good, if the supervisor understands how things in such organizations work. And it is fundamentally a different move that I want to do in the supervision and which we do with the organization as such." (P2)

The authors noticed two contradictory views when identifying other specific knowledge necessary for the supervision of the organization. One group of interviewees considered it an advantage, if the supervisor **does not master the specifics of the area**, in which the organization operates and the context of this area. In this case, the supervisor is not influenced by certain stereotypes, which can provide the supervisor, as well as the supervisees, with a different view of the organization. According to one of the participants, the fact that the person who supervised her organization was from another country was also an advantage: *"... he wasn't from our cultural or social context. He was from another country, and I believe that this fact helped the whole thing a lot, that there was this element and that that person was free. About certain Slovak circumstances... Or how should I call it... One could have really felt that he brought freedom of opinion with regard to some matters. Furthermore, it was good that he did not understand much of the terminology and, in principle, not even our area of expertise. So he was very independent.*

And it was very helpful when he named certain things in a different language than we had been used to, because we just revolved round and round, and even our mindset was narrow. When he accompanied us, it suddenly expanded." (P2)

Another participant describes the advantages of not knowing the context in the sense of eliminating his stereotypical ideas about the functioning or problems of organizations in a certain area: *"Expertise can be terribly harmful. So on the contrary, I think that "indeterminacy" is absolutely the best. For example... The more I know about social services... I'll say it another way... The more I know about social services – and because I supervise in social services, I'm starting to feel trapped and disillusioned at the same time because as soon as I ask myself a question or raise a question in public, I think: 'well, you'll get this answer.' Because I know how it goes in the social services. But I'll raise the question anyway. Whereas in organizational supervision, I shouldn't do this. I shouldn't think ahead; I should just ask the question."* (P16)

The second group of interviewees, on the other hand, believed that the supervisor must necessarily have knowledge of the field, in which the supervised organization operates. In their opinion, such knowledge helps him/her to better understand the organization, its possibilities and limits.
"So I think someone who understands the department and has training in supervision should go there. And I can imagine that setting it all up would be a specific topic. Because they have enough problems, but the way we offer them supervision is not what they need." (P15)
"All possible quality standards, client registration, reports – it's an insane amount of work. In my opinion – as is also required in those areas of supervision – the supervisor must literally be an expert on the given topic." (P6)

These differences may be associated with the supervision models identified in the previous section. Requirements for knowledge in the area of operation of the supervised organization are unavoidable primarily within model 1, where the supervisor focuses on evaluating the quality of the services provided. On the other hand, the authors believe that other models do not require mastering of the specific context of the organization's operation.
Similar to experience and knowledge, the requirements for **management skills** were identified within the area of **skills**: "... *being skilled in certain managerial competencies is certainly welcome*." (P17); *"... some skills related to management, e.g. management of organizations.*" (P2) Another participant characterizes these skills as "*a managerial view of things, all processes*" (P6).

Specific skills of a supervisor supervising an organization also include **work with motivation**: *"... work with motivation. That it really makes sense and that the overall effect is worth it*" (P15) and **efficient work with time**: *"And therefore work with time throughout*

organizational supervision is all the more important in order to keep the process within certain limits." (P17)

The supervisor should also be able to **instill trust** in order to motivate the supervisees to find solutions: "*...he must actually be able to instill trust and explain that my task here now is not to control you, but let's look for solutions together*." (P1)

Self-reflection of one's own work and position within the organizational supervision is also a specific skill: "*... it is good to bring in new 'air'. And in this respect, the supervisor should also be self-reflective and should know when he starts getting too comfortable, when it would most likely be good to make some change and maybe even leave, and when they should contract a new supervisor...*" (P15)

Another subcategory is the **supervisor's attitude**. According to the interviewees, the attitude also has several defining characteristics.

The first of these characteristics is **humility**, which is well documented in the statement of the participant P1: *"There's got to be a lot of humility... Really just not going into an organization with a, well let's say, superiority. Like I'm a genius, an amazing supervisor, and I'm going to put your organization together, because if you need organizational supervision, I'm here and I'm going to do miracles."*

The authors identified **learning together with the organization** as another characteristic of the supervisor's attitude. As stated by the participant P1: *"I'm going to learn with them. We are actually going to learn together, to look for solutions together."*

According to the interviewees, the supervisor's attitude should also be characterized by a **positive attitude towards their work:** *"... I feel like I'm going to do something with those people. I'm going to direct them or something like that. To make them feel good, to make us feel good. Just then."* (P14)

The last characteristic of the supervisor's attitude is **impartiality** or, as stated by one of the participants: "a clean slate".
"I just need to do the supervision in the facility with a clean slate. For example, the department head says the following: but before you go there, I would like to give you my view of the facility. Or I received a phone call from a former employee who – I don't even know where she got my number – wanted to discuss the facility with me. Before I go in there to conduct supervision, these are actually things that we block right away and don't deal with. I don't want to start supervision with any prejudice towards the given facility and management." (P1). Another participant defines this impartiality as keeping distance: *"... makes great emphasis on distance. I noticed that when I stepped back from it, I said: damn it, and why am I like this? Because they seem to be "pulling" me into it, right? So*

I was there with them for a while. So I definitely put more emphasis on keeping the distance." (P12)

The last subcategory with regard to the preconditions of a supervisor is **preparation for the implementation of supervision**. As one of the interviewees states, *"it takes good programming"* (P10).

Preparation for the implementation of the supervision consists, on the one hand, in **understanding the contract**: *"... when supervising an organization, one must also have some idea in advance, so that I can somehow narrow the scope, somehow know in a general way why there is a need for the organizational supervision."* (P17), and, on the other hand, in **understanding the functioning of a specific organization**:

"I think it's good for a supervisor to be familiar with how things work in the organization, what they've already implemented, what they're moving towards, and maybe they're just finding it difficult as a result of applying something they already have and so on." (P2)

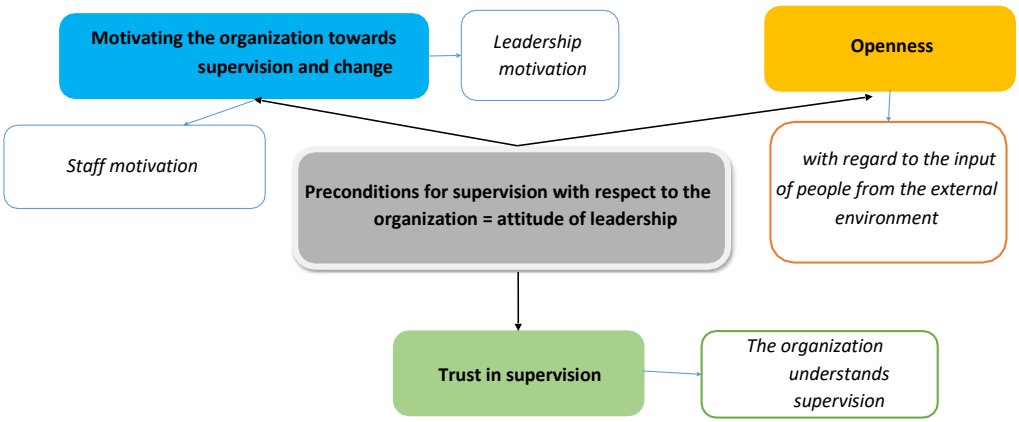
Preparedness also includes **being ready to respond to the various specificities of the organizations** that the supervisor supervises. Organizational supervision is determined to a large extent by the context, or the organization for which and in which it is implemented.

"Each organization has something specific. People are never the same." (P16)
"... everything depends on the leadership style and what kind of leader they have and what kind of team they have. They can be old and conservative. They don't want to introduce anything. They can be young, dynamic... I would say that every organization has its own culture, traditions, etc., leadership styles that have their pros, cons, etc... They are definitely specific and that's where more preparation is required. Definitely more preparation... And we have to be ready for everything. This means that you need to prepare more so that you know how to react correctly. So that you don't harm or hurt anyone." (P14)

Preconditions for organizational supervision with respect to the organization

The authors did not divide the preconditions for organizational supervision with respect to the organization (Scheme 6) into subcategories. Based on the statements of the participants, it can be concluded that **the basic precondition for the organizational supervision is the attitude of the management** (*"... because when the director of the organization questions it, it makes no sense"* (P6)). In the statements, the authors noted the fact that although the supervisors talked about the organization, later their statements mainly referred to the management of the organization. They perceived the attitude of the organization's management as one that enables supervision, but also as one that can significantly determine its results. The following text describes (based on the statements) the characteristics of this attitude as a precondition for supervision.

Scheme 6: Preconditions for supervision with respect to the organization



Source: Original processing based on the research results, 2020

The first precondition is to **motivate the organization towards supervision and change**. Without this precondition, in most cases, organizational supervision will not even happen.
"... to be assured that the organization wants it. Because if the organization doesn't want it, if the organization's management doesn't want it or is against it, then it leads to resistance and supervision can even become counterproductive." (P1)
"... and now you don't tell them directly, but you try to lead them towards it. And that's heaps, a quantum of work, labor and it's questionable how motivated they are to do the work. Because the vast majority of directors have been there for years and they have no motivation to change things. They don't care... There must be an attitude where the management wants to do things better, the best they can under the given conditions." (P6)
"... when the management of the organization is convinced that they want change." (P14)
"... management must be open to change." (P17)

Another precondition for organizational supervision with respect to the organization, or its management, is **open-mindedness**. **Open-mindedness** is a precondition for the supervisor as a "foreign" person to be able to enter the organization at all and gain an insight into its processes.
"... and when the organization is open towards it, it is effective." (P1)
"Whether he will allow someone from the outside to help him look at it. He has to be open-minded." (P6)

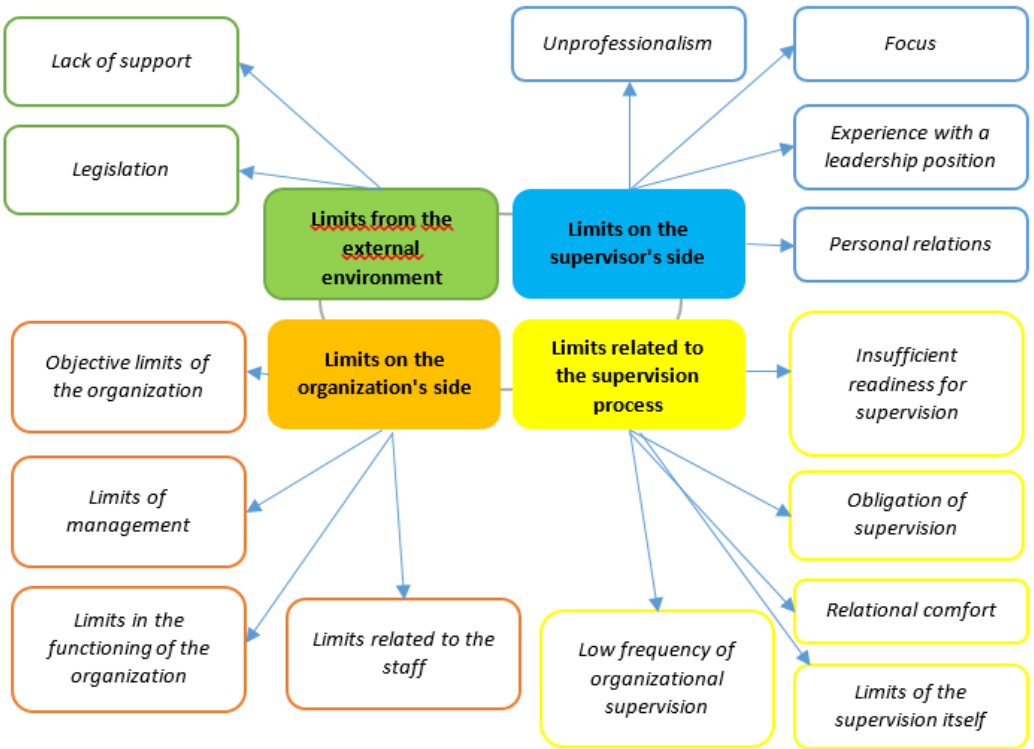
The last characteristic of the management attitude is **trust in supervision**. Trust in supervision means that the management of the organization understands supervision and knows what the organization may gain from it. Similar to the previous characteristics, it is

a precondition for the transformation that supervision is supposed to bring.
"... if this is not the case, we cannot build systems... If the people do not have trust." (P6)

2.2.5.2 Organizational supervision limits

The authors grouped the limits of organizational supervision into several categories, namely: limits from the external environment, limits on the supervisor's side, limits on the organization's side, and limits related to the supervision process. Within these main groups, the authors identify a few more subcategories. An overview of the limits is provided in Scheme 7.

Scheme 7: Organizational supervision limits



Source: Original processing based on the research results, 2020

Limits of organizational supervision from the external environment

When introducing changes in the organization, which are part of the organizational supervision, the interviewees considered **the lack of support from the external environment as limiting and restricting.** They specifically referred to a lack of support from the founder, as well as legislative obstacles in the implementation of changes, for example, in the system of social services.

