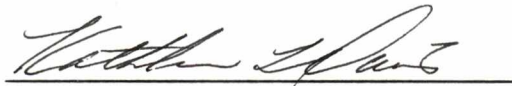


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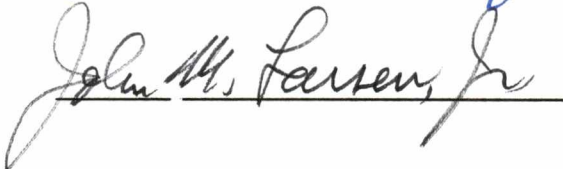
I am submitting herewith a dissertation by James Farthing Efstation entitled "Construction of a Measure of the Working Alliance in Counselor Supervision and the Prediction of Training Outcomes." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Education.


Michael J. Patton, Major Professor

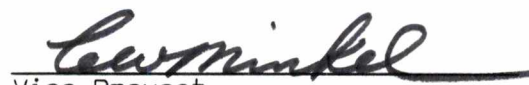
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Accepted for the Council:


Vice Provost
and Dean of The Graduate School

Construction of a Measure of the Working Alliance in Counselor
Supervision and the Prediction of Trainee Self-Efficacy

A Dissertation
Presented for the
Doctor of Philosophy
Degree
The University of Tennessee, Knoxville

James F. Efstation

August 1987

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ABSTRACT

This study was an investigation of the relationship between a supervisor and trainee in counselor supervision. Attempt was made to construct a self-report measure of the relationship, construed as the working alliance, and then to use the measure to predict trainee self efficacy scores. One-hundred-seventy-nine supervisors and 173 trainees from internship sites in professional psychology and graduate training programs in counseling and clinical psychology served as subjects for the study. One-hundred-seventy-three supervisor-trainee dyads were included in the subject pool. Supervisors completed the Supervisory Working Alliance Inventory (SWAI) and a measure of supervisor style. Trainees completed the SWAI, a measure of supervisor style, and a measure of self efficacy. A factor analysis indicated that one relatively independent and interpretable factor could be identified on both the supervisor and trainee versions of the inventory as follows: Supervisor Perception of Trainee Collaboration, Trainee Comfortableness with Supervisor. A second factor on the supervisor version was Supervisor Planfulness. The initial estimates of reliability and concurrent validity for the scales from the SWAI were moderate to high. In combination with other predictors, the scales of the SWAI accounted for 21% of the variance in trainee self- efficacy scores.

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CHAPTER I

INTRODUCTION AND REVIEW OF THE LITERATURE

Perspective on the Problem

The domain of investigation for this research is the process of counselor supervision, and more specifically, aspects of the relationship that occurs between the participants in supervision. The purpose of the research was to construct a measure of aspects of the supervisor/trainee relationship (cf. Worthington, 1984), and then to use the measure in an examination of its relationship with selected trainee outcomes of the process of counselor supervision.

A research focus on the relationship in counselor supervision is an extension of the recent and growing body of literature on the process of supervision (e.g., Ellis & Dell, 1986; Heppner & Roehlke, 1984; Loganbill, Hardy & Delworth, 1982; Rabinowitz, Heppner & Roehlke, 1986; Stoltenberg, 1981; Ward, Friedlander, Schoen, & Klein, 1984; Worthington, 1984; Worthington & Stern, 1985). For the most part, this recent literature focuses on participant dispositional and/or situational variables without explicit reference to the interaction or the relationship that occurs between the participants. The relationship itself, and what occurs because of it, has a more extensive history in research on counseling and psychotherapy.

In 1962, Goldstein stated that the therapeutic relationship is the major vehicle determining the outcome of psychotherapy. By

extrapolation from the psychology of social influence to research in counseling, researchers have attempted, for over two decades, to investigate how influence occurs between the participants in psychological treatment. More lately, Bordin (1983) has articulated the point of view that the relationship in counselor supervision is also the critical ingredient in achieving whatever learning is seen to occur on the part of a counselor trainee.

The significance of the relationship between the participants in counselor supervision has received relatively little research attention (Holloway, 1986), although several authors have formulated some interesting ideas about its alleged effects in training (Gelso & Carter, 1985; Greenson, 1967; Muller & Kell, 1972; Patton, 1984; Robinson, 1950).

A Conception of the Process of Counselor Supervision

Several authors have addressed the interactional and influence aspects of counselor supervision (Altucher, 1967; Bauman, 1972; Guttman, 1973; Hart, 1982; and Mueller & Kell, 1972). However, it is clear that prior research in the area of counselor supervision has not focused explicitly on the relationship between the participants (Holloway, 1986). Further, apart from the few theoretical writings and research to be cited in the literature review below, there has been little attempt to extrapolate from the literature on social influence in counseling to the supervisory process. By placing counselor supervision within a social influence framework, it might be possible to investigate and more clearly understand the supervisor -

trainee relationship and the impact of that relationship on the trainee.

A social influence formulation of counselor supervision can be stated as follows: counselor supervision is an occasion of psychological treatment in which it can be observed that one person, a counselor supervisor, attempts to bring about change in the knowledge and behavior of another person, a counselor trainee, so as to make the trainee more productive in the supervisor's view (cf. Pepinsky and Patton, 1971). With regard to the trainee, the term productive can be defined as an increase in theoretical and technical skills, an increase in understanding of client material, an increase in the awareness of professional issues, and a decrease in anxiety, or other activities that indicate learning. Therefore, any particular supervisory dyad may be assessed to be productive to the extent that it can be observed that the counselor supervisor is able to bring about in the counselor trainee a reduction in the discrepancy between an observed and a desired state of performance (cf. Pepinsky, Weick & Riner, 1965).

These statements about psychological treatment and productivity in counselor supervision construe the interaction between the participants as a process of social influence. Thus construed, the activities in supervision may be analyzed for the particular elements in the situation that make up the influence process and its outcomes (Holloway, 1986). One problem in the present study, then, was to identify events in supervision that could be construed as attempts at influence, and as the behavioral consequences of those attempts. The

particular form of the relationship in supervision through which social influence occurs was labeled the "working alliance" (Bordin, 1983).

The working alliance in counseling supervision was defined as a set of interactions that occur between the supervisor and the trainee and which function to facilitate the trainee's learning. These interactions in the working alliance are otherwise identifiable as the theoretical and technical knowledge of the participants. Such theoretical and technical knowledge serves as a device or schema with which the participants can interpret specific events, e.g., an impasse in the trainee's counseling with a client. Specifically, the working alliance is the relationship of interaction between the participants in which the supervisor acts to influence the trainee through his/her use of technical knowledge and skill, and the trainee acts to display his/her acquisition of that knowledge and skill.

To that end, the effectiveness of any supervisory working alliance might eventually be assessed by focusing on one specific outcome of the alliance, the reduction in the discrepancy between an observed and an desired level of trainee technical/theoretical knowledge and skill. The working alliance in counselor supervision is, then, that set of methods employed by the supervisor and trainee for the purpose of facilitating the professional development of the trainee. The professional development of the trainee is the outcome of their interaction. With this conceptualization, the working

alliance is a set of observable activities performed by the participants by which social influence in supervision is inferred to occur.

Statement of the Problem

This general task of this research was to investigate aspects of the relationship between the counselor supervisor and the counselor trainee, where the relationship was construed as a "working alliance" that facilitated the process of social influence in counselor supervision. This task implied a two-fold research strategy. First, attempt was made to construct a measure of the working alliance. In this phase of the research, the working alliance was considered from the standpoint of both of the participants, the supervisor and the trainee. Two parallel forms of the measure of the working alliance were constructed for supervisors and trainees. The items on the trainee version were mirror adaptations of the items on the supervisor version. Both versions were necessary to offer a balanced view of the working alliance.

Secondly, the study was an investigation of the relationship that exists between the measure of the working alliance and certain supervision outcomes. The measure of the working alliance was validated against certain counselor supervision outcome measures based upon the supervisors' and trainees' perception of the working alliance. Three analyses were conducted. Specifically, in the first analysis, attempt was made to correlate trainees' scores on a measure of supervisory style with supervisors' and trainee's scores on the

measure of the working alliance; in the second analysis, supervisor's scores on a measure of supervisory style were correlated with the supervisors' and trainee's scores on the measure of the working alliance; and in the third analysis, trainees' and supervisor's scores on the measure of the working alliance were correlated with trainee self-efficacy scores. The material in the remainder of this chapter will contain a review of the literature in counselor supervision.

Review of the Literature

In the training of counseling psychologists, supervision is often used to refer to an interaction or process that occurs between two individuals, a counselor trainee and a counselor supervisor. The purpose of counselor training through supervision is to facilitate the skill development of the trainee, enhance the trainee's understanding of the client, and to generally help the trainee provide the best service possible to his or her clientele.

For most trainees, supervision of these tasks has its beginnings in the training years. Thus, the function of the trainee in this setting is to learn, and the implied function of the supervisor is to teach (Bauman, 1972). Ideally, the goals of the supervisor and trainee combine to form an atmosphere that will facilitate the trainee's learning (Fleming and Benedek, 1966). Supervision in counseling psychology then, can be viewed as a combination of the supervisor,

trainee, and their resulting relationship. The combination of these elements result in the formation of the counselor supervisory relationship.

Research in counselor supervision has been defined as a process that includes the supervisor, the trainee, and the interaction that occurs between these participants (Hess, 1980). Whether or not the trainee increases his/her effectiveness with clients through supervision is dependent upon and effected by such things as the skill level of the supervisor and trainee, the client material presented by the trainee, the participants' theoretical orientations to counseling, and the trainee's level of experience, to name only a few.