"... that's the limit of the organizational supervision. You go there and although they are able to understand that the leadership, the management does everything and lobbies in the right places, they no longer have the feedback... When you conduct organizational supervision and you draw up a document... And you draft it as you perceived it yourself and based on what was agreed upon. And it was a 'punch' as well as feedback on the entire supervision process. In the end I was told that no one will review what I found." (P12)

"... It is also limiting when we agree on something and the facility would actually like it, but the founder is not open to changes... The facility wants to do something about it and even during supervision we can say exactly what should follow and what the given facility must do for it, but the founder is not willing to support it and help." (P1)

"Mostly the limits are related to the fact that even if we find some solutions, those solutions are not in the hands of the facility.

And sometimes there are situations where the solutions are nor in the hands of the facility nor in the hands of the founder, because there is a legislative problem. Because the legislation forces the facility to do things inefficiently. It's rather a sort of... Very often those limits are also related to how the social service system works." (P1)

Limits of organizational supervision on the part of supervisors

The second category of limits of organizational supervision are limits on the part of supervisors.

Although the interviewees saw professionalism as a basic precondition for the organizational supervision with regard to the supervisor, they identified **unprofessionalism** on the part of the supervisor as an obstacle to supervision. As stated by one of the participants: *"... and then the question directed at our ranks. Namely: to what extent are we experts in supervision? Because paradoxically it seems to me that sometimes we ourselves can be an obstacle..."* (P9) In this context there is yet another participant who looks critically at who can be a supervisor: *"... It is again an error in education in supervision. Accredited education is completed by supervisors who should not be supervisors."* (P16)

The **focus of the supervisor** can also be perceived as a limit. Not everyone necessarily possesses the personality or setup to conduct organizational supervision and not everyone necessarily understands the organization in question. As stated by a participant: *"... not everyone will handle it with every organization. The organizations are really*

diverse." (P2) Another one reflects on her limitations related to her mindset: *"... so I thought about whether organizational supervision may be related to my attitude to the fact that I – and it is kind of general in my respect – that I don't want to or don't know how to work with the whole... I am more focused on partial things rather than a whole."* (P17)

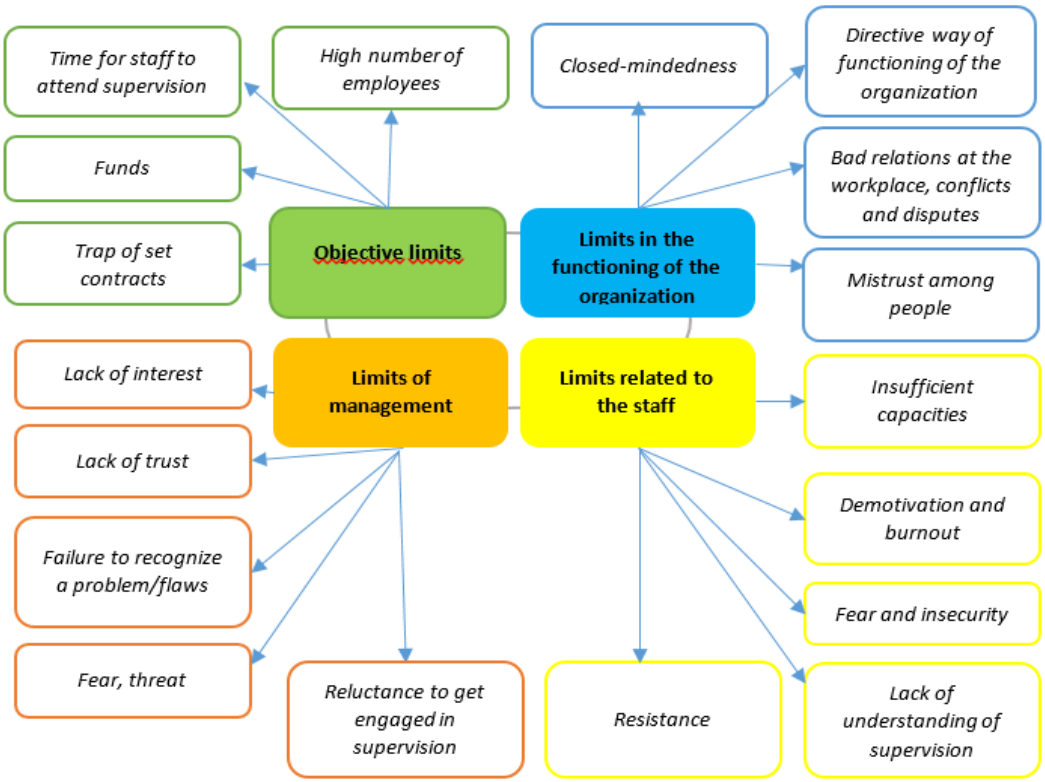
From the point of view of one of the interviewees, **experience with a leadership position** can also be limiting when supervising an organization: *"... if the supervisor holds or held a leading position, it can complicate their supervision of the organization. I speak from my own experience, since I've never held a management position. So I can just ask: 'And why haven't you done this?' But I can imagine that I would keep my mouth shut during supervision, because I had never done such a thing, and I would not ask about it. This way I have a clean 'slate'."* (P16). The very experience with the management of the organization was shown to be polemical, even in the case of the preconditions for the performance of organizational supervision. One group of participants considered them necessary, the other quite the opposite.

From the statements of the interviewees, the authors identified another limit of organizational supervision on the part of the supervisors – the **personal relations** of the person conducting the supervision with the organization or its management. From her practical experience one of the participants also identified as an obstacle the situation when facility directors want to supervise each other in their respective organizations: *"...a bunch of directors of social service homes who are also supervisors and who would replace each other in their organizations and want to conduct organizational supervision."* (P16)

Limits of organizational supervision on the part of the organization

In terms of number, the highest number of organizational supervision limits were identified on the part of the organization. The authors divided them into several subcategories: objective limits, management limits, operation limits, and staff limits. Scheme 8 shows them graphically in more detail.

Scheme 8: Limits of organizational supervision on the part of the organization



Source: Original processing based on the research results, 2020

Objective limits of organizational supervision

The authors defined the objective limits of organizational supervision as those that result from the very functioning of the organization or the resources that the organization is able to invest in supervision.

The **impossibility of setting aside time for staff to attend organizational supervision** appears to be a limit in organizations. Organizational supervision often requires the participation of all employees of the organization in the supervision meetings, which is not possible in many facilities for operational reasons.
"... in this kind of facility, one has a problem to provide the personnel. Leaves, night shifts, time before the night shifts and so on. Since they have such "crazy" regimes, it's always difficult. Especially when there is organizational supervision, it should be done with everyone. One doesn't have any chance to do it with everyone." (P12)
"... people rotate in shifts: morning, afternoon, night shift, and it is not always possible to

ensure people's participation on a specific date when I arrive there. And it is also not possible to ask that people stay longer after the night shift and work for another 2 hours, because it is difficult and it is also a burden for them. They hardly focus, they don't feel any good about it, basically they just withstand it, as long as it's mandatory." (P13)

Another limiting factor of organizational supervision is the **funds** that the organization can allocate for the supervision itself. Funds consequently restrict the time that both the supervisor and the organization are able to allocate for supervision.
"... I've always counted on the number of hours we have, because the number of hours is precisely given in organizations. How many, who... For example, we had it like this in children's homes. There was an exact number of hours for psychologists, pedagogues, caretakers, how many group meetings... And we had to fit into that. So that also often affects you: what you can afford, what package of hours you have – and this is often determined in advance, because it is based on a budget that the organization has for the given year." (P9)
"... because it's such a paradox. I was not pushed to save time by the client, but by the contractor (laughs). Because when I had a plan ready and I was about to send it to see whether they agree with it – because since it is also an hour-long, demanding matter, it costs money. So I'll put it this way (laughs). When I showed it to the team, they said: you have to prune it, it's too expensive." (P12)
"... maybe the financial aspect. When they are actually a bit limited by the finances and by refunding entire supervisions... And by reimbursing experts, or supervisors." (P8)

The authors called another limit of the organizational supervision, related to the impossibility of change, using an in-vivo code "**a trap of set contracts**".
"Organizational supervision is limited by a trap of set contracts. In this case I also refer to employers, short-term employment contracts, when you don't actually have a chance to move the organization forward, because when you speak up as an employee, you know that they won't hire you next year." (P16)

An objective limiting factor of organizational supervision is a **high number of employees** working in the organization and the associated impossibility of engaging every employee in the supervision.
"... the number of employees can be influential, because if it is supposed to be organizational supervision, it should concern all employees. On the other hand, supervision of a hundred employees cannot be done by putting them all in one room and let everyone have their say. So there, I believe, it is difficult to engage everyone, and at the same time to merge the outputs into something common..." (P15)

Limits of management

The second subcategory of the limits of organizational supervision are the organization's management limits. Some of these limits were also defined generally as the limits of the organization, its settings or the settings of other staff. In this case, the authors selected those mentioned by the participants explicitly in relation to the management of organizations. The attitude of the organization's management with regard to supervision was seen as crucial, especially because it plays an important role in the attitude of other staff.

"Well, my personal experience is that many times it is 'drifted in' from the management. In many cases it's the attitude of the leadership. It can also play a big role when there is a director who avoids supervision because she does not want to join it, because she is afraid of what I, as a supervisor, may say about her performance. It is impossible to convince her that the supervision has no ambition in this regard. So there is a high probability that her opinion will stick to the rest of the staff." (P17)

The first of the limits in this subcategory is the **management's lack of interest in organizational supervision**. One of the participants mentions a situation when *"supervision is ordered by the founder but the facility itself, its management does not want it"* (P1). The management's lack of interest may be due to several facts that the authors identified as additional limits in the statements of the interviewees.

According to the supervisors, the limiting factor for organizational supervision is the **management's lack of trust in change**: *"... unless the director or the manager honestly believes in it."* (P2)

A limiting fact is also when the **management fails to recognize a problem**: *"... they don't see those things. They don't see it as a problem at all. They approach it this way: "Well, we've been doing it this way for 30 years. What are you talking about?"* (P6) or when **the management doesn't want to see the flaws**:

"... managers whose personalities always need to have everything in order. Whatever external expert team comes – be it controllers, or I don't know, inspectors or supervisors, or any kind of methodical visit, at the end of the visit many directors need to have written on paper that everything is fine in their facility." (P5). *An uncritical view of one's own work is described as a limit also by another participant:*

"... because I also experienced a supervision case, when I was contracted by a facility, whose management thought that it was the best in Slovakia. And the purpose of that supervision was only for me to confirm: yes, you are the best in Slovakia. The contract was not about them wanting to do anything with the organization. They just felt that I would come and I would tell them that they were the best. So it's like the second limit." (P1)

The supervisors also mention **fear and a sense of threat** as a limit of organizational supervision on the part of the management. One participant states that there can be various reasons behind this fear: "... *I believe the directors are afraid. I think they don't even call it that, and only they know what leads them to such fear."* (P5). Other interviewees identified the observed reasons for management's fear of organizational supervision as threats to their status, fear of revealing the organization's weaknesses, or the fact that *"the management is hiding something"* (P6).

"I think they fear and are afraid to look in the mirror and see how things are. That is a powerful moment." (P6)

"And I also I think that there are directors who don't want others to look under their hood." (P5)

"... they often have problems of the same nature as their employees and they are afraid to talk about them, perhaps from the position of a threat to their status within their organization or because something could be leaked. Therefore, they do not want to spread it and do not want to talk about it at all." (P8)

The interviewees also saw a barrier with regard to the implementation of organizational supervision in the **reluctance of the management to get engaged in organizational supervision**.

"... the management is rarely willing to engage in supervision, and when they do, it is usually individual supervision and once a year is enough." (P15)

"Well, the deputy seemed to be interested, but the director was not, I would say. They said that I should not do it – especially in person. I had a session once with a deputy, but not with the director. They didn't feel the need, or they didn't want to open themselves, or I don't know... Mostly they just passed it on to their employees." (P12)

"... because I feel that the directors of the organizations participate little in supervision. So in my experience they rarely participate in supervision." (P17)

Limits in the functioning of the organization

Based on the statements of the participants the authors identified openness of the organization as a basic precondition in the category of preconditions for organizational supervision. In the context of limits, on the other hand, **closed-mindedness of the organization** can be considered a restriction. Closed-mindedness is subsequently related to the fact that the management of the organization and its staff are not willing to provide information about themselves or the functioning of the organization, or they do not provide truthful information.

"... the managers are willing to give very little information about themselves. For example, directors of some organizations." (P9)

"... I think the money wouldn't be a problem, but the question is whether they want to dive into the open issues at all." (P8)

"... closed-mindedness is actually limiting." (P1)

The category of limits related to the functioning of the organization includes the **directive way of functioning of the organization**. This way of managing the organization limits the adoption and enforcement of changes at different levels of the organization's operation, or trust in supervision and openness.

"... I think that in the organizations that would need it the most, they are very organizationally structured. And I think it is the same as with the labor offices. As if the organization itself should be more accessible. But supervision, I think, could help in some way. Because when you simply live in something directive, any kind of supervision, be it individual, group, or organizational supervision, will not work there in any way." (P3)

"Where there is no room for professional discussion – whether we are going in the right direction, to supervise with regard to what we are doing well, what we are failing at, what we are managing well. They are afraid, and the fact that they are afraid to speak at all indicates that it is bad. One has to work on completely different things there and not immediately change the system of work. I also experienced supervisions where people refused to talk. They were silent. For an hour and a half, they were silent. There is a thin wall and the director is sitting behind it. Don't take it personally, but we won't tell you anything. I'm afraid we won't talk at all. It's threatening. It's terrible and yet everyone pretends that everything is fine. It's also about people's remuneration, both financial and society's perception." (P6)

"... if it's an organization run by a single person, it will never even contract you, because this person won't consider it essential. After all, he/she knows best how to manage things there, and hopefully no one will mess with them." (P16)

The third limiting factor of the organizational supervision is **bad relations at the workplace, conflicts and disputes** among the staff of the organization, or between the management and the staff.

"... a big fight between the management and the rest of the organization, to the point where there's all kinds of weird stuff going on behind the scenes." (P2)

"Sometimes I see how they treat each other. So I see that I wouldn't say anything there either... When someone wants to dress me down: 'What are you talking about? This doesn't belong here. Share it with your wife at home, or go to a pub for a beer.'... well, that kind of reaction... So those who really want to solve something don't have any chance, because the majority of them will dress them down and that makes it all the more difficult... Relationships at workplaces are not good, so even when a group is sitting there, they are really not willing to communicate and talk about their real problems. Then it tends to slide towards some vague, general things." (P13)

"... a conflict that originated somewhere else continued even during the meeting. However, one thing that resonated precisely in this group, which refused to be actively involved in any way, was: 'They should be sitting here. The "bosses" should come here and I'll tell them what I don't like. I'm not going to tell you.'" (P15)

The limits of organizational supervision also included ***"the struggle between the young and the old"*** (P16). This struggle often leads to the fact that younger and especially novice workers lose motivation for introducing changes in the organization after a while, they adapt or, on the contrary, leave the organization.
"... because they also have very different staff there, who have been there for 30 years and who want to keep it the way it used to work. Plus, there are new ones who bring a new 'wind' there, and at the same time they don't have any experience. This leads to kind of a 'fight', and instead of 'enriching' each other it's more like they're taking the competencies away from each other." (P13)

Negative relations and conflicts result in **mistrust among people**, which subsequently hinders effective organizational supervision.
"Conducting supervision is difficult, especially in this environment, because people don't trust each other there. There is a strong mistrust. And also, when the group is made up of people who see one of their colleagues as a 'rat' or I don't know who. They won't say a word there... So it's important what kind of people the group is made up off." (P14)

Limits related to the staff of the organization

The limits of organizational supervision related to the staff can be seen as limits even in other forms and types of supervision and depend on certain personality features and attitude, which is a precondition for achieving supervision goals.
The first subcategory of these limits is defined as **insufficient capacities of staff** in relation to supervision. These insufficient capacities were perceived by the supervisors at several levels, namely:

- **Inability to change the mindset**: *"... now I think about specific people who are in my head and who, in my opinion, would not move an inch from their positions... Because somewhere, the mental capacity of people is just what it is. They are unable to transcend their shadow, unfortunately. And those are the people who, in turn, do not accept and do not know how to function in an organization led by an idea or managed by an idea and need hierarchical leadership."* (P16)
- **Inability to recognize a problem:** *"And they don't have that feeling. They don't get it."* (P5)
- **Lack of qualifications:** *"They are not qualified enough. They don't have enough skills. The course will not teach them that."* (P5); *"That means thousands of social work graduates. And that means that all tobacconists, cooks and waitresses and hairdressers and nail technicians are social workers. For me, this somehow reduces the level of social work, not in terms of performance, but at the mental level... They are not those cultured people. I am sorry, I will call it that."* (P16)
- **Inability to reflect on one's work and oneself:** *"... it's about professional blindness. The older workers are no longer able to reflect on themselves and their work... The*

biggest obstacle culturally in Slovakia and the Czech Republic is that people do not want to start from themselves. And I see this not only in organizational supervision, but in all types of supervision. They struggle with this: 'What did he say or what did he think or did not think about that?' And they cannot be directed to something like: 'Talk about yourself and let's start with you. Where can you change?' I don't have such power." (P16)

- **The staff's conviction that they always do their job well:** *"... the thing about the experienced ones is that they are convinced they do their work well. This is my final form, and there is actually no reason to move forward, because..."* (P17) This belief is closely related to the conservative attitudes of experienced social workers: *"...ladies who have 'patches' over their eyes. And for me it's fascinating when we talk about parents and teachers and the municipality at the offices for social protection of children and when we ask... And when I ask them: 'And what does the child want?', they answer: 'For God's sake, we won't traumatize the child with questions."* (P16)
- **Incorrect attitude of supervisees with regard to supervision:** *"But as long as people experienced some supervision in the past, they somehow functioned in it, but they nevertheless didn't learn that we bring a topic, that they need to get involved, in that case 3 meetings are not enough. Because in the educational part of supervision, we should teach the supervisees that I bring the topic to the supervision. When I come for supervision, it shouldn't just be about relaxing."* (P9)

According to the interviewees, another limit of organizational supervision is the **fear and insecurity** of the staff. These may be related to the limits of the organization's functioning mentioned above as well as one's own professional insecurity.

"Also from broad experience, those who have been working there for a long time find supervision much more difficult than those who are just beginning. On the one hand, it is perhaps also about the internal need to acquire the confidence that supervision can provide." (P17)

"... the fear of individual workers is a limit." (P1)

"I think they are afraid." (P5)

From the supervisors' point of view, the achievement of organizational supervision goals is also hindered by **demotivation and burnout** of the staff.

"... I often have a group of completely demotivated people who are really there just to check off their attendance... And on top of that there are people who are basically waiting to retire or they just don't care at all and will say straight away that they only have a year left until retirement, so they will somehow bear it. I already asked one lady to leave, because it was not just that the lady was not motivated. With her lack of motivation, she actually tried to spoil it for everyone. She came, sat down and said: 'You know, I'm here by force. I don't want to be here at all. I don't see the point of what you're doing here at all, and it doesn't make any sense for me to spend my time here like this.'" (P13)

"... he only has his job and is already numb socially. He doesn't care if there will be supervision or not. The main thing is that we have clients and thanks to that we have work... Well, people do their jobs like robots. In fact, many do not think. So they really need to put something more into it. But I'm not even surprised. In that system. When the authorities keep convincing you that there are enough people, and yet there aren't enough. They are really exhausted and only seek to saturate their basic needs. And when there is an enthusiast who wants to do something different and more with them and who wants to bring some quality, they look at him like: What do you want? Are you crazy to just play with them? Well, that's it..." (P6)

Lack of understanding of organizational supervision was another limitation identified by interviewees. Lack of understanding can lead to unrealistic expectations from organizational supervision, but it can also be the cause of mistrust in this form of organizational support or resistance on the part of the management as well as the staff of the organization.

"Although the management sometimes sees it that way. And that's the thing – bringing leadership back to reality. What I am willing and what I am not willing to do. And then bringing all the staff back to reality, point-blank. And that, in my opinion, is usually the biggest problem. Because if people weren't used to maybe not having it before, it's weird. 'Why suddenly something like this? And what's going on?' There is mistrust... Organizational supervision is contracted by the management, and often the employees are not completely identified with it. It is like: 'The management 'set a trap' for us. They came up with something again, and they sent us a supervisor and said that we have to say that we have to do it... And in fact, they just want to tell us in a subtle way that the wages will be cut.'" (P11)

"... they don't see supervision as a means that should make their lives easier... The last time this happened, they openly said that they simply didn't see the point of supervision as such at all." (P13)

"... It is perhaps the expectation (smiles) of the supervisees from the supervisor. He is often seen as a person who comes from outside and has or should have insight. He is a person who is not and should not be in any close relations with the management. And when it is such a person, whom they know does not know anyone, then they expect him to finally help them do something about their situation, because no one is doing anything about it. So maybe also unrealistic expectations from the supervisor." (P9)

Misunderstanding of organizational supervision is usually perceived as/connected with the perception of organizational supervision as inspection (*"... sometimes I think that they see supervision as someone coming there and testing them. Supervisor is trying to find some things in us, but he does not help us. You open the topics. Yes, this is challenging."* (P12)) or the perception of supervision as manipulation (*"... often the employees feel as if some kind of 'trap' is being set for them and the supervisor is to explain, pass something to them, manipulate them etc."* (P11))

From the perspective of the participants, a frequent topic they deal with in organizational supervision is **resistance**. Resistance of the organization can also be considered as a limiting factor in the process of supervision and achieving its goals. One of the supervisors even refers to overcoming resistance as a struggle.
"It's not exactly easy. It's not entirely pleasant, it's a lot about 'struggle', a lot about resistance." (P12)
"... so they say, well, in this group, we need you to do this with them; in that one that, and these people can't communicate with each other; those are not committed to work... and when I start asking about it, for example... I don't know... How they work, what mechanisms they have... Let's say when people were selected or moved to some positions – how it worked, under what circumstances and so on... So somehow, I want to dig deeper into some information... And they said that I did not need to know these things for the performance of supervision and so in some organizations there was resistance." (P9)

Limits of the supervision process

In the category of limits related to the supervision process, the authors included limits that cannot be explicitly assigned to supervisors, the organization or the external environment. The first in this category of limits is **insufficient attention paid to the preparation of supervision**. This limit was associated with the supervisor as well as the management and the employees themselves. It basically prevents a successful supervision process and is reflected in other barriers or limits, such as misunderstanding of supervision, resistance, concern etc. As stated by the participants: *"... in supervision, very little space is set aside for the introduction and preparation of people for supervision."* (P13), *"... those who really don't know anything about supervision suddenly come and there is no introductory meeting. There is no space to somehow introduce it, present it, explain or something, because again, in my opinion, it's a question of finances."* (P15)

Another limit identified in relation to the supervision process is the obligation of supervision. This topic was perceived by several interviewees as problematic and subsequently manifested in the formality of supervision, resistance, demotivation of other staff with respect to supervision, or the impossibility of change.
"... how supervision is perceived. Because even after so many years – and I think some 15 years of supervision practice is a considerable experience – I am faced with the fact that we conduct supervision because we must... The law requires us to undergo supervision, so we must do it, and we will do what is necessary." (P9)
"... that they actually shifted it to them. You will be there, you have to." (P15)
"... in my work, it is quite important that participation in the supervision is voluntary and not forceful. People should not be pushed into supervision, because – as I mentioned before – some don't want to do it, so they act accordingly and basically disrupt the whole group. That's when the entire process of supervision gets lost somewhere and has no

meaning at all... These are the people who are ordered to do something. And when we know that something is ordered and coercive, it is not very welcome. And that's how those people behave. They are in resistance, they do not cooperate, they expect me to offer them something, and even that only with certain difficulties. Of course, I am prepared for supervision and I have a number of variations that I want to offer them, and often they do not agree with any of them... No one is trying to make a change. Organizations are offered supervision... Or they only conduct supervision because they have to. But no one is looking more closely at what needs to be changed or what we can change or what we can do for the employees. They... For example, from my experience they are not very interested in the outputs... They tick off their attendance, the supervision is done and that's it." (P8)

The "**relational comfort**" was also perceived as the limit of organizational supervision, in connection with the long-term performance of a supervisor in a single organization. It is when after a certain time the supervision process loses its dynamics, the supervisor becomes less involved in the relationship, sometimes even becomes less sensitive to the problems or needs of the organization.
"I also think that sometimes it can fall into a relational comfort, where the dynamics disappears, right? There are organizations... Well, I can feel it myself that when I come somewhere, it's as if my commitment is greater than when I enjoy the safety of an established relationship. The momentum fades away, but that's how it works with clients when you've been somewhere for a long time. And that's why it's not good to have a client for 30 years, because in the end it will just be some kind of a 'reunion'... But the time may vary, because I say, the path of the supervision group can be diverse. But if the momentum disappears, if there is no longer will to move on and change things, then it is up to the supervisor to consider whether they still feel comfortable in their chair." (P17)

From the point of view of the participants, another limitation in relation to the supervision process is the **low frequency of organizational supervision**. It is closely related to the limits identified above, such as funds, as well as the obligation of supervision.
"Once again, I thought of the topic of social service homes, where, in my opinion, organizational supervision would be quite useful, unless many of them believed that once a year is enough. Time is a rather big handicap." (P8)

Finally, the limits of organizational supervision also include the **limits of the supervision itself**. This can be interpreted as the limit of what can be solved by means of organizational supervision. Indeed, supervisors often come across topics during organizational supervision, the solution of which is beyond their capabilities, or beyond the capabilities of supervision.
"If you are on the ground of the organization you are dealing with, you can do almost anything there. As soon as you get beyond... For example, the question: 'What about our salaries?', you are done. That's a limit you can't solve there, right? Just like whether the law will pass in the wording they imagine or not, provided that it was just at that time –

this is out of your reach. Even when planning, you can't plan it. So that's the limit." (P12)
"... let's say the salaries are low, OK? And basically, nothing can be done about it within the framework of supervision, because it is not possible. Supervision does not serve to or is not aimed at addressing why they are underpaid. I understand it. As a human being, I understand it is unfair. But as a supervisor, I can't do anything about it. And so when they see that I don't intend to solve their financial remuneration, they simply... We simply get stuck at a dead end and they think: 'Well, another one who comes here to sneak and leaves. And who knows how our managers will screw us up." (P13)

2.2.5.3 Summary – preconditions and limits of organizational supervision

In connection with the preconditions for the performance of organizational supervision, the summary focuses on the most significant or the most striking findings identified. The most important findings of the research that focused on the **preconditions for supervision with respect to the supervisor** include **special preconditions**, which the research participants expressed as components, which they lacked in the context of organizational supervision, or which emerged as something that needs attention and that they often confronted themselves during supervision. The further education subcategory (falling under the special preconditions) is characterized in the summary based on the findings of one of the participants, who – as a condition for the performance of supervision – suggests the screening of supervisors by means of an "examination" of their adequate skills, which they would pass after a certain period of time following the completion of accredited training in supervision. Ideally, the supervisors would attend regular (further) trainings even after completing the basic training in order to "verify" and increase the quality of the supervision they provide. Organizational supervision as ***higher-level*** supervision (in terms of experience/education) is also worth excluding from the identified preconditions, because even in this area the importance of "background" – theoretical or "practical" in the framework of the accredited training of supervisors – is noticeable. This area could also become an independent educational module as supervision follow-up study in the form of an additional specialization course (education). This follow-up study could be provided by educational institutions that offer training for accredited supervisors.