The early focus of research in the area of counselor supervision was on the development of the trainee's initial counseling skills (Matarazzo, 1978). Five general methods of teaching and supervising were identified in the skills development area. Those methods included didactic instruction, supervisor modeling, direct observation of the trainee's interview, "in process" supervision interventions, and feedback on audio/video recordings after the session (Matarazzo, 1978). Two examples of the skills acquisition approach are Interpersonal Process Recall (IPR) (Kagan, 1980) and Microcounseling (Forsyth & Ivey, 1980).

IPR is a teaching procedure that allows the trainee to focus on his/her skills by recalling feelings and/or thoughts that occurred in the process of counseling a client. The supervisor and the trainee listen and/or watch a tape of the trainee's counseling session and

stop the tape at critical points to explore the process. The focus of the interaction is skill acquisition.

Microcounseling is a systematic format for teaching and learning specific helping skills. The skills needed by the trainee for counseling are broken down into specific and single helping skills. Skills are presented and trainees practice and rehearse with supervisor feedback. The supervisor serves as an objective observer, and analyses and evaluates the trainee's performance.

The general results of these research efforts in counselor skills acquisition suggest that trainees prefer and learn from more structured forms of supervision than from less structured, affectively oriented forms of supervision. These research efforts seemed to focus on the specific technique of counseling, and supervisor style was generally defined by reference to the supervisor's theoretical orientation (Goodyear & Bradley, 1983).

Arbuckle (1963) disagreed with a specific content orientation to counselor supervision. He argued that supervisors should develop a nonevaluative relationship with students similar to the nonevaluative relationship that they have with clients. This notion that supervision was similar to psychotherapy resulted in the view that counselor supervision was a parallel process with psychotherapy (Doehrman, 1976).

Doehrman (1976) used an intensive case study approach to observe the identifications and counteridentifications between supervisors and trainees. Doehrman was able to observe how the trainees acted out those identifications with their clients and other

supervisors. The trainee in the study was assigned an ambivalent client, and soon ambivalence was observed between the trainee and the supervisor. The supervisor used therapeutic techniques to reduce his power with the trainee, and thus reduced the trainee's resentment. The trainee, in turn, confronted the client's ambivalence. The process of therapy resulted in a parallel interaction with the supervisor which was a reflection of the therapeutic process. The supervisor's intervention resulted in a second parallel process that created a similar interaction with the client.

Delaney (1973) proposed a model that suggested that the counselor supervisor use a conceptual contract with the trainee in a similar fashion to the relationship with the client. The contract would include an initial session, development of the relationship, goal setting, intervention, and termination.

More recently, Kennard, Stewart, and Gluck (1987) investigated the relationship between trainees and supervisors. Their study looked at the effect of the supervisor's style and orientation on the trainees reporting of positive and negative experiences in supervision. One finding of the study was that trainees who had positive supervision experiences perceived themselves as interpretive with their clients in therapy. These trainees perceived their supervisors as being interpretive which the authors felt offered some support for the theoretical hypothesis of the parallel process.

Lambert (1974) compared the process of supervision with that of counseling by examining the behavior of five professional therapists in both situations. The subjects recorded ten sessions with clients

and trainees. The tapes were then rated for the therapist/supervisors level of respect, genuineness, empathy, and specificity in both situations. Results indicated that the subject's level of respect and genuineness was equal in therapy and supervision. However, less empathy and specificity were used in supervision than in counseling by the therapist/supervisors. These results imply that elements of the supervision process parallel counseling, but that there might be a distinct difference between the supervisor - trainee and the counselor -client interaction.

The parallel process approach to counseling supervision differed from the skills acquisition approach in that specific teaching was not the focus of the supervisory relationship. It was, however, similar in that it dealt with the shaping of the trainee's skills relative to the client. The focus was not the supervisory relationship, but rather the skills of the trainee. Within the last few years there has been a disenchantment with the extrapolation from counseling theory to the supervisory experience (Holloway, 1986), and there has been a call for a new approach to the study of counselor supervision (Loganbill, Hardy, & Dellworth, 1982; Stoltenberg, 1981; Holloway, 1982; Holloway & Hosford, 1983; Holloway & Wampold, 1983)

Stoltenberg (1981) offered a developmental model of supervision that resulted in a shift in research focus in counselor supervision to a developmental perspective. Loganbill, Hardy, and Dellworth (1982) did an extensive literature review and cited inadequacies in the previous focus of counselor supervision. Holloway (1986) suggested that the relationship between the supervisor and trainee was a viable

but neglected area of study in counselor supervision. In other studies (Holloway, 1982; Holloway & Hosford, 1983; Holloway & Wampold, 1983) the importance of the relationship in counselor supervision was demonstrated through the investigation of supervisor and trainee verbal patterns. The analyses of the verbal patterns demonstrated the reciprocal influence that occurs in the supervisory process.

Current interest in counselor supervision has shifted to the progression and development of the trainee through the training experience. There has been a proliferation of developmental models in the literature of psychiatry, psychology, and social work (Worthington, 1984). Within the specialty of counseling psychology, several major developmental models of supervision have appeared (Bernard, 1979; Blocher, 1983; Littrell, Lee-Bordin, & Lorenz, 1979; Loganbill, Hardy, & Delworth, 1982; Stoltenberg, 1981; Yogev, 1982).

Bernard's (1979) developmental model of supervision proposed two dimensions: supervisor roles (teacher, counselor, consultant), and the functions of supervision. The function of counselor supervision was to develop the trainee's process, conceptualization, and personalization skills.

Littrell, et al. (1979) proposed a single dimension, four stage model of counselor supervision. At stage one, the supervisor acts as a facilitator as the pair attempt to form a relationship. In stage two the supervisor becomes a teacher/counselor and takes responsibility for structuring and managing the supervision sessions. In stage three the trainee begins to take more responsibility for the supervision, and operates independently in stage four.

Stoltenberg's model of counselor development builds on Hogan's (1964) four stages of supervision and Hunts (1971) Conceptual System Theory. The premise of the theory is that there are qualitative differences in addition to mere quantitative differences in skill level of the trainee and in the trainee's knowledge of theories. He combined Hogan's stages and Hunt's optimum environments that facilitate advancement to arrive at his four stage model. Specifically, the stages are: dependence on the supervisor, dependence - autonomy conflict, conditional dependency, and master counselor.

Loganbill, et al. (1982) offered a developmental model of supervision based on four assumptions. First, they assumed that core concepts in developmental theory apply to the development of counselor/therapists. Second, they assumed that distinct stages exist, and third, that the trainee will progress through the stages in a sequential order. Finally, they assumed that growth within and between the stages will assume a careful sequence. Their comment was predicated on Stoltenberg's model and suggested stages of stagnation, confusion, and integration, for counselor development.

Yogev (1982) has outlined an eclectic model of supervision that integrates three distinct orientations to supervision: acquisition of practical skills, supervisees growth and interpersonal relationships, and mastery of cognitive knowledge. The model is like other developmental models in that it suggests distinct stages of trainee development. Stage one is role definition and involves setting goals, forming a relationship with the supervisor and understanding

evaluations. Stage two is skill acquisition, and stage three involves the performance of counselor tasks independently.

Blocher's (1983) developmental model of supervision includes the creation of an environment that will optimize the trainee's learning. In that sense, his model is similar to Stoltenberg (1981). However, Blocher differs from Stoltenberg in that he does not assume that counselor preparation will create a distinct set of developmental stages. Rather, the trainee's development is seen as a idiosyncratic process determined by the unique needs of the trainee. The supervisor's task is to structure the learning environment to facilitate the trainee's acquisition of more complex skills and a deeper understanding of human interactions.

The research activity that has been generated by these developmental models has offered limited support for the developmental perspective. Further, a considerable amount of the research in the developmental model of counselor supervision has tended to focus on one element of the process and then has defined supervision without reference to the relationship between the participants. Thus, studies have focused on trainee's skills and level of experience (Riesing & Daniels, 1983; Hill, Charles & Reed, 1981; Miars, Tracy, Ray, Cornfield, O'Farrell, & Gelso, 1983), trainee role conflict (Friedlander, Keller, Peca-Baker, & Olk, 1986), or trainee attributions of the supervisor (Worthington & Stern, 1985; Friedlander & Snyder, 1983); the supervisor's skill/experience level (Worthington, 1984), behavior (Heppner & Handley, 1982), or style (Friedlander & Ward, 1984; Worthington & Roehlke, 1979); and supervision settings or

tasks (Heppner & Roehlke, 1984), such that attempt is made to demonstrate a change in these elements over time.

Reising and Daniels (1983) focused on trainee's skills and level of experience in an investigation of Hogan's (1964) model of counselor development and supervision. They used a cross sectional sample of 141 counseling psychology graduate trainees, interns, and professional staff in twenty counseling centers. Their intent was to investigate the underlying structures of the Hogan model. Subjects completed the Counselor Development Questionnaire, a measure used to reflect various issues subsumed in Hogan's model. Sixteen factors emerged that strongly supported Hogan's model. While the authors found differences in trainee skill acquisition at different trainee levels, the data suggested that a single stage model is inadequate to describe the issues subsumed in Hogan's model.

In another study of trainee skill acquisition and level of experience, Hill, Charles, and Reed (1981) followed twelve students for three years. They noted that most changes in higher order counseling skills were generally attributed to high versus low experience groups. Their results indicated that there were no significant differences on level of experience for skill acquisition.

Friedlander, Killer, Peca-Baker, and Olk (1986) investigated trainee role conflict and the effects of that conflict on the trainee. Subjects were assigned to one of four conditions: conflict, no conflict, neutral conflict, and control. The dependent measures were the trainee's self evaluations, state anxiety level, and performance. They sought to determine whether trainee's conflict-

prone position in the supervisory relationship produces adverse effects on their internal reactions and performance as counselors. In the conflict and no conflict conditions, the trainees received positive or negative comments about their plan of action for an identified client. An assumption was made that the impact of the supervisor's recommendations would differ depending on the trainee's perceived self efficacy as a counselor. Results indicated that supervisor-trainee conflict may have few detrimental effects on the trainee's internal reactions or behavior. They did find an inverse relationship between performance and anxiety, and between anxiety and counselor self efficacy. These results seem to indicate the importance of the relationship across levels of training.

Miars, Tracy, Ray, and Cornfield (1983) investigated whether practicing supervisors perceived themselves as varying their supervision style across four trainee experience levels. Further, the study focused on whether several supervisor demographic variables were related to the degree to which some supervisors might vary the supervision process more than others. Thirty-seven supervisors rated the degree to which the supervision that they gave varied across three trainee levels. Results indicated that there was some difference in supervisor style between the second and third trainee levels, but no other differences were found. They also found that psychodynamically oriented supervisors were more discriminating toward their trainees in that they varied their presentation according to trainee experience level.

Trainee attributions about their supervisors was the focus of a study by Worthington and Stern (1985). They hypothesized that the quality of supervisory relationships and their development throughout a semester practicum would depend on trainee experience level and supervisor status, the gender of each and which supervisor-trainee pairs were matched for gender. The results of the trainees' ratings suggested that their perceptions of the supervisor play a large role in determining the quality of the supervisory relationship.

Friedlander and Snyder (1983) assessed trainee expectations of supervision using Stoltenberg's (1981) model of optimum learning environments. They developed the Self-Efficacy Inventory for use in this study. Eighty-two trainees in part-time practicum or full-time internship served as subjects for the study. Results indicated that trainees who were more confident, and trainees who had higher expectations that supervision would have an effect on them and on their clients, expected more from their supervisors. Trainees expressing more self efficacy had higher expectations for supervisor expertness and evaluation. These trainees seemed to have expectations that a positive relationship would positively effect their growth as counselors.

Worthington (1984) conducted an investigation of the effects of supervisor skill and experience level on trainee development. He assessed the trainee's perception of supervisor behaviors by having the trainee's rate the occurrence of specific supervisor behaviors during the preceding semester. The trainee sample consisted of students at four levels of practicum training and were from counseling

agencies across the United States. They did not find any significant differences between practicum levels. They did find differences in trainee perceptions of supervisor behaviors between settings, and they also found differences in perception between beginning and intern level trainees. The beginning and intern level experiences are new for the trainee and probably require a different type of relationship. It would follow that behavioral presentations of the supervisors would vary at those times.

Worthington and Roehlke (1979) addressed the issue of the effects of supervisor style on the development of the trainee. Sixteen supervisors of beginning practicum students rated the importance to good supervision of forty-two supervisor behaviors. At the end of the semester, thirty-one trainees rated the frequency with which supervisors actually performed each of the forty-two supervisor behaviors. The trainees also rated their satisfaction with supervision, their supervisor's competence, and the contribution of the supervisor to the improvement of their abilities. The results indicated a differential perception of the relationship. Supervisors thought that feedback was most important, while trainees felt that having a supervisor who provided a relatively structured learning environment was important. Trainees who thought that a learning environment existed in supervision also reported the existence of a positive and pleasant supervisor-trainee relationship.

In an attempt to better understand supervisor style and its impact on trainee development, Friedlander and Ward (1984) developed the Supervisor Styles Inventory. They identified supervisor style as

the distinctive manner in which the supervisor approaches and responds to the trainees, and investigated the implications of that style on the supervision. They discovered three factors in the supervisor's style: Attractiveness (ATT), Interpersonally Sensitive (IS), and Task Oriented (TO). Scores on IS and TO were found to differentiate between behavioral and dynamic supervisors, while scores on ATT were seen to be constant across supervisors. The results of this study seem to imply the existence of a constant relationship variable that cuts across theoretical boundaries.

Heppner and Handley (1982) investigated the relationship between supervisory behaviors and perceived supervisor expertness, attractiveness, and trustworthiness. Subjects were thirty-three graduate students in beginning level practicum, and twenty advanced doctoral students. The trainees were asked to rate their supervisors for expertness, attractiveness, or trustworthiness using the Counselor Rating Form (Barak & LaCrosse (1975). They also rated the supervisors behavior on the Supervision Questionnaire (Worthington & Roehlke, 1979). They found that all three factors on the Counselor Rating Form were more highly correlated with the evaluative factor on the Supervision Questionnaire. They also found that trustworthiness and attractiveness were more important to the trainee in supervision than was expertness. Again, the relationship and the trainee's perception of the relationship seem to be critical variables in the training experience.

The supervisor's behavior was studied further by Heppner and Roehlke (1984). They studied supervisor behaviors at different

trainee levels, and what implications different supervisor behaviors might have for the developmental model. The trainees represented beginning practicum, advanced practicum, and doctoral interns. The dependent measures were the trainee's perception of the specific supervisor behaviors that contributed to supervisory effectiveness, interpersonal influence of the supervisor, and the trainee's perception of critical incidents. They found that different levels of trainees require different behavioral presentations from their supervisors. They noted that as the trainee progresses in his/her development, the person of the trainee is increasingly likely to become the focus of supervision. The progression seems to be from a focus on teaching skills to process/conceptualization. It seems obvious that the needs of the trainee would change as their training progresses. The study failed, however, to address the specific relationship issues that underlie the behavioral presentations of the supervisor. Clearly, the trainee's perception of the relationship changes over time.

Recent criticism of the developmental approach to the study of supervision has suggested that other underlying mechanisms should be investigated (Holloway, 1986). Holloway investigated the developmental approach to the study of counselor supervision through a review of five major developmental theories. Holloway's general findings imply that the developmental formation of the trainee's professional identity is not the primary mechanism involved in changes that occur in the trainee. Rather, she suggests that the common mechanism operating in all of the models is the supervisory

relationship. Holloway concludes that it could be the supervisory relationship itself that is responsible for changes in the trainee such as initial vulnerability and final independence. Martin, Goodyear, and Newton (1984) conducted an intensive case study of counselor supervision and concluded that the relationship was the primary focus of the first several sessions. However, within the area of counselor supervision, one area of the interaction that has received little direct empirical attention to date is the supervisor - trainee relationship and the impact of that relationship on the trainee (Worthington, 1984).

Holloway and Wolleat (1981) used Blumberg's System for Analyzing Supervisor-Teacher Interactions to look at the style of the supervisor within the supervision relationship. These authors criticized previous research in supervision as being unidirectional, i.e. from the supervisor to the trainee. Previous research has tended to ignore the interactional aspects of the encounter. Holloway and Wolleat used twelve beginning doctoral students and analyzed verbal interactions. Their results suggested a need to identify response categories that need to be included and deleted from the repertoire of the supervisor's technique. Their findings point again to the importance of the supervision relationship.

Holloway and Wampold (1983) further investigated the relationship in supervision through a study of the relationship between verbal patterns of behavior in supervision and supervisor's and trainee's judgements of satisfaction with supervision. Their results indicated that verbal patterns of interaction are good

predictors of trainee and supervisor judgements of satisfactions with supervision.

Ward, Friedlander, Schoen, and Klein (1985) examined supervisory evaluations from the perspective of social influence. They cited performance evaluations as being a major aspect of supervision. Trainees have a need to influence their supervisor's impressions of their work. The purpose of the study was to investigate the influence of the trainee's behavior on the supervisor's impressions. The success or failure of the trainee's work with the client is an important element in the supervisor's evaluations. Supervision requires the trainee to offer explanations for client progress or lack of progress. This condition often elicits defensive explanations. Eighty experienced supervisors were assigned to different treatment groups, and then listened to and rated an audiotape of a female trainee and a male supervisor. The experimental condition of client improvement (improved - worsened) was varied on the tape, as well as was the placement of responsibility for the improvement, i.e. trainee accepted responsibility (counterdefensive) or trainee placed responsibility on the client (defensive). The results were consistent with the self-presentational view of social influence. Counterdefensive trainees were rated higher than defensive trainees by their supervisors on social skills dimension, but they were rated lower on a self-confidence dimension.

In another investigation of supervision within the social influence process, Ward (1986) investigated the supervisor's position of authority in supervision, and how the supervisor's style effects

the relationship in supervision. Ward used the Supervisor Styles Inventory (SSI) (Friedlander & Ward, 1984) to investigate what actually occurs during the supervisory process. Subject's perceptions of their supervisor's style were compared with the actual language of the supervisory interaction. The supervisory verbal responses were classified with Blumberg's System for Analyzing Supervisor-Teacher Interactions (Holloway, 1982). Ward found high endorsement of Friedlander and Ward's (1984) premise that the attractive dimension is a common denominator of the supervisory interaction. The relationship and the development of the relationship is a central element in the supervisory process.