Experience can also be considered significant, because it speaks of experience on a general level, i.e. being generally experienced in the performance of supervision, as well as of the importance of experience in the sense of specific experience with management (managing organization/people). ***Neutrality***, as a special requirement, concerns close relations with the management of the organization: an established relationship from the past. Even a formation of a close relationship during the performance of organizational supervision can be considered a "threat". For a long time, there has been a discourse

about the duration of a supervisor's work in one organization. The results of this research point to the fact that long-term presence of a single supervisor is more harmful than beneficial, and ideally a supervisor should hold their position in one organization for a maximum of 2 years. After a while the external supervisor frequently becomes an internal supervisor, which presents more disadvantages than advantages (see Gabura, 2018). The authors' findings can also be supported by the opinion expressed by Gabura (2018), who states that in organizational supervision, it is not recommended that it be conducted by an internal supervisor, because he/she would be entering a complicated task with a conscious and unconscious network of relationships, he/she may fail to keep the necessary distance in his/her work and he/she is in dependent relationship to the management of the organization. However, the author does not explicitly state whether it is an advantage or a disadvantage to master "specific knowledge" when supervising an organization. Nevertheless, the above confirms the thesis that an external supervisor is generally more suitable for any changes with regard to the supervised (people, organization). As proved in the text, this perception is also reflected in the organizational supervision models developed by the authors. In the **knowledge** subcategory, the authors identified two conflicting opinions: it is necessary to have specific knowledge, because supervisors understand the organization better, versus someone who "knows nothing" about the field, or has only a minimum of information. From the perspective of research participants, supervisors are not burdened with information that could influence the supervision process. It is logical that such supervisors work "only with the material" they have in their supervisions, which means greater objectivity. However, on the other hand, supervisors are expected to be neutral thanks to their education, cognitive self-distance and other skills such as "I shall not present or push my ideas", and neutrality is expected to be simply in their natural professional set of requirements necessary for the performance of their work. In the tangle of "Slovak customs and (un)systematism", a statement by one of the research participants appears to be extremely cautionary: *"a person from another country, and therefore a different culture, who conducted supervision, was more independent and freer in supervision, which was also rewarding"* (P2).

Another subcategory of preconditions for organizational supervision related to the supervisors are **skills**. In this area the participants of the research referred to management-oriented requirements, i.e. supervisors conducting organizational supervision are expected and required to possess managerial skills. ***Working with motivation, instilling trust*** and ***self-reflection*** were identified as equally important skills. Working with motivation and instilling trust are also closely related to the obstacles in obtaining supervision (see more Hawkins & Shohet, 2016; Vaska & Čavojská, 2012) and the personality of the supervisor. A specific skill such as self-reflection, also expressed in the research participant's statement, is often included in "self-supervision" as a specific form of supervision in social work (see more Morrissette, 2001; Weld, 2012; Vaska, 2014). It has its own rules and a great sense for higher efficiency of the profession performed.

However, it also has its "blind spots", which are typical in that the supervisees may have a distorted view of themselves and their solutions. Therefore, it is appropriate, if the identified topics/discourses from their own work are transferred from self-reflective (self-supervision) activity to "traditional supervision" – at least those of a dyadic nature. The above is also related to the subject of the "withdrawal" of the supervisor, which was mentioned above.

Attitudes, as another identified subcategory, refer to characteristics such as ***humility***, learning together with the organization, ***positive attitude towards one's work*** and impartiality. These values are highly appreciated in supervisor (especially with regard to the personality) and must be preserved and developed throughout their professional life.

Preparation for the implementation of supervision as the last sub-category is a very important component of successful supervision – it starts with understanding the contract through understanding the functioning of a particular organization to the readiness (and ability) of the supervisor to respond to the various specifics of the supervised organizations. Preparation is often underestimated by both supervisors and supervisees and often unnecessarily complicates the process of organizational supervision, especially its initial phase. It is therefore very important to sign a detailed contract that respects ethical principles and the actual needs of the organization, its employees and clients, and to create an adequate supervision program (plan). The presented conditions are closely related to the conditions for supervision identified with respect to the organization.

Based on the statements of the research participants, **preconditions for organizational supervision with respect to the organization** (Scheme 6) was a clear issue – in the sense of specific expectations, or experience with organizational supervision. The attitude of the management can be considered as a fundamental condition, or even as the equivalent of the word condition on the part of the organization. The attitude is related to the organization's very motivation for supervision and for change, openness to supervision and trust in supervision.
In connection with the limits with respect to the performance of organizational supervision, the summary again focuses on the most significant or the most striking findings. Based on the analysis of the **limits of organizational supervision**, "a specific supervisor and a specific organization" may be considered the biggest limits. These are accompanied with limitations in the supervision process and the overlapping external influences into the organization and the organizational supervision. The above limits (for more, see the subsection *Organizational supervision limits*) can be perceived as something that can be hardly removed, or that is very difficult to minimize (or start to look at them through the prism of possibilities and not limits), because they are mainly related to the financial conditions and time for the implementation of supervision, to the system reserves and conditions for the performance of the profession. If, for example, supervision is mandatory (by law or by the conditionality of participation on the part of

the employer, etc.) and the employee has to participate in it (e.g. during personal time, or during a leave, etc.), then merely these facts present significant limits. As a second example, if during the pandemic the facilities providing social work services deal with other than "ordinary problems" and are not sufficiently technically equipped (e.g. for online supervision, which can be conducted despite the prohibited entry of "external entities" into the facility), even this can be considered problematic. The authors could cite many analogous examples, but it is important to be able and willing to look for solutions and alternatives (as is also the goal of supervision) and to see the meaning in them, of course, under adequate working conditions, which are often debatable. Sometimes, however, little is enough. It is enough to realize that even in difficult conditions, supervision can be a suitable tool for fulfilling the visions and goals of the organization, improving the conditions and relations at the workplace and thereby increasing the quality of life of the clients in the facility/organization. It is important to use all available options and be open to innovation. After all, if the limits specified/identified in Scheme 7 also appear in the analysis of interviews with research participants, it is thanks to supervision that these limits can be turned into challenges and solutions. It is often sufficient to hold a pre-supervision meeting (or "zero supervision"[6]), where the essence of supervision is explained to all participants in the organizational supervision process (from the director through technical and economic staff to "back-up staff") and presented to the management (so that they are interested in participating) as the best thing they could provide for their organization and its people (and their development).

At this point, it is important to draw attention to the criticism of the accredited training of supervisors expressed by the research participants. "Anyone" can successfully complete the training and this results in unprofessional supervision. Subsequently, several analyzed statements articulated (which is also related to (un)professionalism) that close relationships (in this sense: as a supervisor, I am a close friend of the director and similar patterns and relationships) can be a significant limit in the implementation of organizational supervision as well as in "voluntary and trustworthy" participation of the employees of the organization for whom it is actually dedicated. Moreover, it is important to emphasize that further education of supervisors is not a common practice in Slovakia. There is no "credit education" – a certain control over the "quality of work" of supervisors. There are no supervisory bodies (such as ethical committee, etc.), or other control mechanisms, and thus supervisors act on their own, despite the fact that there are status organizations in Slovakia, or organizations preparing supervisors as well as the code of conduct for supervisors[7]. In summary, the authors open a debate on the obligation versus the voluntary nature of supervision, both on the part of supervisors and supervisees, for whom supervision is more or less mandatory (only some organizations, mostly operating in the non-profit sector, provide regular supervision even "beyond their legal obligation",

[6] See Vaska (2014) for more on "zero supervision".
[7] See Mátel for more (2019)

but the legal obligation often does not bypass them, so they are trapped in a certain "vicious circle"). The question is as follows: *Should supervision (or another form of "further education") be mandatory even for supervisors or only for helping professionals in practice (supervisees)?* If so, what form should it take, or what needs to be changed in the context of the further professional development of supervisors and to what extent should it be a mandatory "requirement"? The optimal situation would be if supervision were a natural/self-evident need for both parties the pursuit of which would be an automatic matter.

Early-stage staff and junior employees in organizations providing social work services were also identified as the limit of organizational supervision in relation to limits in the functioning of the organization. However, early-stage staff are not always the "limit". They are often considered an element of revitalization and a new positive "wave" not only for the organization, but also for supervision.[8]
However, the limits of supervision should not be forgotten in the sense that it is often not in the competence or power of the supervisors to actually solve the topics, dilemmas and discourses that are addressed during organizational supervision (or that come to light in organizational supervision). However, if supervisors encounter their own limits, or find themselves in a "vicious circle" for other reasons, they have the opportunity to use their own supervisions (super-supervisions) to check whether their procedures are still in line with the mission of supervision, with their acquired competences and whether them being "stuck" (or another way of ending the supervision process) is still within their scope or whether it is necessary to transfer the identified topics (optimally in cooperation with the supervisees) to other experts (engaged in coaching, mentoring, mediation, psychology, possibly also psychiatry, etc.) and sometimes even to supervisory bodies (ethical committees, social organizations, competent authorities supervising health and social care, etc.).

The (un)openness of organizations towards supervision can be a significant limit for various reasons: bad experience, concerns with regard to "leakage of sensitive information", possibly also violations of basic human rights and freedoms. This sensitive topic may be concluded with the well-known and eloquent statement that "those who resist it the most need it the most".

[8] The topic of early-stage staff pursuing career in social work (including social work students) is a specific topic addressed in the works of several authors – for example, Havrdová, 2007; Schavel and Tomka, 2010; Vaska and Čavojská, 2012; Punová and Navrátilová, 2014; Vaska, 2015; Truhlářová, 2015; Truhlářová, 2010; Levická, 2019 and others).

2.3. Discussion

The common denominator of individual models of organizational supervision was work with the organization as a whole, emphasis on change or transformation of the organization, the need for an external view and the personality of the supervisor. These features may be considered as key characteristics by which the organizational supervision can be distinguished from the supervision of individuals, groups or teams. The authors compared individual models of supervision in Table 2 (p. 77-78) and defined their basic similarities and differences.

Detailed analysis of the individual models identified the emphasis on one of the existing functions of supervision as the basis of the difference. Based on Kadushin (1976), Havrdová (2008b in: Havrdová, Hajný et al., 2008) states that each function is present in each supervision to a different degree. Which function predominates can only be determined when we ask the following questions: *"How does the supervisor proceed? – What is the supervisor's primary task?"* He/she ***checks*** (compares) how the actual state corresponds to the ideal state according to quality standards, norms and professional criteria. He/she ***educates*** the supervisees so they can gain experience, become as professional as possible, or ***supports*** them in managing their emotions, professional workload, in gaining new motivation, etc. The authors of the monograph supplement this categorization with the area of mediation (i.e. mediation function[9]). The supervisor ***mediates*** the solution of the identified problem (with the intention of better functioning of the organization).[10]

[9] The mediation function is historically the second youngest function identified in supervision in helping professions (especially in social work), which was added to the three original functions (management, education and support) by Richards, Payne and Shepperd (1990 in: Wonnacott, 2012). The transformative function can be considered the most recent since some authors have added it to the previous four functions in the context of transformative (supervisory) practice in helping professions (Weld, 2012). According to Weld (2012), this feature allows the staff to engage in personal and professional change. The author sees fundamental shifts in the use of this function in the context of benefits for us as individuals, the people we work for, our professions, our teams, our organizations and also for the wider society. Transformational work transforms reflective practice into observable action, whereby the change that occurs results in a reversal in behavior and thinking that pushes a person in a new direction. It doesn't create a mere pause after which normal function resumes. It disrupts the routine and creates a fundamental shift in working methods.

[10] The 4x4x4 supervision model also captures all these functions and presents them as important parts of the supervision cycle (more Wonnacott, 2012).