The findings of this study lend further support to the importance of the relationship in the supervisory process. Attempt was made to identify some of the elements of the supervisor/trainee relationship, and then to measure those elements. An inventory was created in an attempt to reflect some of those elements, and it was then submitted to supervisor and trainee dyads. The resulting scores were factor analyzed and then correlated with existing supervision inventories. Finally, attempt was made to use the inventory to predict trainee self-efficacy scores.

CHAPTER II

METHOD

Scale Construction Procedures

Initial Scale Conception

The purpose of the supervisory working alliance inventory was to determine whether the concepts introduced in Chapter I and those that will be mentioned below could be reliably and validly scaled. If so, it was expected that such a measure might have utility in studying the process of counselor supervision, and in evaluating its effectiveness.

The concept of the supervisory working alliance is derived by extrapolation and made available for use in this research. It comes from Greenson's (1967) concept of the "working alliance" between the analyst and patient in psychoanalysis, from the work of F.P. Robinson (1950) on the "working relationship" in counseling, from Gelso and Carter (1984) and Patton (1984) on the "working relationship" between the counselor and the client in counseling, and from Bordin's (1983) conception of the "working alliance" in counselor supervision.

The working alliance in counselor supervision is seen as an interactional process between the supervisor and trainee. The formation and maintenance of the working alliance is then contingent upon such things as mutual agreement between the participants and understanding regarding the goals to be achieved in supervision, and

the tasks of each participant (Bordin, 1983). Presently, two broad dimensions of activities were conceived for the scale: the set of activities performed by the supervisor, and the set of activities performed by the trainee. The first dimension, the set of activities performed by the supervisor, is designed as invitations or requests to the trainee to collaborate in acquiring an expert understanding of the client and in planning how to treat the client. This set of activities includes the supervisor's display of theoretical and technical knowledge and skill in an attempt to bring the trainee under the supervisor's influence. Included in this dimension are the supervisor's attempts to analyze the trainee's level of technical functioning, roadblocks to the trainee's learning, and acquisition of ethical/professional principals.

The second dimension, the set of activities performed by the trainee, includes activities the trainee performs in response to the supervisor, as well as those the trainee may initiate him/herself. If a working alliance is to occur, the trainee must enter supervision willing to define self as less knowledgeable and skilled, be willing to understand and to identify with the supervisor's theoretical/technical knowledge, and have the capacity to try to implement with clients the knowledge and skill gained in supervision (cf. Greenson, 1967, p. 45-48). Further, these trainee responses to the supervisor's initiatives should be evident to the supervisor in the areas of deferring to the supervisor's knowledge and skill, implementation of suggestions for treatment with clients, and

identification with the supervisor's theoretical and technical knowledge.

Item writing and response format

The conception of the working alliance was operationalized through a job/task analysis completed by subject matter experts (SME's) in a counselor training setting. The analysis was done to define specific tasks of supervision that follow from the working alliance. A sample of 10 supervisors from an APA approved internship program in professional psychology were recruited to serve as SMEs. These persons were given a definition of the supervisory working alliance. They were then asked to list specific items or tasks that might occur within the supervisor/trainee relationship and that could serve to facilitate the relationship (see Appendix C). The results of the analysis indicated that the tasks could be placed in two categories: supervisor tasks and trainee tasks (see Appendix D).

These tasks served then, as a guide for item writing. Item content consisted, therefore, of references to a range of trainee and supervisor activities, as suggested by the results of the job/task analysis. Thirty items were written in a Likert format and administered to counselor supervisors (see Appendix A) and trainees (see Appendix B). The items that were administered to the trainees and the supervisors were mirror adaptations of each other. The direction of the items was changed to accommodate the trainee or supervisor. In responding to each item, the supervisor and the trainee were asked to indicate the extent to which the activities

characterized his/her own trainee/supervisor in supervision and his/her behavior in supervision. The scale was anchored from "almost never" to "almost always".

Scale Construction And Validity Estimates

Research in the area of counselor supervision over the past five years has been directed at the trainee's development and how the supervisor changes supervision strategies to accommodate the trainee's perceived level of professional development (Holloway, 1986). The method used has usually involved self-report measures of the trainee's perceptions of supervisor behavior which are then correlated with an index of trainee satisfaction (cf. Worthington & Stern, 1984). The goal of this type of research is to predict what kind of supervisor behavior best facilitates the trainee's professional development.

Generally, data collection has been done at five levels of trainee experience, from pre-practicum to internship. The results have indicated that differences in levels exist primarily between beginning and internship level trainees, and the differences appear to be centered in the characteristics ascribed to these two extreme levels by trainees and supervisors (Holloway, 1986). Thus, supervisors often see themselves as providing a different learning environment for entry level and intern level trainees.

According to Holloway (1986), these findings seem to imply that the change in the trainee is more dependent on the supervisory relationship than the developmental process of developing a professional identity. Therefore, it could be that the

characteristics of the relationship of interaction, the working alliance, may be the most influential aspect of the trainee's learning experience.

If the elements of the working alliance exist and if they can be effectively measured, then there might be a relationship between elements of the working alliance and certain outcomes of the supervision process. Trainees who have formed a working alliance with a supervisor might be expected to feel greater satisfaction, evidence greater understanding of client material, experience reduced anxiety regarding professional competence, and feel more positively regarding their overall professional development.

This study was an attempt to construct a measure of the working alliance and then to investigate what, if any, relationship existed between the measure of the working alliance and certain supervision outcomes.

Subjects. A sample of 605 professional counselor trainers and 605 trainees affiliated with doctoral internship training programs and doctoral graduate academic programs in counseling and clinical psychology were recruited as research participants in this study. According to Holloway (1986), there is little evidence to suggest that sampling trainees at the various levels of training has adequately represented the developmental model. Further, as stated above with regard to previous research, the only systematic differences in experience levels were found at the beginning and the internship levels, and these could be accounted for through the social influence

process (cf. Holloway, 1986). This study was concerned with the impact of the working alliance on the trainee as exemplified through the influence process and the impact of the process on trainee performance. Therefore, the initial inquiry focused on the supervisor/trainee dyads at the advanced doctoral level, i.e. doctoral practicum or internship. These subject's responses were used in all phases of the data analysis and represent a fold-back sample. The focus of the factor analyses was the responses of the supervisors and the trainees as two groups. The focus of the correlational analyses was the supervisor/trainee dyads.

Procedure. Training directors and trainees at internship programs in professional psychology listed with the Association of Psychology Internship Centers, and training directors and trainees of counseling and clinical graduate programs in psychology were contacted and asked to serve as subjects for the study. The scales were mailed to the training directors, along with instructions for their distribution to the trainees and for their completion. The training directors were asked to participate if they were currently serving as the supervisor of a trainee. If they were not currently supervising a trainee, they were asked to give the materials to an active supervisor at their facility. The supervisor distributed the respective scales to their designated trainee. The supervisor completed the measure of the supervisory working alliance and a measure of supervisor styles, and the trainee completed the measure of the supervisory working alliance and two supervision outcome measures. All forms were

returned to the supervisor. The trainees were provided with an envelop to ensure the confidentiality of their responses. A return addressed and stamped envelop was provided to the supervisor for the return of these materials.

Measures. Supervisors were be asked to complete the supervisory working alliance inventory (supervisor's version) for a specific trainee that they were supervising (see Appendix A). Their rating constituted their assessment of the working alliance (or lack thereof) that they had formed with their specific trainee. Included in the mailing was also a copy of the supervisor version of the Supervisory Styles Inventory (SSI-S) (Friedlander and Ward, 1984). The SSI-S contains items that asked the supervisor to assess "your own style" as a supervisor (see Appendix E). The SSI-S was included to help assist in obtaining estimates of predictive validity with the measure of working alliance.

The Supervisory Styles Inventory (one version for supervisors, one version for trainees) is a measure of the degree to which a supervisor (or trainee) endorses behaviors representative of each of three orthogonal dimensions of supervisory style: attractive, interpersonally sensitive, and task-oriented. The SSI consists of 25 scorable adjectives, plus eight filler items that are rated along 7-point Likert-type scales from 1 = not very to 7 = very. Raw scores on the designated items for each scale are summed, and then the raw sums are divided by the number of items in order to obtain a mean scale index. The scale index ranges from 1 to 7, with a higher mean score

indicating a greater endorsement of the particular style. The SSI scales were found to have high reliability and validity (convergent and discriminate). Internal consistency alphas ranged from .76 to .93, test-retest reliabilities at two-week intervals ranged from .78 to .94, and item-scale correlations ranged from .38 to .88 (Friedlander & Ward, 1984).

Three instruments were used with the trainees: the supervisory working alliance inventory (trainee version) (see Appendix B), a Self-Efficacy Inventory (SEI) (Friedlander and Snyder, 1983), and the trainee version of the Supervisory Styles Inventory (SSI-T) (Friedlander and Ward, 1984). The SEI was created in a study of the developmental model of supervision to test trainees' expectations for the supervisory process (Friedlander and Snyder, 1983). Trainee self-efficacy is the trainee's feelings about his/her abilities to perform certain counselor activities e.g., therapy, assessment, crisis intervention). Items for the SEI came from a list of desired competencies for practicum level trainees developed by a committee of counseling supervisors. The items were then rated by chosen faculty for their appropriateness and importance to counseling practice. The appropriateness of each item was rated yes or no and the items importance was rated on a 1 to 5 scale. Inclusion criteria were 5/6 agreement on appropriateness and $X \geq 3.4$ on importance. The SEI covers five domains: completion of academic requirements, assessment, individual counseling, group and family intervention, and case management. Trainees indicate their confidence in their ability to perform 21 activities effectively on a scale from 0 = not confident to

9 = completely confident. Scores range from 0 to 189 with higher ratings reflecting stronger self-efficacy expectations. Cronbach's coefficient alpha was .93 on this sample of counselor supervisors (Friedlander & Snyder, 1983).