Table 2: Comparison of organizational supervision models

	Organizational supervision aimed at evaluating the quality of services	**Organizational supervision as a guide in the process of change**
Objective of supervision	• evaluate the quality of services provided by the organization • assess the complex functioning of the organization as a whole	• transformation of the organization
Role of the supervisor	Evaluator – a quality expert who provides an independent view of the organization and its operation.	A guide in the process of change, a view from the outside, support.
Focus	• Organization as a whole • Organizational structure • Administrative and managerial control • Processes in the organization • Evaluation of the conditions of the services provided according to the law • Relationships • Problematic, dysfunctional aspects • Strengths of the organization • Delivery of services and the level of human rights compliance • Client-oriented	• Organization as a whole • Employment of the organization's resources • Addressing change • Vision of the organization • Relationships and communication • Problematic aspects • Staff competences
Process – characteristics	• Audit, monitoring • Structured • Linear	• Strategic planning • Structured
Process – phases	• Contract • Agreement • Familiarization with the organization by the supervisor • Supervision report – quality assessment • Reflection, finalization and presentation of the report	• Contract • Agreement • Understanding supervision in the organization • Shared understanding of the organization and collection of signals for change • Working with the vision of the organization • Finding the ways in which the organization works and working on a plan for change • Implementation of changes
Methods	• Questionnaire • Observation • Interview • Study of documents • Individual and group supervision sessions	• Interview • SWOT analysis • Brainstorming • Projective methods • Management planning methods • Modelling, sculpting • Study of documents

Source: Original processing based on the research results, 2020

	Organizational supervision focused on an identified problem in the organization	Organizational supervision as a helping method in the development of the organization
Objective of supervision	• solving or mitigating the identified problem with the intention of better operation of the organization	• professional growth and support of the employees in the organization as part of the growth of the organization
Role of the supervisor	Mediator.	Growth supporter, educator, mediator, evaluator.
Focus	• Relationships and cooperation • Clarifying expectations between management and employees	• Organization as a whole • Work with the client • Burnout syndrome • Employment needs • Relationships and cooperation • Conflict solving • Newly hired staff • Management processes • Changes in the organization
Process – characteristics	• Short-term	• Structured • Cyclic • Long term • Eclectic • Safe
Process – phases	• Contract • Agreement • Problem identification • Guiding/assisting in problem solving	• Contract • Agreement • Familiarization with the organization by the supervisor • Building a relationship of trust • Individual and group supervision sessions, education
Methods	• Interviews • Brainstorming • Creative and projective methods and techniques	• SWOT analysis • Projective techniques and analog means • Case analysis • Balint group • Brainstorming • Interview • Study of documents

As emphasized above, functions cannot be strictly separated. In the definitions of individual models, it is more important to answer the question of which function has a more dominant position, or which functions most often appear side by side in the supervision process. In different phases of the supervision process (it also depends on the model or approach used), they often alternate or there is a greater emphasis on one of them. The individual functions also have alternative names that the authors use. Nevertheless, they are mere equivalents, they do not differ significantly in terms of content. Kadushin (1976 in: Hawkins & Shohet, 2016) specifies that supervision describes three main functions or tasks – *education, support* and *management*. Proctor (2008) divides the functions similarly when she describes the framework of tasks in the context of responsibility in group supervision and uses the terms *formative* (tasks of learning and facilitating learning), *normative* (tasks of leadership, monitoring, self-monitoring, norms and ethics) and *restorative* (tasks of encouragement, support). The mediation function can be assigned an equivalent of "*facilitating*" or an equivalent of "*transactional*" function suggested by the authors.

The first developed model – **organizational supervision aimed at evaluating the quality of services** – is a model that is clearly related to the development of supervision in the social sphere (especially its implementation and gradual development in the field of social services) and is closely connected to the quality standards of social services and the process of deinstitutionalization and transformations. If we were to look at this model from the perspective of the functions of supervision, we would clearly identify elements of "control", that is, a normative (administrative) function. This model may be defined as the "***managerial or normative model of organizational supervision***". The administrative (managerial, or normative) function of supervision is characterized by the fact that it is associated with direct responsibility for the quality of work. Havrdová (2008b in: Havrdová, Hajný et al., 2008) states in this context that the bearer of such responsibility is always the primary task of control in the hierarchy of needs. Only when the quality of the work is within the "standard" can other components follow – staff support or education. The aim of the administrative function of supervision is to support and maintain good standards of work, coordination of procedures with the administrative policy applied in the organization in which the supervisee works. According to Schavel (2010 in: Schavel & Tomka, 2010), the goal of this function is understanding, acceptance and fulfillment of professional values. The author, in accordance with Havrdová (see above), also draws attention to the representation of elements of control in supervision, which he does not see in the form of sanctions, but rather built on a motivational basis for the improvement of certain activities, such as searching for common alternatives, dealing with issues of motivation and attitudes towards changes, etc. With respect to the administrative function of supervision, Maroon et al. (2007, p. 18) state that "supervision has administrative objectives and aspects because it also addresses the work environment and ensures that staff act in accordance with the mission of the organization". According to the above authors, with respect to the administrative dimension of supervision, the

supervisor may address the recruitment of new staff, the distribution of work tasks, the quality of the work performed, the administrative work of the supervisee, etc. The administrative function of supervision can also lead to the improvement of the overall management of the organization or team, if such purpose is agreed upon in the contract (Vaska, 2014). Based on these facts, it can be concluded that the first model identified herein – organizational supervision aimed at evaluating the quality of services – is primarily framed by the administrative function of supervision. The administrative function in supervision is mostly associated with the organization and its operation in contexts, which also means, for example, that it is necessary to communicate frequently with the external environment, i.e. partner organizations, or cooperating units to achieve the organization's visions and goals. This refers to cooperation with the self-governing region, governmental institutions, as well as non-governmental organizations with a similar focus, goals, etc. It can also involve cooperation with universities, for which the organizations operating in the social sphere provide space for professional practice. The supervisor has a difficult role because the communication channels are often "impassable" due to unclear competences, instructions, work with standards, methodologies or in connection with financing, etc. It is precisely for these reasons that the supervision model developed by the authors is justified, and supervision of the organization, within which this model is applied, is necessary and can help make all administrative and communication processes that lead to the development of the organization as a whole even more efficient.

If the administrative function (in the context of the organizational supervision) should be more specified, it is necessary to draw attention to the findings of Havrdová (2008b in: Havrdová, Hajný et al., 2008), who describes this function using internal supervision, which is usually conducted by a senior role within the organization. It aims to guide the worker to act correctly within the established rules and good professional practice usually by means of feedback, thanks to which the worker receives a report on what their practice is good at and what it is not good at. On the contrary, according to the author, the administrative element usually appears secondary in external supervision mainly because responsibility and power always go hand in hand. In recent years, however, supervision has been perceived as a tool for support and development, especially from the external environment[11], and has been associated less with the performance of internal supervision. This is also confirmed by the results of scientific studies[12] that have been published in recent years and analyze various aspects of both forms of supervision in different contexts. The implementation of external supervision in the Slovak conditions is

[11] External supervision is currently considered more objective (because it is provided by an impartial person in the processes taking place at the workplace of the organization's employees), and therefore also more often used in connection with the development of the professionalism of the helping professional, who can subsequently provide more effective (social work) services to their clients and to the organization in which they work (for more on the forms, approaches, models, methods and techniques of supervision in social work, see the glossary *Vademecum of social work – field of knowledge*: "Supervision" in: Balogová & Žiaková, eds., 2017)).

[12] See e. g. Rankine (2019a, 2019b) Baglow (2009); Beddoe (2012).

clearly related – among other things – to applicable legislation, which establishes the obligation to hire a supervisor from an external environment, or it is an automatic step for managers of organizations operating in the social sphere. In the local conditions, it has recently become clear that the administrative function is of great importance and has become a common part of external supervision, which is demonstrated by the results of this research reflected in the first model. Supervision (external) has become an inseparable part of deinstitutionalization and is used as an adequate tool for achieving the desired effect and fulfilling the criteria set in the minimum standards for the provision of social services in Slovakia.

According to Cangár and Krupa (2015), external supervision of the organization and management is a necessary condition and criterion for the provision of a quality social service that changes and responds to the needs of recipients of social services. Precisely in the supervision focused in this way, it is appropriate to apply the organizational supervision model aimed at the evaluation of the quality of services, which provides a suitable framework for revealing not only problematic areas in the organization that reduce the quality of services provided and affect adversely the complex functioning of the entire organization, but also perspectives, the strengthening of which is one of the most important steps leading to the improvement of services provided to clients.

This model of organizational supervision can be simply called an "audit", which uses various methods such as e.g. questionnaires, observation, interviews and study of the organization's documentation. Identification of stereotypes and other flaws in the functioning of the organization as a whole or in the delivery of services mirrors the organization and subsequently opens the way to work on revealed problematic areas of the organization's functioning and on the optimization of processes towards development. Important conditions for organizational supervision oriented in this way mainly include impartiality, bird's-eye view and the ability to objectify situations and flaws that could limit the organization or lead it into various levels of conflict. The "*report on the organization*"[13] cannot be evaluative (e.g. the employee does not comply with the precisely named standard etc.).

The provider of social service[14] actively creates conditions for the adaptation of new staff, for an appropriate ratio of employees and professional employees and their further

[13] We do not equate the "report on the organization" with a supervision program, or a supervision plan.

[14] According to Halušková (2020), the legal obligation to implement supervision applies to the following types of social services: doss house, shelter, halfway house, low-threshold day center, emergency housing facility, supported housing facility, facility for seniors, nursing service facility, social service home and rehabilitation center, specialized facility, day care center, nursing service, monitoring and signaling the need for help, crisis assistance provided through telecommunication technologies, relief service, assistance in securing guardianship rights and obligations, provision of social services in the integration center. The legislation stipulates the obligation not only to conduct supervision for selected types of social services, but also to develop a detailed supervision program with the aim of increasing professional competence, improving relations between colleagues, ensuring the protection of recipients of social services against incompetent interventions by professional employees and looking for ways to work with recipients in their best interest.

education, and for supervision to fulfill the individual needs of recipients under the general legal regulations (Cangár & Krupa, 2015).

According to Dušek and Terbro (2010 in: Repková, 2015), organizations providing social services under the current Act on Social Services must always meet certain criteria that form the value base of their quality:

- support the independence and autonomy of users of social services (avoid increasing their dependence with services);
- support inclusion and integration (avoid increasing the exclusion of the user from the community and social isolation with services);
- they shall be based on respect for the individual needs of recipients in the sense of the rule "one solution cannot fit all";
- they shall be based on partnership cooperation of various entities (since social services represent a multidisciplinary and multi-sectoral agenda);
- they shall be of high quality (as a way to effectively protect vulnerable persons);
- they shall be based on equality without discrimination (no one can be excluded from the benefits brought by social services).

The Slovak Republic chose the path of improving the quality of provided social services[15] in the context of reinforcing human rights and legal aspect with an overlap into the individual needs of social service clients. This perspective is also possible by empowering those who provide social services and creating work environment that promotes improvement of the quality of the services provided. The conditions for the quality of social services in Slovakia are anchored and implemented on the basis of applicable legislation, represented by the above Act on Social Services, as amended. The latter should have respected this condition in practice since its entry into force (from January 1, 2014). Unfortunately, the actual assessment of the quality of services provided, after some attempts, has been implemented only since *September 2019*.

In this context, Halušková and Kleskeň (2019) state that the initially general frameworks for the creation of quality and for the assessment of its conditions have been further specified over the years and elaborated into a form effective from January 1, 2014 as an assessment of the quality conditions of the social service provided.

For the stated purposes, in addition to the conditions for the quality of the provided social service (Annex No. 2, Part A of the Act), the law defines the rules for their evaluation as the original competence of the Ministry of Social Affairs of the Slovak Republic (Section 104 in connection with the comprehensive Annex No. 2 of the Act). The quality conditions of the provided social service are evaluated according to Annex no. 2 of the Act on Social

[15] For social services and quality standards in social services delivery, see more, e.g. Repková (2019, 2016a, 2016b); Cangár, Krupa and Palánová (2017); Cangár and Krupa (2015).

Services. The quality standards are described in individual areas. The second area, namely Procedural conditions – *Criterion 2.10: Evaluation of the social service provider*, describes whether the method of providing the social service complies with the needs of the recipient of the social service as well as with the goals of the provided social service, whereby the indicator with the highest weight 3 reads: *"The social service provider has developed internal procedures for evaluating the provision of social services and actively implements them. Regular supervision, at all levels (organizational supervision, managerial supervision for management, individual and group supervision for all employees) has a stable position at the social service provider and is perceived as a tool for finding the opportunities of a learning organization..."* Another criterion of the aforementioned document, which addresses supervision, is Criterion 3.4: *Supervision system at the social service provider.* In the social services sector, the workload is high and therefor there is also a need for regular supervision.

According to Halušková and Kleskeň (2019), supervision can be characterized as the most effective method of preventing the burnout syndrome, which is manifested in a reduced sensitivity towards recipients of social services. It represents a very effective learning method. As part of good supervision practice, it is important to ensure a "different perspective" of an independent and qualified expert/supervisor not only for the employee as an individual, but also for groups of employees (according to the professional activity performed) or for the organization as a whole and its management. All these levels are part of the supervision system and in the final effect they should be reflected in the quality of the social service and thus in the quality of life of the recipients of social services. This is also why *Criterion 3.4* has the highest weight of 4 in the scoring of importance. Supervision of social service providers is considered a key criterion from the point of view of building and maintaining a high-quality social service for recipients, as well as for ensuring high-quality conditions for the work of employees and for their professional growth. Supervision is an integral part of the ethical, legal and professional orientation of the social service provider. Providers of selected types of social services are obliged by the law in question to draft, implement and evaluate a comprehensive supervision plan, and this plan is considered, according to Repková (2015), a determining documentation of the provider for the purposes of fulfilling the relevant indicator[16].

A number of organizations operate in the area of social and legal protection of children and social guardianship[17], where organizational supervision also plays an important role

[16] For supervision in social services in contexts (research reflections, forms, process, provision and experience with the implementation of supervision (its system) within the framework of the evaluation of the quality of services provided), see more Repková (2020, 2018a, 2018b, 2016a, 2016b); Bartoš et al. (2018).

[17] These include facilities such as centers for children and families ("ordinary", residential facilities (formerly children homes and children homes for unaccompanied minors) or specialized facilities, which include centers that conduct a specialized or resocialization program (formerly crisis and resocialization centers that provide field and ambulatory forms of assistance, or implement measures of social legal protection of children and social guardianship in these forms). They also include the labor, social affairs and family offices (supervision is mainly provided to employees at the departments of social and legal

in the context of improving quality of services provided in the relevant areas, and at the same time cultivates organizations and increases the quality of the organization as a whole. In the department of justice, supervision began to be used in the prison environment. In connection with supervision in the prison environment, Kleskeň (2020) states that it began to be implemented with the provision of the Order of the General Director of the Prison and Court Guard Service (also referred to as the "ZVJS") No. 57 on group supervision in ZVJS (hereinafter referred to as the "order"). This order was issued pursuant to Section 10 (5) of the order of the Minister of Justice no. 1/2017, which issues the Organizational Rules of the General Directorate of the Prison and Court Guard Service. The contractor (customer) of the supervision is the General Directorate of the Prison and Court Guard Service[18] (hereinafter referred to using an established Slovak abbreviation as "GR ZVJS"). The organizational unit of the GR ZVJS – the Department of Custody and Sentence Enforcement is responsible for the management, coordination, methodological guidance and inspection of the provision of supervision. The supervisees are members of the ZVJS, who perform civil service in direct contact with the accused and convicted persons[19].

As stated above in Chapter 1, from the perspective of organizational supervision, supervision has its legislative anchorage in Act of the National Council of the Slovak Republic no. 448/2008 Coll. on social services and Act of the National Council of the Slovak Republic no. 305/2005 Coll. on the social and legal protection of children and social guardianship (both as amended), which oblige organizations to implement a supervision program. Individual laws essentially define, in addition to the qualification preconditions for the performance of supervision, other conditions for its implementation related to specific organizations[20] operating in the social sphere. Every organization is obliged to conduct supervision. In a simplified way it can be stated that supervision is intended for the organization as a whole.

protection of children and social guardianship), or accredited entities implementing measures of social legal protection of children and social guardianship, etc. – see more Act of the National Council of the Slovak Republic no. 305/2005 Coll. on the social protection of children and the social guardianship and on the amendment and addition of some laws, as well as Hovanová and Šlosár (2020).

[18] It is a budgetary organization of the Ministry of Justice of the Slovak Republic, which manages, methodically directs and controls the activities of the Department of Custody and Sentence Enforcement (ZVJS). GR ZVJS is led by the Director General, whose direct superior is the Minister of Justice of the Slovak Republic (with the competence to appoint and dismiss the Director General).

[19] Specifically, these are officers holding the following positions: head of the detention enforcement department (hereinafter referred to as "DE"), the head of the prison sentence enforcement department (hereinafter referred to as "PSE"), head of the DE and PSE department, head of the open department, head at the department, group or unit of psycho-diagnostic and consultation activities, educator at the department of sentence enforcement (hereinafter referred to as "SE"), social worker at the department of SE, psychologist at the department of SE, psychologist at the department, group or unit of psycho-diagnostic and consultation activities, independent officer, regime officer, independent regime officer, another employee who is entitled to additional leave. Neither the prison chaplain nor the pastor can participate in group supervision. Group supervision is implemented in every institution and hospital for the accused and convicts. Each group consists of 6 to 12 participants from the above-mentioned functions (see Kleskeň, 2020).

[20] In the context of the conditions for the quality of services provided according to Cangár and Krupa (2015), the provider of social service actively creates conditions for the adaptation of new staff, for an appropriate ratio of employees and professional employees and their further education, and for supervision to fulfill the individual needs of recipients under the general legal regulations.

In the context of organizational supervision, one of the decisive components of organizational supervision aimed at the assessment of the quality of services is the **output – the supervision report**[21], which must be the product of the joint will of all actors. The report is drawn up by the supervisor based on the supervision conducted, in the framework of which the organization was monitored and evaluated and the services provided. This report is usually contemplated on by the key persons of the organization. This provides space for discussion aimed at clarifying conclusions, recommendations, as well as changes in the organization. When the report is finalized based on an open discussion between the supervisor and key persons of the organization, it is presented to all members of the organization. If changes are implemented in the organization, the supervisor is usually no longer present, but there may be situations, in which the supervisor returns to the organization.

The model of organizational supervision aimed at evaluating the quality of services has its justification for organizations operating in the social sphere. It not only allows the organization as a whole to reflect on the level of quality of the services provided, but also provides an impartial view of the functioning of the organization as a whole, identifies problematic areas of the organization's functioning, and ultimately, the supervisor can offer to the organization suitable alternatives to work with weaknesses, thereby reducing the concerns of the employees of the organization and supporting their self-confidence. Based on the key characteristics and features of the model of organizational supervision aimed at evaluating the quality of services, it may be stated that this model corresponds in some of its elements to the existing 4x4x4 model, which considers the organization one of four important stakeholders (or participating parties) present in the supervision process. Supervision in the model that was identified in the context of the research focuses on the functioning of the organization as a whole, which to some extent coincides with the fact that the 4x4x4 model involves four stakeholders in the supervision process (service users, employees, the organization and partners), thereby monitoring the current state of the organization as a whole, through the involvement of all stakeholders in supervision. Organizational supervision aimed at evaluating the quality of services is typical for its focus on the administrative function of supervision, compared to the 4x4x4 model, which from the perspective of functions can choose its focus according to the needs of the organization (if, for example, the goal of the supervision is management issues, then the administrative function is applied, etc.). The model constructed by the authors also deals with issues of administrative and managerial management, the settings of the processes in the organization, relations between employees, problematic aspects.

[21] The only exception is the situation when supervision reveals a fact (e.g. deliberate harm to clients, dispensing medication without the permission and knowledge of competent persons, etc.), which is in clear conflict with applicable regulations (code of conduct), or constitutes a violation of criminal law. In this case, the supervisor has a reporting obligation to the law enforcement authorities. At this point, too, the authors hereof draw attention to the fact that they do not consider this type of supervision output to be a supervision program or plan.

However, these questions may also be addressed within the framework of the 4x4x4 model, with the help of the four components of the supervision process, which include: experience, reflection, analysis and action.[22] These processes can provide suitable tools for obtaining important information about the organization as a whole and the quality of the services provided, and subsequently they can help define the necessary steps leading to the improvement of the functioning of the organization and the **enhancement** of the quality of the services provided. However, these models also have differences that distinguish them from each other. For example, an obvious difference is simply the fact that the model defined by the authors is intended for a specific form of supervision, which is the organizational supervision, whereas the 4x4x4 model can be used in several forms of supervision. A noticeable difference also includes the fact that the 4x4x4 model allows you to determine the focus of supervision (be it issues of management, joint responsibility of the individual and the organization, the development of practice and experts or the support of the well-being of the supervised), from which the application of a specific supervision function later depends. On the other hand, the model of organizational supervision aimed at evaluating the quality of services has a specified goal, which is the evaluation of the quality of services provided by the organization (cf. Wonnacott, 2012).

The second model created is the **organizational supervision as a guide in the process of change**. This model can be understood as **a transformational model** aimed at positive change. However, it should not result in an evaluation, but rather in support of the organization as a whole and joint work on change. It is not a transformation, as understood with regard to the first model of organizational supervision. It refers to changes in various areas of the direction and functioning of the organization.

This model is particularly characterized by functions such as the supportive (restorative) and partially also the educational function of supervision, which can help the organization fulfill the goals of transformation and provide support, especially in the process of transformation, which is often not easy and requires a significant effort as well as changing the way people and organization work. The process of transformation often involves redundancies or the accumulation of work duties that seemingly (but sometimes also truly) do not fall within the competence of a specific employee (e.g. redistribution of competences between social workers – psychologists and social pedagogues in the centers for children and families, etc.), or change in the job positions (e.g. from the position of assistant warden to warden, social worker to the position of head of the child care department, social department, etc.). The research findings indicate the importance

[22] To a certain extent, the above corresponds to/or elements of this model can also be found in reflective supervision practice, in a document entitled "Children's Services Supervision Policy" adopted by Coventry City Council in the United Kingdom (UK) – see https://edemocracy.coventry.gov.uk/documents/s28281/Appendix%201%20TF%20Supervision%20Policy%20 2015.pdf – where the document in question (inspired just like the 4x4x4 model by the well-known Kolb learning cycle) also defines the importance of **reflection and learning from practice** in the context of "supervision functions". The four basic areas, which this "function" includes are: (a) experience, (b) reflection, (c) analysis, (d) plans and action (https://www. coventry.gov.uk/).

of the supervisor's personality, because he/she is the guide in the change process and based on the application of his/her capabilities, the organization can not only manage this change, but also accept it.

The process of change and its effectiveness are also related to the phases of supervision. In the initial phase of organizational supervision, it is appropriate to use "education on possible organizational changes" also in the context of overcoming one's own fears (defense mechanisms, feelings of uncertainty and fear), e.g. by means of an "introductory lecture", or zero supervision (pre-supervision).

After the initial phase of division into a series of meetings at different levels of the organization[23] (as expressed by one of the participants), space is dedicated to the implementation of individual forms of supervision in terms of the number of people and work groups/teams. The above model has many characteristics of team supervision, especially team supervision[24].

This model is characterized by the use of the organization's internal resources and supervision with staff at different levels of the organization (from managers to regular employees) aims to discover (identify), understand and strengthen resources that are able to better understand the changes, accept them and work with them. However, the external resources available to the organization cannot be neglected either. They play an important role in the change process and it is necessary to consciously work with them in supervision, to identify their contribution, or limits.

Work with resources in the supervision process is, therefore, closely related to work with change (and its acceptance within the organization) and work with the vision of the organization. The areas mentioned above are influenced and are also related to mutual relations and the state of communication channels not only between employees, but also between employees and clients of the organization. In the context of the focus within this model, one can speak unambiguously about the need to identify problematic situations from different perspectives and about the organization and definition of the competencies of the employees of the organization, which appear to be fundamental during changes.

If this model is to be perceived from the perspective of a support function – realizing that changes in the organization (the entire process of change) also affect the emotional side of the personality (management, employees of the organization and, ultimately, also clients) – then one can also refer to the finding of Maroon et al. (2007), who, in connection

[23] The above largely corresponds to the supervision plan.

[24] More about team supervision and its specifics (e.g. division into "supervision in a team and team supervision", or differentiation from organizational supervision) see e.g. Gabura (2019); Vaska (2017 in: Balogová & Žiaková, eds., 2017); Baštecká, Čermáková and Kinkor (2016); Hajný (2008 in: Havrdová, Hajný et al., 2008).

with the professional development of a helping professional, state that this development is not only an intellectual but also an emotional process, and for this reason too, support within supervision is very important; especially when confronting the supervisee's work problems, when part of the supervision includes conversations about the worker's internal tension and tension in interpersonal relationships, strengthening of personal and professional identity and overall support of work efforts. At the same time, support provides staff with internal and relational resources that give them a sense of balance in relation to work as well as themselves. All employees participating in the change process (through supervision) are affected by emotional components. According to Hawkins and Shohet (2016), employees need time to realize how this fact can affect them and to be able to manage individual situations. Given that the support function touches the emotional issues of the supervisee, one of the tasks of the supervisor is – according to Maroon et al. (2007, p. 20) – to determine "the supervisee's actual and potential sources of tension and to help him/her disengage from those by discussing together negative feelings and other disturbing emotions that may arise when working with clients, colleagues or superiors". Havrdová (2008b in: Havrdová, Hajný et al., 2008) sees as the most effective procedures for support in supervision: encouragement to overcome obstacles, building a good relationship and environment, strengthening and empowering the supervisee. According to Vaska (2014), the support function of supervision also has its limits and therefore it is necessary to dose it also in the context of "suitability and adequacy" for the specific situation. If the rights of clients or other standards are violated in the organization, the support function (especially with regard to the identified problematic members, employees, teams, etc.) clearly loses the significance it possesses when everything is in accordance with the existing standards. At the same time, in connection with the support function, it is also necessary to draw attention to the need to observe the boundaries between therapy and supervision, because these are very fragile. It is up to the supervisor's ability to work with emotions and the supportive aspect of supervision as effectively as possible in the context of focusing on the supervision process, not on the supervisee as a client. Havrdová (2008b in: Havrdová, Hajný et al., 2008) states that it is in no way a therapy, but an increase in the workers' sense of security with the goal of achieving effective reflection and self-reflection. Maroon et al. (2007) state that support in supervision is present at two interrelated levels. At the first level, it temporarily protects the staff from stress and thus provides space for learning. The supervisee works on tasks hoping for success, which is why it is necessary to place reasonable and not excessive study and administrative demands on the supervisee. At the second level, supervision monitors the fulfillment of the emotional needs of the supervisee. An appropriate framework for supervision can develop only where there is an environment with sufficient understanding, acceptance, empathy and where the supervisor has a truly sincere relationship with the supervisee.