The trainee version of the supervisory working alliance inventory provides an index of the trainee's perception of the working alliance in supervision. The SEI provides an estimate of the strength of the trainee's self-efficacy expectancies in several areas of practice (see Appendix F). The SSI-T (see the discussion of the SSI above) contains items that ask the trainee to assess "the style of your current or most recent primary supervisor" (see Appendix G).

Data Analysis

The data analysis was conducted in two phases. The first phase of the data analysis involved obtaining estimates of scale reliability and validity for the supervisor and trainee versions of the supervisory working alliance. The second phase of data analysis involved obtaining measures of concurrent and predictive validity for the measures of the supervisory working alliance. As indicated above, the supervisors and trainees were considered separately for the factor analyses, and as dyads for the correlational analyses.

Estimates of scale validity

The thirty items in each version of the supervisory working alliance were submitted to a principle components factor analysis

using an varimax orthogonal rotation (Nie, Hull, Jenkins, Steinbrenner, & Bent, 1975). This procedure was used to identify factors whose eigenvalues were greater than 1.00, and to determine whether the items formed one or more independent and interpretable dimensions. The items of both versions were found to be moderately correlated and a simple structure was not achieved with an orthogonal rotation. Consequently, further analysis was done on each version using an oblique rotation. As well, the correlations between the resulting factors were also obtained.

Estimates of scale reliability

Items with factor loadings of .45 or greater were retained for the remaining analysis. These items were then submitted to an item analysis using Cronbach's alpha to obtain estimates of individual item and overall scale reliability. Items that achieved a .3 or better item-to-total-scale correlation were retained for further analysis.

Concurrent validity estimates

An estimate of concurrent validity was obtained by examining the relationship between the trainees' ratings of their supervisors' style as evidenced by scores on the three scales of the Supervisory Styles Inventory -trainee version (SSI-T) and the supervisory working alliance inventory completed by their supervisors. It was expected that high scores by trainees on the measure of the supervisory working alliance would correlate positively with scores on the attractive and interpersonally sensitive dimensions of the SSI-T. An estimate of

concurrent validity was also obtained by examining the correlation between supervisors' scores on the supervisory working alliance inventory and the three scales of the Supervisory Styles Inventory - supervisor version (SSI-S). It was expected that a high score on the supervisory working alliance inventory would correlate positively with scores on the attractive and interpersonally sensitive dimensions of the SSI-S. Finally, an estimate of concurrent validity was obtained by examining the correlation between trainees' scores on the supervisory working alliance inventory and the SSI-T and the SSI-S. High trainee scores on the measure of the supervisory working alliance were expected to have the same indications for the SEI and the SSI-S as those mentioned for the supervisors.

Predictive validity estimates

Finally, an estimate of predictive validity was obtained by examining the correlation between trainee scores on the Self-Efficacy Inventory and the scales of the supervisory working alliance inventory. Consequently, a regression model was constructed from an analysis of the correlations of the respective scales and regressed on the trainee's scores on the Self-Efficacy Inventory.

CHAPTER III

RESULTS

Preliminary Analysis

Sample

Six-hundred-fourteen training directors of internship programs listed in the 1985-1986 directory of the Association of Psychology Internship Centers, and training directors of graduate training programs in counseling and clinical psychology were contacted by mail and asked to participate anonymously in an investigation of "the relationship between a supervisor and a trainee in counseling/therapy supervision". Of the 204 returned questionnaires, 179 contained complete data. The total return rate, not including letters returned "addressee unknown", was 33 percent. The sample represented 42 states, Washington. D. C., and Canada.

The supervisors in the sample represented doctoral level psychologists from university counseling centers (31%), outpatient clinics (33%), U.S. Veterans Administration Medical Centers (13%), and state and private psychiatric hospitals (21%). The supervisors had an average of 10 years supervisory experience ($SD = 7.821$), and an average of 15 years therapy experience ($SD = 8.822$). All of the supervisors were currently supervising interns or advanced practicum students. Most of the supervisor's theoretical orientation to counseling was psychodynamic (25%), cognitive behavioral (17%), or

eclectic (27%), although eight different approaches were identified. Of the 179 respondents, 112 were supervising in clinical psychology programs, and 42 in counseling psychology programs. There were 107 male and 64 female supervisors (8 missing cases), and the mean age for the supervisor sample was 41.96 ($SD = 10.190$).

The trainees in the sample represented doctoral level interns and advanced graduate students. The settings that the trainees represented were the same as the supervisor settings: university counseling centers (31%), outpatient mental health clinics (33%), U.S. Veterans Administration Medical Centers (13%), and state and private psychiatric hospitals (21%). The trainees had an average of 5.7 years of therapy experience ($SD = 7.898$). All of the trainees were currently being supervised by a doctor level psychologist in an internship or practicum setting. Most of the trainees' theoretical orientation to counseling was listed as psychodynamic (28%), cognitive behavioral (19%), or eclectic (16%), although eight different approaches were identified. Of the 173 respondents, 83 listed themselves as clinical psychology students and 73 as counseling psychology students. There were 71 male and 93 female trainees (14 missing cases), and the mean age for the trainees was 29.95 ($SD = 10.50$). The minimum age of the trainees was 23, and there were many trainees between the ages of thirty-five and forty.

Factor Analysis

Supervisors' (N = 179), and the trainees' ratings (N=173) on the 30 items of the measure of the supervisory working alliance were each submitted to an iterative principal components factor analysis.

Supervisor Scales

Eight factors emerged from the analysis of the supervisors' scores. Four factors had eigenvalues greater than one, accounting for 100% of the variance in the supervisor's ratings. Subsequently, a four factor solution was requested. Three principal factors emerged with eigenvalues greater than one, accounting for 89.9% of the common variance in the supervisor's ratings (see Table 1). An orthogonal rotation (varimax) was chosen but it failed to achieve a simple factor structure. As a result, the three principal factors were rotated using an oblique rotation with Delta set at zero. Based on interpretability, two factors were retained in the supervisor version of the inventory. The two factors accounted for 81% of the common variance in the supervisor ratings.

Based on the item loadings, two scales were constructed. The first factor accounted for 59% of the common variance and had six items that loaded on it above .45 (see Table 2). Two of the items on the first factor had moderate loadings on factor two, but were retained due to their logical relation to the other items on Factor one. The second factor accounted for 22% of the common variance and had nine items that loaded on it above .45 (see Table 2). Four of the

Table 1

Results of the Factor Analysis of the
Supervisor's version of the Supervisory
Working Alliance Inventory

	Factor 1	Factor 2	Factor 3
1	.33056	.05366	-.16508
2	.21555	.41513	-.21516
3	.25022	.40912	.14556
4	.13437	.41767	.03415
5	.44633	.26319	.24066
6	.35394	.37620	.21730
7	.28955	.45953	.14833
8	.30338	.16752	-.06076
9	.10023	.27211	.32509
10	.25362	.44901	-.37823
11	.12156	.59086	-.01751
12	.29143	.11203	-.19716
13	.38636	.25966	.23958
14	.18043	.43938	-.05548
15	.64376	-.03614	-.12384
16	.57357	.00100	.03385
17	.17696	.14750	-.36279
18	.06262	.50152	-.01089
19	.06555	.34375	-.17411
20	-.01046	.49073	-.15306
21	.08143	.28373	.10602
22	.39525	.24556	-.39514
23	.70008	.17699	-.11706
24	.38410	.43971	-.19015
25	.57840	.18168	-.10913
26	.63953	.42942	-.14623
27	.43019	.37002	-.17050
28	.30622	.24929	-.49955
29	.31325	.27410	-.61000
30	.48398	.28370	-.54111
Eigenvalue	4.89807	1.86573	1.58660
Pct	58.7	22.3	19.0
Cum Pct	58.7	81.0	100.0

Table 2

Final Items for the Two Scales of the Supervisor's Version of the
Supervisory Working Alliance Inventory

Items	Item factor loadings	
	1	2
Supervisor Perception of Trainee Collaboration		
5. My trainee identifies with me in the way he/she thinks and talks about his/her clients.	.44	.26
15. In supervision, my trainee is more curious than anxious when discussing his/her difficulties with clients.	.64	-.03
16. My trainee understands client behavior and treatment technique similar to the way I do.	.57	-.00
23. My trainee appears to be comfortable working with me.	.70	.17
25. During supervision, my trainee seems able to stand back and reflect on what I am saying to him/her.	.57	.18
30. I encourage my trainee to talk about the work with the client in ways that are comfortable for him/her.	.48	.28
Supervisor Planfulness		
2. I facilitate my trainee's talking in out sessions.	.21	.41
3. My trainee brings up questions about the meaning of what his/her clients are reporting.	.18	.42
4. In supervision I place a high priority on our understanding the client's perspective.	.04	.38
7. I help my trainee work within a specific treatment plan with his/her clients.	.21	.46
10. I make an effort to understand my trainee.	.25	.44
11. My style is to carefully and systematically consider the material that my trainee brings to supervision.	-.05	.57
14. I encourage my trainee to take time to understand what the client is saying and doing.	.18	.43
18. I help my trainee stay on track during our meetings.	-.08	.47
20. In supervision, I expect my trainee to think about or reflect on my comments to him/her.	-.17	.39

items had moderate loadings on factor one but were retained due to their logical relation to the other items on Factor two. The third factor was dropped because of the relatively small amount of common variance accounted for (19%), and because none of the items that loaded above .45 on the factor.