With regard to the above, it can be concluded that this model has the highest number of overlapping processes with a support function. It marginally overlaps with the educational function, because supervision develops skills to manage one's emotions, which are often related to changes. Trainees as early-stage helping professionals (including employees in the first year of professional practice) are also an important part of the organization's development. They influence change processes to a significant degree, because they focus more on themselves than on the client and can openly talk about their problems and feelings, express their opinions, demonstrate emotions, thereby opening up the space for a creative environment that is beneficial and necessary for building the professional competencies of the supervised[25].

Ultimately, according to Vaska and Čavojská (2012), the support function of supervision in social work serves to maintain a harmonious working relationship in various contexts (social worker – client; social worker – colleague; social worker – superior; social worker – team; social worker – organization). It focuses on the moral and job satisfaction of the social worker and thus can be useful in the context of the development of the entire organization.

All stakeholders who can influence the change process should clearly participate in the work on change. Managers – but not only them – can be the "driving force" of the success of the organizational supervision, the goal of which is to transform the organization to the expected and required level. The supervisor's mission ends on the basis of agreement (e.g. agreement on the change plan). Supervision may (but does not have to) subsequently continue in its "basic forms", which include individual, group, or team supervision.

In the supervision process, supervisors use strategic as well as creative methods[26], which, however, do not only provide benefits but also introduce certain limits in the context of organizational supervision. This model primarily works with the internal potential of the organization. The support function is more prominent, and the results of this model of organizational supervision positively affect the life of the client.

Organizational supervision as a guide in the process of change is a specific model that focuses on the transformation of the organization through joint work on change. None of the existing models defined in the sub-chapter *Models that can be used in organizational supervision* fully corresponds to this model. However, if we were to focus on the elements of individual models, the 4x4x4 model partially corresponds to the model of organizational supervision as a guide in the process of change. Let us recall that the 4x4x4

[25] These claims can also be supported by the publications of various authors, e.g. Brozmanová Gregorová, Heinzová, Kurčíková, Šavrnochová and Šolcová (2019); Truhlářová (2015); Vaska (2015); Punová, Navrátilová et al. (2014); Hudecová, Jusko et al. (2010).

[26] See more e.g. Vaska, Almáši and Vrťová (2020); Gabura (2018); Kováčová (2017); Lištiaková and Kováčová (2015); Kováčová (2011); Merhautová (2008 in: Havrdová, Hajný et al., 2008); Lahad (2000).

model takes into account work with four stakeholders: service users, employees, organization, partners. It is exactly these stakeholders that correspond to the first focus area, i.e. work with the organization's resources, which occurs within the framework of organizational supervision as a guide in the process of change with the aim of achieving changes in the organization. Being aware of the fact that the stakeholders are in a mutual relationship in the context of supervision can also be very beneficial. From the 4x4x4 supervision model, the concept of functions can also be applied to the model identified by the authors, provided that the supervisor focuses on the educational function and works together with the supervisees on the development of experts and practice, which can lead to the development of the organization as a whole. As for the four elements of the supervision cycle, all four elements (experience, reflection, analysis, action) can be used within this model. By applying these elements, the supervisor can reveal the vision of the organization and, if necessary, transform it, identify problematic areas of the organization's functioning, clarify the competencies of the organization's employees, analyze relationships and communication within the entire organization (experience, reflection, analysis). In connection with weaker and problematic areas, it is possible to look for ways of efficient functioning of the organization (analysis) and work on a change plan (action) (cf. Wonnacott, 2012; Sturt & Rothwell, 2019). Both models are not interchangeable due to their characteristic features and focus, but they can complement each other appropriately.

The third model of organizational supervision focuses on an **identified problem in the organization** and, from the point of view of functions, is closest to the **mediation function** of supervision in its content and process. The authors shall call this model the **transaction model**. Richards, Payne and Shepperd (1990 in: Wonnacott, 2012) describe the mediation function as a process of representing employee needs with regard to senior management, negotiating service coordination and clarifying the tasks and roles of the team to other units outside the organization (collaborating, acting and influencing the running of the organization, etc.). The aforementioned authors therefore added a fourth function to the original three-functional view of supervision, which Morrison also adapted into his definition of supervision (2005 in: Wonnacott, 2012, p. 23): "Supervision is a process in which one employee is entrusted by the organization with the responsibility of working with another employee(s) in order to fulfill organizational, professional and personal goals, the common goal of which is to achieve the best possible results for service users. These include, in particular:

- relevant responsible performance (management/normative function),
- further professional development (education/formative function),
- personal support (support/restorative function),
- involvement of the individual in the organization (mediation function)."

With respect to the mediation function, Morrison's 4x4x4 model adapted by Wonnacott (2012) states that supervision helps the employee in the organization feel confident in the role he/she holds, and at the same time helps in effective cooperation with other organizations. In the case of (line) management, it further helps to connect the broader goals of managerial activity (management) and in connection with the further professional development of employees, it helps to understand and facilitate external formal learning.

If the goal of the transaction model is to solve or mention an identified problem with the intention of better functioning of the organization, then the mediation function clearly plays a primary role and reflects the results of the research, namely the identification of the need to solve problems in the organization for its better functioning. These needs can arise for several actors of supervision (both ordinary employees of the organization and the supervisors themselves), which is an important specific feature of their differentiation compared to other models. The role of the supervisor is, therefore, a mediating one, and his/her task is, based on an agreement with the supervisee, to address identified problems through elements of mediation, or to defend in the role of a mediator[27] the interests of employees in front of senior management in the role of mediator, or vice versa, if needed. In some cases, it can also be the interests of the entire organization towards other organizations or superior institutions (municipality, state authorities, etc.). However, these "higher goals" of a transactional nature are not explicitly identified in the research (except for one case when the research participant stated that it could be a process of improving communication not only inside the organization, but also externally). The authors mention them in order to point out the possibilities of the supervisor in the role of a mediator in a broader context. As already mentioned in the subsection *Research results*, in this model the supervisor focuses on addressing especially complicated relationships, communication problems between employees and the management of the organization and, if necessary, between work groups, or between employees and clients. This function and role gives organizational supervision a new dimension and can be a useful tool that creates space for interpreting the needs of the users of the services provided by the organization, which clearly tends to increase the quality of the services provided and the life of the client.

In terms of the validity of the mediation function within the organizational supervision model focused on the identified problem, Schavel (2017a in: Balogová & Žiaková, eds., 2017, p. 153), states that "the mediation function helps resolve conflicts between the client and the organization, conflicts within the organization, etc. When applying the mediation function, it is necessary to observe ethical principles in the supervisor's work.

[27] The authors are fully aware that this is not a mediator in the sense of the applicable legislation, but only a role that a supervisor can play, or elements of mediation, which can be used in supervision practice in the sense of using the mediation (transactional) function of supervision.

Delivery of the mediation function, especially in relation to the management of the entity, must not lead to the damage and disadvantage of the supervised individual or work team. The supervisor should support the solution of some requests, topics and initiatives to improve the functioning of the entity for the benefit of the client as a customer of social services."

In addition to the specified possible needs in the area of conflict resolution and communication problems, the research also identified needs in the area of effective cooperation in the organization and in the area of personal needs, such as remuneration, evaluation and expectations. Procedurally, it is (compared to other models) a short-term process. This means that if a problem is identified, its solution is more or less possible in a short period of time. It is necessary to pay attention to the customer who identified the problem and wants to solve it in a certain specified time. In this case, the supervisor should not precipitate and should rather consult the timing of solving the identified problems with all interested parties. Suggestions for "mediation" can be provided by anyone who feels such need. The supervisor must not overestimate his/her role. Before the supervisor decides to defend someone's interests, he/she should primarily offer such opportunity to those who are concerned. The supervisor guides the organization transversally through all units that need to be involved in the process of "healing" in the case of an identified problem, and apply rather traditional methods and techniques used in basic forms of (individual and group) supervision. At first glance, the quitting of an employee following organizational supervision within this model may seem like something negative, but the quitting can be a positive step not only for the organization, but also for the departing employee. Supervision thereby takes on additional meaning since it is able – based on an identified problem – to change the climate in the organization by moving forward with the departure of an employee. If the employee is satisfied with the result of the supervision and their life (both professional and personal) changes for the better, then such supervision can be considered beneficial.

The model of organizational supervision focused on the identified problem is comparable to some elements of the cyclical model. The goal of the model defined by the authors is to mitigate or solve a specific problem, which should lead to the improvement of the functioning of the organization as a whole. The cyclical model has five phases: contract, focus, space, bridge and revision. These correspond to the individual phases of organizational supervision focused on an identified problem: contract, agreement, identified problem, guiding/assisting in solving the problem. The result of both models is a certain improvement in a specific area of the supervisee's work, the process of working with the client, or the functioning of the organization as a whole by mitigating or solving the identified problem, while both models allow following the supervision process through individual phases with their sequences (which are part of the cycle). Monitoring and a clear structure of the supervision process through its division into individual phases allows the supervisor to monitor changes and, in case of certain ambiguities or

complications in solving a problem or dilemma, return to the individual phases and, if necessary, transform them. The difference between these models is that the supervision of an organization focused on an identified problem is aimed at mitigating and solving problems that prevent the effective functioning of the organization as a whole. On the contrary, the cyclical model can deal with a wide range of issues and can be applied in several forms of supervision. In the cyclical model, there may be a situation when supervisees come to the supervision meeting without any specific problem or topic. These may "emerge" spontaneously during the supervision session (cf. Page & Wosket, 1994; Page & Wosket, 2001). However, if the identified problem in the model of organizational supervision defined by the authors was related to relations in the organization, it would be possible to compare this model to the model of group supervision – Balint (supervision) groups[28], where the application of the elements of this model would provide suitable alternatives for solving the defined problem.

The fourth model – **organizational supervision as a helping method in the development of the organization** will be presented mainly through the educational or formative function of supervision, which concerns the development of knowledge, understanding and abilities of the supervisee. According to Hawkins and Shohet (2016), this happens through reflection and analysis of supervisees' work with clients. In this process, the supervisor can help the supervisee:

- better understand the client;
- be more aware of their reactions and responses to the client;
- understand the dynamics of interaction with the client;
- look at how he/she intervenes and what are the effects of his/her interventions;
- explore other ways of working with this and similar situations of clients.

The mentioned areas of assistance to the supervisee were identified by the authors also when focusing on organizational supervision in the context of this model in the research, and they can be supplemented with other areas, such as:

- preventing the burnout syndrome[29];
- issues of human relations and mutual cooperation (among employees);
- the ability to resolve conflicts (learning to resolve them);
- management processes and their effectiveness with regard to the management from the perspective of the supervisee;
- changes in the organization and their management.

As the authors stated in the analysis of the research results, in this model, the organization

[28] For Balint groups and the use of elements of Balint supervision groups in the work of a supervisor, see e.g. Schavel (2017b in: Balogová & Žiaková, eds., 2017); Vaska (2014).

[29] For more on the issue of burnout and the concept of self-care, see e.g. Halachová, Lichner and Lovaš (2018); Lichner and Halachová (2018); Lukáčová and Žiaková (2018); Šiňanská and Tholtová (2018); Tóthová and Žiaková (2018); Balogová, Miller and Poklembová (2018); Lovašová (2020).

as a whole does not have to be part of the supervision, i.e. all employees belonging to a certain organizational unit. It is important that the supervision of individuals or teams is seen as part of the growth and development of the whole organization. Such supervision is considered organizational supervision and focuses (through individual or group meetings) on the "issue in the functioning of the organization" that constitutes its topic. The supervisor in this model prioritizes the educational function. Maroon et al. (2007) state that the educational function of supervision focuses on passing on knowledge and conceptual models that provide the supervised employee or student[30] with resources that enable them to act, make decisions and find satisfaction in their work. According to the author, supervision in this respect refers to the development of the worker's professional skills by passing on knowledge and professional skills. Thus, the educational function of supervision is mainly associated with the preparation of university students and the adaptation of early-stage workers (in the first year of professional practice[31]) in an organization operating in the social sphere. Through the individual educational development of workers and students, supervision increases their professional potential and professional competences, which is also confirmed by the results of the research. The topic of newly hired employees in connection with the support and development of their potential was identified in the statements of two female participants in the respective model.