For the rotated supervisor factors, the first factor represented over half of the known variance. The items loading highly on Factor one appeared to reflect the supervisor's perception of the trainee's cooperativeness. Consequently, the scale was given the tentative label, Supervisor Perception of Trainee Collaboration (SPTC). The items loading highly on Factor two appeared to represent the supervisor's perception of his/her own orderliness. Consequently, the scale was given the tentative label Supervisor Planfulness (SP).

Trainee Scales

Three factors emerged from the analysis of the trainee items. The three factors accounted for 100% of the common variance in the trainee ratings with two having eigenvalues greater than one. An orthogonal rotation (varimax) was initially chosen but failed to achieve a simple factor structure. As a result, the two principal factors were rotated using an oblique rotation with Delta set at minus five (see Table 3). Based on interpretability, one factor was retained in the trainee version of the inventory. The principal factor accounted for 90% of the common variance. Given the amount of common variance accounted for by the first factor and its item loadings, a decision was made to construct one thirteen item scale.

Table 3

Results of the Factor Analysis of the
Trainee's version of the Supervisory
Working Alliance Inventory

	Factor 1	Factor 2
1	.68748	-.18199
2	.81866	-.18202
3	.68242	.16640
4	.75433	.32772
5	.78456	-.07951
6	.63282	.24806
7	.65974	.31220
8	.63287	-.19740
9	.52163	.35565
10	.81705	-.16142
11	.72636	.13939
12	.62503	.05876
13	.81107	.04597
14	.77971	.21806
15	.77755	-.02602
16	.75947	-.20590
17	.55783	-.07282
18	.63370	.28635
19	.82845	.10431
20	.70148	.08810
21	.77829	.24126
22	.86296	-.10282
23	.89498	-.18553
24	.82589	.02421
25	.82605	-.01117
26	.88648	-.10306
27	.83214	-.02899
28	.80012	-.15286
29	.84173	-.14684
30	.82279	-.19436
Eigenvalue	17.24963	.97603
Pct	94.6	5.4
Cum Pct	94.6	100.0

The principal factor had ten items that loaded on it above .8 (see Table 4). The second factor was dropped because of the small amount of variance accounted for (5%), and because none of the items loaded significantly on that factor.

For the two rotated trainee factors, Factor one represented over half of the known variance. The items loading highly on this factor appeared to represent the trainee's comfortableness with the supervisor. Consequently, the scale was designated Trainee Comfortableness with the Supervisor (TCS).

Correlations Among the Scales

Correlations among the four scales of the supervisory working alliance inventory (N=173) were low to moderate (see Table 5). The highest correlation was between Trainee Comfortableness with the Supervisor and Supervisor Perception of Trainee Collaboration (.25, $p = .000$). While the scales are not orthogonal, these results provide some support for the relative independence of the scales.

Estimates of Scale Reliability

Supervisor Scales

Cronbach's alpha was used to estimate the internal consistency of each of the final supervisor and trainee scales. For the supervisor scales, alphas ranged from .327 to .572 (see Table 6). The reliability coefficient of the Supervisor Perception of Trainee

Table 4

Final Items for the Scale of the Trainee's version of the
Supervisory Working Alliance Inventory

Items	Item factor loadings	
	1	2
Trainee Comfortableness with Supervisor		
2. My supervisor helps me talk freely in our sessions.	.81	-.18
10. My supervisor makes the effort to understand me.	.81	-.16
13. I am consistent in implementing suggestions made by my supervisor.	.81	.04
19. When I do not understand my supervisor's comments, he/she gives an explanation.	.82	.10
22. My supervisor is tactful when commenting about my performance.	.86	-.10
23. I feel comfortable working with my supervisor.	.89	-.18
24. My supervisor regulates his/her comments to match my current level of understanding.	.82	.02
25. During supervision, I am able to stand back and reflect on what my supervisor says to me.	.82	-.01
26. My supervisor stays in tune with me during supervision.	.88	-.10
27. I know what is expected of me during supervision.	.83	-.02
28. My supervisor welcomes my explanations about the client's behavior.	.80	-.15
29. My supervisor encourages me to formulate my own interventions with the client.	.84	-.14
30. My supervisor encourages me to talk about my work with clients in ways that are comfortable for me.	.82	-.19

Table 5

Correlation of The Supervisor and
Trainee Versions of the Supervisory
Working Alliance Inventory

	SPTC	SP	TCS
SPTC	1.000		
SP	.216*	1.000	
TCS	.253**	.168	1.000

SPTC (Supervisor Perception of Trainee Collaboration)

SP (Supervisor Planfulness)

TCS (Trainee Comfortableness with the Supervisor)

* $p=.01$

** $p=.000$

Table 6

Item Analysis of the Final Items of the Supervisor's Version
of the Supervisory Working Alliance Inventory

	Scale Mean if Item Deleted	Corrected Item- Scale Correlation	Alpha If Item Deleted
--	-------------------------------------	--	-----------------------------

Supervisor Perception or Trainee Collaboration:

5	28.123	.327	.722
15	27.173	.573	.641
16	27.816	.504	.666
23	26.626	.572	.651
25	26.827	.457	.682
30	26.704	.326	.719

reliability coefficients 6 items

alpha = .72000 standardized item alpha = .72549

Supervisor Planfulness:

2	44.682	.359	.693
3	45.330	.393	.687
4	44.726	.397	.687
7	45.603	.349	.697
10	44.246	.346	.697
11	45.179	.516	.660
14	44.553	.402	.686
18	45.709	.392	.689
20	44.620	.367	.691

reliability coefficients 9 items

alpha = .71244 standardized item alpha = .71925

Collaboration scale was .72, and for the Supervisor Planfulness scale, the reliability coefficient was .71.

Trainee Scale

For the trainee scale, alphas ranged from .315 to .731 (see Table 7). The reliability of the Trainee Comfortableness with the Supervisor scale was .87.

Concurrent Validity

Scores on both versions of the scales of the Supervisory Working Alliance Inventory were correlated with the scales of the supervisor and trainee versions of the Supervisory Styles Inventory (Friedlander and Ward, 1984) and with the Self-Efficacy Inventory (Friedlander and Snyder, 1983). Scores on all the scales and the Self-Efficacy Inventory were computed as follows: raw scores on the designated items were summed; then, the raw scores were standardized by dividing the raw score by the number of items in the scales. This was done because the scales contained different numbers of items.

Correlations of the supervisors' and trainees' ratings on the three scales of the Supervisory Working Alliance Inventory with the three scales in the supervisor (S) and trainee (T) versions of the Supervisor Styles Inventory (designated A = attractive, IS = interpersonally sensitive, TO = task oriented) (N = 173) ranged from low to high (see Table 8).

Table 7

Item Analysis of the Final Items of the Trainee's Version
of the Supervisory Working Alliance Inventory

	Scale Mean if Item Deleted	Corrected Item- Scale Correlation	Alpha if Item Deleted
--	-------------------------------------	--	-----------------------------

Comfortableness with Supervisor:

2	73.260	.603	.869
10	73.324	.595	.869
13	73.653	.377	.879
19	72.902	.315	.881
22	72.890	.614	.868
23	72.954	.731	.862
24	73.191	.509	.873
25	73.295	.510	.873
26	73.306	.728	.862
27	73.370	.598	.869
28	72.994	.478	.875
29	73.127	.576	.870
30	73.272	.626	.867

reliability coefficients 13 items

alpha = .87935 standardized item alpha = .87751

Table 8

Correlation of Scales from the Supervisory Working Alliance Inventory with SSI scales and the SEI

	SPTC	SP	TCS	A-S	IS-S	TO-S	A-T	IS-T	TO-T	SEI
SPTC	1.000									
SP	.216*	1.000								
TCS	.253**	.168	1.000							
A-S	.446**	.259**	.122	1.000						
IS-S	.334**	.406**	.039	.434**	1.000					
TO-S	.111	.328**	-.011	.033	.184*	1.000				
A-T	.126	.030	.739**	.182*	-.042	-.046	1.000			
IS-T	.061	.098	.640**	.014	.035	-.066	.592**	1.000		
TO-T	.022	.077	.128	-.038	-.137	.374**	.181*	.251**	1.000	
SEI	.147	-.140	.216*	.020	-.155	.112	.249**	.251**	.351**	1.000
SPTC	(Supervisor Perception of Trainee Collaboration)									
SP	(Supervisor Planfulness)									
TCS	(Trainee Comfortableness with the Supervisor)									
A-S	(Attractive - supervisor version)									
IS-S	(Interpersonally Sensitive - supervisor version)									
TO-S	(Task Oriented - supervisor version)									
A-T	(Attractive - trainee version)									
IS-T	(Interpersonally Sensitive - trainee version)									
TO-T	(Task Oriented - trainee version)									
SEI	(Self-Efficacy Inventory)									

* p=.01

** p=.000

Trainee Scale

The highest correlations for the trainee scale were between Trainee Comfortableness with the Supervisor and Attractive scale (trainee version) (.74, $p = .000$), and Trainee Comfortableness with the Supervisor and Interpersonally Sensitive scale (trainee version) (.64, $p = .000$) of the Supervisory Styles Inventory. The Trainee Comfortableness with the Supervisor scale had a low correlation with the Task Oriented scale (trainee version) and all three of the supervisor version scales of the Supervisory Styles Inventory. Finally, Trainee Comfortableness with the Supervisor correlated .21 ($p = .01$) with the Self-Efficacy Inventory.