Havrdová (2008b in: Havrdová, Hajný et al., 2008) in connection with the educational function of supervision states that the educational aspect of supervision is to a certain extent present in every supervision and that the education contract results from a specific problem or situation, which the supervisee currently faces within the framework of supervision. In terms of purpose, according to Havrdová (2008b in: Havrdová, Hajný et al., 2008, p. 52), "the educational aspect of supervision is to improve the professional competence of the staff when working with the client (improve their knowledge, abilities, attitudes, including self-reflection)". The authors agree with Havrdová that this function appears in almost every type of supervision (and in every model of organizational supervision) mainly because "development" is part of every model. However, the same can be said about the support function, which was discussed elsewhere in the respective subsection. A managerial (formative) function also appears in every supervision – in some places more, in others less – because every step, every procedure of a specific employee, team or the entire organization must comply with applicable legislation and legal or ethical standards. The above also corresponds to the results of the present research.

[30] Student supervision and the importance of professional practice for students, as well as the organization itself and its clients, cannot be neglected.

[31] See Vaska (2018); Keen, Brown et al. (2013); Ford and Jones (1987) and the works of other authors related to the subject matter mentioned in the text.

Not only supervisors, but also members of the team or supervision group participate in education within supervision. This fact denies any myths that only the supervisor is the one who provides "instructions" for working with the client, for solving problems, dilemmas, who gives advice, information, etc.
In terms of the procedure, this model is a highly structured process, in which an agreement, a contract, is an important aspect. It is the agreement that is particularly important in this model because it is "harder to grasp" and the goals are formulated not only with the management of the organization (as the client), but also with the employees. A high-quality professional and human relationship is all the more important in this model, because building a relationship between the supervisor and the organization is rather a long-term process (including a contract), which opens up space for a deeper understanding of the organization. The next step is the process itself, which one of the research participants called "opening up the space for development". Another significant finding is the fact that for this model of organizational supervision, from the point of view of supervisors, "separate supervision" for management and for employees is typical. It is appropriate when supervision is flexible in terms of the forms of its implementation. However, the aforementioned flexibility is also affected by the financial resources intended for supervision. Many organizations have "adopted" the stereotype believing that "group supervision saves time and money", but this indicates that the leadership of such organizations is not open to innovation and change, which should be the goal of organizational supervision. Even with respect to the focus and process of this model of organizational supervision, traditional planning methods and traditional supervision methods are more typical in supervision practice. However, the specificity lies in the fact that supervisors also apply methods from mentoring and other areas of working with people (coaching, counseling, therapy, etc.). The greatest benefit of the model in question is the possibility of getting a view from different sides, which predicts the effectiveness of its use in connection with the development of the organization, as it creates space for the possibility of change "from below" and at the same time changing the management's approach to employee development.

The model of supervision as a helping method in the development of the organization is comparable to the developmental model of supervision. Based on the analysis of both models, it may be said that the common element of both models is support in the development of the supervised subject. The goal of supervision in the supervision model identified by the authors is the professional growth and support of the staff of the organization as part of the growth of the organization, in the sense of which the supervisor cooperates and supports the organization and individual workers in the process of its change. Supervision in the development model is aimed at the developmental stages of the supervisee, in which the supervisor supports the individual with regard to his/her gradual professional growth. These developmental stages may be considered a basic element, through which these two models are connected despite the difference of the subjects of supervision. Organizational supervision as a helping method in the

development of the organization focuses on the development of the organization as a whole, not on a specific employee. In the process of development of the organization guided by supervision, the organization also goes through individual development stages until it reaches the final change or expected form. Individual development supervision stages can serve as a guide for the work of the supervisor in the organizational supervision. For example, if the development of the organization is in *stage 1*, the supervisor can lead the organization to deal with itself as a whole; in *stage 2*, the supervisor can direct the organization's attention to the work with the client; in *stage 3*, the supervisor can focus on the process, i.e. look for answers to questions such as: What are the relations between the organization's employees and clients? What is characteristic of their mutual communication? In the last *stage 4*, the attention of the supervisor together with the employees of the organization can be focused on the process in the context, in broader frame of reference (e.g. how we cooperate with external resources as individuals/teams, but also the whole organization; how communication channels and the culture of the organization can influence the life of the organization not only internally, but also externally, etc.). Of course, the development of an individual and an organization is different and requires the use of different methods and techniques. However, the supervisor can draw inspiration from the mentioned developmental stages and can apply them within the framework of this model when implementing supervision as a helping method in the development of the organization (cf. Page & Wosket, 2001).

At the end of the discussion, it is necessary to state that the comparison of individual models developed by the authors of the present monograph is problematic, or very complicated. Therefore, it is necessary to look at comparisons with other existing models with a certain perspective. In other words, comparison is limiting mainly because of the focus of each model. When comparing, it is essential to take into account the focus of organizational supervision as well as its process, content and relationships. Based on the analysis of existing models, it can be concluded that they are not identical, each has its own specifics. It is obvious that the models created by the authors are clearly based on the socio-political and socio-cultural context[32] and reflect Slovak supervision practice. The existing models presented in the current literature are more oriented towards the development of the individual and the group than the organization as a whole. The models created by the authors are based on the perspective of a holistic and comprehensive understanding of the organization and not the other way around.

[32] In connection with the concept of reflective supervision Rankine (2017) in his study (as well as in the context of the development of supervisees – as individuals, or members of a group/team) presents its four-layer practical model and draws attention to the importance of the wider contexts of connection between the social worker, the organization, relationships with others and the systemic contexts in which supervision is practiced. This model suggests that each layer (starting with oneself and the role one has in the organization, to the socio-political and socio-cultural context) should be gradually reviewed, as each layer will provide a unique perspective in relation to supervision issues. To varying degrees, the elements identified in each layer can be interconnected and interact with each other within a practical model of reflective supervision.

Conclusion

The team that worked intensively on the development and publication of the present monograph, as well as the research itself, had the ambition to expand the scientific platform on the organizational supervision and its models by means of a monograph. Conceptualizing organizational supervision was not an easy process. Since 2018, the authors have consistently analyzed the current situation and conducted research with the aim of identifying elements that would create a comprehensive concept of organizational supervision as a specific form of organizational supervision. Whether the authors of the monograph succeeded should be judged by readers, especially those from the scientific community to whom the publication is dedicated, but also by experts in the development of supervision in the helping professions, both theoretically and practically. Although the monothematic work is designed for a narrow circle of experts, we believe that it will be useful both for scientists and educators in supervision in the helping professions as well as the supervisors, who provide this irreplaceable form of help, support and development to helping professionals in practice.

We shall complete the conclusion of this scientific monograph with the statement made by Wonnacott (2012), who states in the introduction of her publication that good supervision is not only the responsibility of supervisors, but it is a joint and courageous "business" between the supervisor, the supervisee and their organization where everyone plays an important role in the context of the best interest of supervision. The authors of this monograph are convinced that the best interest of organizational supervision should be, as it is in the case of any supervision, the improvement of the quality of services provided to its users. The research results confirm that there are several ways to achieve this. This is also proven by the created models of organizational supervision, which individually communicate that the most important thing is for the organization as an efficiently functioning unit to provide services of the highest possible quality, which will be felt especially by its clients, and – by means of organizational supervision – to create culture in the organization that confirms the stated expectations. For supervision to be good, it must be useful. And the symbiosis between good and useful can be ensured by an open and learning organization together with a qualified supervisor (ideally from an external environment and, according to research results, also with experience in management), which was an important common denominator of all created models of organizational supervision.

We can elaborate several theories and models of organizational supervision, but behind each theory or specific model and its successful and effective use there is a person – be it a manager of the organization (team, work group), staff of the organization, supervisor and, last but not least, the user of the services of an organization operating in the social domain. We are aware that the topic of organizational supervision is far from being explored sufficiently, and our research has created space to explore other contexts. Many

questions remain unanswered and some will be answered only after the evaluation of the impact of ongoing and emerging social phenomena, including in connection with pandemics and other current challenging social situations. In such situations, the online space has become the only way to conduct supervision. This significantly limits the organization's way of implementing changes and fulfilling its goals and needs or brings a different dimension to the organization as a whole. The use of the online format of organizational supervision is also the future and seems to be one of the common alternatives for its implementation. However, with certain concerns it should be noted that such a format needs to be dosed to achieve the optimum, which is about a "healthy and balanced" ratio of online space and real personal meetings, which no technology or online world can fully replace. At the same time, we ask ourselves whether the models of organizational supervision we created and their elements can also be used in other forms of supervision and to what extent these models can be used in other organizations than those operating in the social sphere. We believe that our results will also inspire experts in healthcare, education, or even commercial organizations who shall then see supervision not only as a control element, but above all as an element of development and support in the context of a more effective operation of the organization.

Summary

Today, supervision in Slovakia is a common activity performed under the services of helping professions. In the last 15 years, in particular, it has been significantly established as a natural part of the work provided by social workers. Within social work, supervision has been established for several years as a legal obligation of most organizations operating in the social sphere. Literature refers to extensive knowledge about the various actors, forms and types of supervision, yet the least explored form of supervision is the organizational supervision. Given the lack of relevant knowledge on the issue of organizational supervision, the authors decided to conduct research aimed at identifying the specifics of organizational supervision and the subsequent definition of the theoretical and methodological background of the model of organizational supervision, the results of which are presented in the scientific monograph.

The present scientific monograph is a result of the scientific project VEGA no. 1/0374/18 with a title "*Developing a model of organizational supervision as a specific form in the system of supervision in social work*". The scientific research monograph aims to expand the scientific (theoretical and research) platform with knowledge about organizational supervision and models of organizational supervision and thus create a comprehensive concept of organizational supervision. The original scientific monograph in Slovak is made up of three chapters. The first two chapters introduce a theoretical reflection of the current state of the researched issues. The first chapter (*Social and philosophical context of supervision*) presents and analyses important contexts of social development, supervision and social work, including the current legislative anchoring of supervision in social work. Furthermore, it looks at the development of individual theories of organization, organizational culture and describes, in more detail, the intersections of supervision and culture of learning and development. The second chapter (*Organizational supervision in contexts*) characterizes a specific form of supervision, which is the organizational supervision, and presents individual approaches and models that are useful in supervision as such. Subsequently, this chapter focuses on identifying approaches and models that are useful in the organizational supervision. Chapter three (*Models of organizational supervision – analysis of research results*) presents the results of the qualitative research as well as specific models that were constructed on the basis of the statements of individual participants in the research.
For the purpose of translation of the publication into English (in 2024), the first two chapters in the Slovak original have been merged and abridged into a single chapter and the second chapter of the English monograph is dedicated to the models of organizational supervision.

The survey was based on the following research questions: *1) What are the specifics of the organizational supervision in Slovakia and what are the characteristics of this model*

of supervision? 2) What are the prerequisites for the supervisor and the organization to enable organizational supervision? 3) What are the possibilities and limits with regard to the organizational supervision? To achieve the goal of the research, the authors chose a qualitative research strategy using selected procedures of basic theory. In-depth semi-structured interviews with supervisors performing the organizational supervision were used to collect data. A model in supervision is hereby understood as a comprehensively processed procedure that can be implemented in various forms of supervision. The model in supervision is used to maintain the structure of the supervision process. Based on the analysis of individual experiences and views of supervisors, the authors identified *4 models of organizational supervision:*

- Organizational supervision focused on evaluating the quality of services
- Organizational supervision as a guide in the process of change
- Organizational supervision focused on the problem identified in the organization
- Organizational supervision as a helping method in the development of the organization

The original intention of the research was to identify the model of organizational supervision as a specific form of supervision in social work. Following the analysis of the interviews presenting the unique experience of supervisors as performers and participants in the organizational supervision, it was concluded that in the case of organizational supervision it is not possible to refer only to a single model. Using constant comparison procedures, several models of organizational supervision were developed and are presented in the monograph. The distinguishing elements through which the authors describe and characterize the individual models include: the goal of supervision, the role of the supervisor, focus, process, methods and benefits. The common denominators of individual models of organizational supervision are the work with the organization as a whole, the emphasis on the change or transformation of the organization and the need for perspective from the external environment. These features may be considered as key characteristics that can distinguish the organizational supervision from the supervision of individuals, groups or teams. In the detailed analysis of individual models, the emphasis on one of the existing functions of supervision (administrative/normative, educational/formative, supportive/restorative and mediation/transactional) was identified as the basic difference. The prerequisites for organizational supervision and its limits were identified as common categories of organizational supervision. Prerequisites as well as limits of the organizational supervision are perceived as two sides of the same coin. The preconditions for supervision are understood as the factors that enable the effective and quality performance of the organizational supervision and the achievement of its goals. The limits are defined as factors that reduce the effectiveness and quality of supervision and the achievement of its goals, or that are counterproductive in the implementation of supervision. Some of them may even be contraindications for the organizational supervision. There are several categories of prerequisites and limits of the organizational supervision: those originating

from the external environment, those on the supervisor's side, on the organization's side and on the side of the supervision process.

The organizational supervision should be specifically interested in increasing the quality of services provided to its users. Research results confirm that there are several ways to achieve this. This is also proved by the established models of organizational supervision, which communicate independently that the most important thing is for the organization – as an effectively functioning unit – to provide the highest quality services to its clients, and create an organizational culture using organizational supervision that confirms these expectations. Good supervision must be useful and the symbiosis between the good and the useful can be ensured by a welcoming and learning organization together with a qualified supervisor.

The scientific monograph is intended for academic staff and helping professionals dealing with supervision in the theory and practice of social work. The monograph can be an inspiration for the research of the subject matter in other (helping) professions and scientific disciplines, in which the organizational supervision is performed and researched.

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