Supervisor Scales

The highest correlations for the Supervisor Perception of Trainee Collaboration scale was with the Attractive scale (supervisor version) (.45, $p = .000$), and Interpersonally Sensitive scale (supervisor version) (.33, $p = .000$) of the Supervisory Styles Inventory. Supervisor Planfulness correlated moderately with all three scales of the supervisor version of the Supervisory Styles Inventory (Attractive = .26, Interpersonally Sensitive = .33, and Task Oriented = .41 ($ps = .000$)). Both of the supervisor scales had a low correlation with the Self-Efficacy Inventory, and both scales had low correlations with the trainee version of the Supervisory Styles Inventory (See Table 8).

Prediction of Trainee Self Efficacy Scores

Finally, a question arose during the study regarding the ability of the scales of the Supervisory Working Alliance Inventory to predict ratings of Trainees' scores on the Self-Efficacy Inventory (SEI) as a measure of supervision outcome.

Regression Model

Based on an analysis of the correlations among the various scales, five variables were selected for inclusion in the regression model: Supervisors Perception of Trainee Collaborations (SPTC), Supervisor Planfulness (SP), Trainee Comfortableness with the Supervisor (TCS), Task Oriented-Trainee (TO-T), and Attractive-Trainee (TO-S). Variables were selected that had the highest correlation with SEI, the criterion, and the lowest correlation among each other. A forward inclusion solution was requested to assess the various contributions of each of the variables to the overall regression model (Hull & Nie, 1981). Results of the regression analysis indicated a multiple R of .46 and a R squared of .21. The first variable selected for inclusion in the model was Task Orientation-trainee version, and it accounted for the principal amount of the variance in the full model (.35). The variables having the least significant contribution to the full model were Supervisor Planfulness, and Supervisor Perception of Trainee Collaboration (see Table 9). Trainee Comfortableness with the Supervisor was not chosen by the program for inclusion into the model.

Table 9

Predicting Trainee Self Efficacy Scores with the Scales of the
Supervisory Working Alliance Inventory

Independent variable	Step entered	Multiple R	R Squared	B	F equal	Signif F change
TO-T	1	.35	.12	.35	24.088	.000
A-T	2	.40	.16	.19	16.051	.0082*
SP	3	.43	.19	-.17	13.050	.0146
SPTC	4	.46	.21	.16	11.354	.0229

TO-T (Task Oriented - trainee version)

A-T (Attractive - trainee version)

SP (Supervisor Planfulness)

SPTC (Supervisor Perception of Trainee Collaboration)

* p = .01

** p = .000

CHAPTER IV

DISCUSSION

The purpose of this study was to investigate the relationship between a supervisor and a trainee in counselor supervision. Attempt was made to construct a measure of the relationship, construed as a working alliance, and then to investigate the relationship that exists between the measure of the working alliance and certain supervision outcomes. Two supervisor scales and one trainee scale was constructed from the results of a factor analysis of the items from the Supervisory Working Alliance Inventory.

The results of this study support the utility of the two supervisor scales and the trainee scale in discriminating between supervisor and trainee perceptions of the relationship in counselor supervision. The pattern of the results identified one similar factor across the supervisor and the trainee versions of the Supervisory Working Alliance Inventory. This factor reflected the perception held by each participant of the supervisory relationship and of the other participant. Individual items were not identical between the scales, but that could be accounted for by the differential focus of the supervisor and the trainee.

Items on the relationship factor for the supervisor (Supervisory Perception of Trainee Collaboration) reflected the supervisor's perception of the trainee's willingness to be collaborative, curious, and comfortable in the relationship. These

were manifested in the supervisor's perception of his/her trainee's behavioral presentation; e.g., "In supervision, my trainee is more curious than anxious when discussing his/her difficulties with clients." Further, the supervisor seemed to be aware of his/her own behavioral attempts to engage the trainee e.g., "I encourage my trainee to talk about the work with the client in ways that are comfortable for him/her."

The items on the relationship factor for the trainees (Trainee Comfortableness with the Supervisor) reflected the trainee's sense of comfortableness, freedom, and identification with the supervisor. This focus was manifested in the trainee's attention to his/her own internal states; e.g., "I feel comfortable working with my supervisor", and it was manifested in the supervisor's perceived willingness to "teach" or supervise the trainee e.g., "My supervisor regulates his/her comments to match my current level of understanding."

The second factor on the supervisor version of the Supervisory Working Alliance Inventory seemed to be an evaluation of the supervisor's involvement in the relationship. Item loadings on the Supervisor Planfulness scale (SP) reflected the supervisor's attention to the trainee's material e.g. "My style is to carefully and systematically consider the material that my trainees bring to supervision". It also reflects the supervisor's perception of the trainee's skills and level of understanding e.g., "I encourage my trainee to take time to understand what the client is saying and

doing." The reliability estimates for each of the scales indicated a high degree of internal consistency.

The scales of the Supervisory Working Alliance Inventory had low to moderate correlations with each other. Because the scales are moderately correlated, it does appear that these scales are not operating as independently. It does seem logical, however, that the supervisor's perceptions of the trainee's willingness to form a relationship would not operate independently of his/her own willingness to attend to the activities in their work. The trainees in this study had a principal focus on their relationship with the supervisor and their ability to be comfortable with the supervisor. It does seem, from the low correlation of the Trainee Comfortableness with the Supervisor and Supervisor Planfulness, that the supervisors and the trainees held somewhat different views of the working alliance.

The results of this study offer some support for the Friedlander and Ward (1984) findings. The relationship scales of the Supervisory Working Alliance Inventory had moderate to high positive correlations with the Attractive and the Interpersonally Sensitive factors on the the Supervisory Styles Inventory (SSI). As expected, these scales had low correlations with the Task Oriented scale of the SSI. The Supervisor Planfulness scale appears to be similar to Task Oriented on the SSI. In both instances, the supervisor's focus is on activities, and from a perspective of teaching and guiding the trainee.

The relationship between the trainee self-efficacy scores and both supervisor and trainee scale scores was weak. The scales were not good predictors of self-efficacy. The full regression model accounted for only 21% of the variance of trainee's self-efficacy scores. It could be that self-efficacy is not a sensitive or accurate measure of supervision outcome. There is some evidence (Friedlander & Snyder, 1983) that trainee self-efficacy is related to number of previous supervisors and years of therapy experience. The factor contributing the most to the model was trainee task orientation, and the Attractive factor from the trainee version of the Supervisory Styles Inventory. Supervisor Planfulness and Supervisor Perception of Trainee Collaboration were entered into the model but were not significant in their contribution to the model. These results seem to suggest that supervisor's who are planful in attending to the tasks of supervision are probably perceived as approachable and competent by anxious trainees (Worthington & Roehlke, 1979). The establishment of a positive relationship could then facilitate feelings of self-efficacy.

The results of this study appear to have identified areas of the supervisory working alliance that support Greenson's (1967) conceptualization of the working alliance. Greenson (1967) discussed the working alliance from the position of the therapist, the patient, and the therapeutic setting. The working alliance was established and maintained by the therapist's reliability of presence and presentation, the patient's willingness to engage or relate to the

therapist, the patient's willingness to change, and the patient's comfortableness with the supervisor, to name only a few.

This study found three robust aspects of the working alliance. The trainee version was dominated by the comfortableness or rapport dimension of the first factor. The Supervisor Perception of Trainee Collaboration scale appears to be the supervisor's perception of whether the trainee is in a working mode. Supervisor Planfulness assesses the supervisor's reliability and presentation to the trainee in the session. The primary trainee factor was Comfortableness with the Supervisor which appears to be a central element in the trainee's ability to form a supervisory working alliance.

Thus, the results appear to support some of, but not all, Greenson's (1967) conceptualization. Much more could be done to measure the relationship between the Supervisory Working Alliance Inventory and Greenson's (1967) working alliance.

The characteristics and effects of the supervisory relationship appear to be a legitimate area of scientific inquiry (Holloway, 1986). Further research on the scales of the Supervisory Working Alliance Inventory and with them, on the process of the working alliance seems warranted. The counselor trainees who served as subjects in this study were interns or advanced graduate students. The further refinement of the scales of the Supervisory Working Alliance would suggest an investigation of the stability of the factors at different levels of counselor training. There is also a need to identify more adequate supervision outcome measures. If the relationship in supervision is an important element in the training

process, then further investigation of these scales to help predict supervision outcome could be a useful area of research.

This study is limited in that the total response rate was 33%, and thus resulted in a lower subject to item ratio for the factor analysis. Further, the scales were moderately correlated. Consequently, it is not known if the present factors are stable, and the need for a cross factor analysis is indicated. Finally, there were about 400 supervisors and trainees who did not respond to the study. Thus any conclusions about the working alliance and the perceptions of the supervisors or trainees do not generalize beyond the present sample at this time.

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APPENDIXES

Appendix A

Supervisory Working Alliance Inventory for Supervisors

Supervisory Working Alliance for Supervisors

INSTRUCTIONS: The following items are about events that occur in supervision between a trainee and a supervisor. Please read each item and then indicate on the scale the frequency with which the event described in the item occurs in your supervisory sessions.

	1	2	3	4	5	6	7
	almost never						almost always
1. I treat my trainee like a colleague in our supervisory sessions.	1	2	3	4	5	6	7
2. I facilitate my trainee's talking in our sessions.	1	2	3	4	5	6	7
3. My trainee brings up questions about the meaning of what his/her clients are reporting.	1	2	3	4	5	6	7
4. In supervision I place a high priority on our understanding the client's perspective.	1	2	3	4	5	6	7
5. My trainee identifies with me in the way he/she thinks and talks about his/her clients.	1	2	3	4	5	6	7
6. My trainee works with me on specific goals in the supervisory session.	1	2	3	4	5	6	7
7. I help my trainee work within a specific treatment plan with his/her clients.	1	2	3	4	5	6	7
8. My trainee feels free to mention to me any troublesome feelings he/she might have about me.	1	2	3	4	5	6	7
9. I teach my trainee through direct suggestion.	1	2	3	4	5	6	7
10. I make an effort to understand my trainee.	1	2	3	4	5	6	7
11. My style is to carefully and systematically consider the material that my trainee brings to supervision.	1	2	3	4	5	6	7

	1	2	3	4	5	6	7
	almost never						almost always
12. My trainee brings up the majority of topics that we discuss in supervision.	1	2	3	4	5	6	7
13. My trainee consistently implements suggestions made in supervision.	1	2	3	4	5	6	7
14. I encourage my trainee to take time to understand what the client is saying and doing.	1	2	3	4	5	6	7
15. In supervision, my trainee is more curious than anxious when discussing his/her difficulties with clients.	1	2	3	4	5	6	7
16. My trainee understands client behavior and treatment technique similar to the way I do.	1	2	3	4	5	6	7
17. During supervision, my trainee talks more than I do.	1	2	3	4	5	6	7
18. I help my trainee stay on track during our meetings.	1	2	3	4	5	6	7
19. When my trainee does not understand my comments, I give an explanation.	1	2	3	4	5	6	7
20. In supervision, I expect my trainee to think about or reflect on my comments to him/her.	1	2	3	4	5	6	7
21. When correcting my trainee's errors with a client, I offer alternative ways of intervening with that client.	1	2	3	4	5	6	7
22. I am tactful when commenting about my trainee's performance.	1	2	3	4	5	6	7
23. My trainee appears to be comfortable working with me.	1	2	3	4	5	6	7
24. I regulate my comments to match my trainee's current level of understanding.	1	2	3	4	5	6	7

1	2	3	4	5	6	7
almost	.					almost
never						always

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 25. During supervision, my trainee seems able to stand back and reflect on what I am saying to him/her. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 26. I stay in tune with my trainee during supervision. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 27. My trainee knows what is expected of him/her during supervision. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 28. I welcome my trainee's explanations about his/her client's behavior. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 29. I encourage my trainee to formulate his/her own interventions with his/her clients. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 30. I encourage my trainee to talk about the work with the client in ways that are comfortable for him/her. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Appendix B

Supervisory Working Alliance Inventory for Trainees

Supervisory Working Alliance for Trainees

INSTRUCTIONS: The following items are about events that occur in supervision between a trainee and a supervisor. Please read each item and then indicate on the scale the frequency with which the event described in the item occurs in your supervisory sessions.

	1	2	3	4	5	6	7
	almost never						almost always
1. My supervisor treats me like a colleague in our supervisory sessions.	1	2	3	4	5	6	7
2. My supervisor helps me talk freely in our sessions.	1	2	3	4	5	6	7
3. I bring up questions about the meaning of what my clients are reporting.	1	2	3	4	5	6	7
4. In supervision my supervisor places a high priority on our understanding the client's perspective.	1	2	3	4	5	6	7
5. I identify with my supervisor in the way I think and talk about my clients.	1	2	3	4	5	6	7
6. I work with my supervisor on specific goals in the supervisory session.	1	2	3	4	5	6	7
7. My supervisor helps me work within a specific treatment plan with my clients.	1	2	3	4	5	6	7
8. I feel free to mention to my supervisor any troublesome feelings I might have about him/her.	1	2	3	4	5	6	7
9. My supervisor teaches me through direct suggestion.	1	2	3	4	5	6	7
10. My supervisor makes the effort to understand me.	1	2	3	4	5	6	7
11. My supervisor's style is to carefully and systematically consider the material I bring to supervision.	1	2	3	4	5	6	7
12. I bring up the majority of topics that we discuss in supervision.	1	2	3	4	5	6	7

	1	2	3	4	5	6	7
	almost					almost	
	never					always	
13. I am consistent in implementing suggestions made by my supervisor.	1	2	3	4	5	6	7
14. My supervisor encourages me to take time to understand what the client is saying and doing.	1	2	3	4	5	6	7
15. In supervision, I am more curious than anxious when discussing my difficulties with clients.	1	2	3	4	5	6	7
16. I understand client behavior and treatment technique similar to the way my supervisor does.	1	2	3	4	5	6	7
17. During supervision, my supervisor talks less than I do.	1	2	3	4	5	6	7
18. My supervisor helps me stay on track during our meetings.	1	2	3	4	5	6	7
19. When I do not understand my supervisor's comments, he/she gives an explanation.	1	2	3	4	5	6	7
20. In supervision, my supervisor expects me to think about or reflect on his/her comments to me.	1	2	3	4	5	6	7
21. When correcting my errors with a client, my supervisor offers alternative ways of intervening with that client.	1	2	3	4	5	6	7
22. My supervisor is tactful when commenting about my performance.	1	2	3	4	5	6	7
23. I feel comfortable working with my supervisor.	1	2	3	4	5	6	7
24. My supervisor regulates his/her comments to match my current level of understanding.	1	2	3	4	5	6	7
25. During supervision, I am able to stand back and reflect on what my supervisor says to me.	1	2	3	4	5	6	7

	1	2	3	4	5	6	7
	almost					almost	
	never					always	
26. My supervisor stays in tune with me during supervision.	1	2	3	4	5	6	7
27. I know what is expected of me during supervision.	1	2	3	4	5	6	7
28. My supervisor welcomes my explanations about the client's behavior.	1	2	3	4	5	6	7
29. My supervisor encourages me to formulate my own interventions with the client.	1	2	3	4	5	6	7
							62
30. My supervisor encourages me to talk about my work with clients in ways that are comfortable for me.	1	2	3	4	5	6	7

APPENDIX C
Job/Task Analysis

Instructions: Please read the statement below and then write 10 to 20 items of specific activities that might answer the question.

Supervisors and Trainees must have a relationship that facilitates the trainees learning. What must each member of the working alliance in counselor/clinical supervision do to ensure that such a relationship exists?

SPECIFIC ACTIVITIES THAT EACH MEMBER MUST DO TO ENSURE A RELATIONSHIP:

Appendix D

Results of the Job/Task Analysis

SUPERVISOR TASKS

Define and set goals for the supervision.
Be aware of time issues relative to goals.
Address trainee expectations of supervision.
Be aware of interpersonal factors that interfere.
Listen to the trainees concerns and opinions
Maintain relationship boundaries.
Develop a line of communication.
Seek and provide outside resources for the trainee.
Model and discuss technical issues.
Teach interpersonal skills.
Describe alternate approaches.
Help trainee conceptualize his/her case.
Encourage questions from the trainee.
Provide theoretical and teaching knowledge.
Evaluate trainee - review written work.
Invite trainee disclosure and disclose own experiences.
Confront clients passivity in the process of supervision.

TRAINEES TASKS

Recognize limitations.
Be open to instruction.
Try new skills.
Read material.
Focus on supervisor's comments and conceptualization.
Develop professional awareness by discussing issues.
Provide material - case presentation, tapes, etc.
Provide feedback to the supervisor.
Self disclose.
Be willing to implement technical suggestions.

Appendix E

Supervisory Styles Inventory - Supervisor

Supervisory Styles Inventory

Please indicate your perception of your style as a supervisor of counseling/psychotherapy on each of the following descriptors. Circle the number on the scale, from 1 to 7, which best reflects your view of yourself.

	1	2	3	4	5	6	7
	not						very
	very						
1. goal-oriented	1	2	3	4	5	6	7
2. perceptive	1	2	3	4	5	6	7
3. concrete	1	2	3	4	5	6	7
4. explicit	1	2	3	4	5	6	7
5. committed	1	2	3	4	5	6	7
6. affirming	1	2	3	4	5	6	7
7. practical	1	2	3	4	5	6	7
8. sensitive	1	2	3	4	5	6	7
9. collaborative	1	2	3	4	5	6	7
10. intuitive	1	2	3	4	5	6	7
11. reflective	1	2	3	4	5	6	7
12. responsive	1	2	3	4	5	6	7
13. structured	1	2	3	4	5	6	7
14. evaluative	1	2	3	4	5	6	7
15. friendly	1	2	3	4	5	6	7
16. flexible	1	2	3	4	5	6	7
17. prescriptive	1	2	3	4	5	6	7
18. didactic	1	2	3	4	5	6	7
19. thorough	1	2	3	4	5	6	7
20. focused	1	2	3	4	5	6	7
21. creative	1	2	3	4	5	6	7
22. supportive	1	2	3	4	5	6	7
23. open	1	2	3	4	5	6	7
24. realistic	1	2	3	4	5	6	7
25. resourceful	1	2	3	4	5	6	7
26. invested	1	2	3	4	5	6	7

	1	2	3	4	5	6	7
	not very						very
27. facilitative	1	2	3	4	5	6	7
28. therapeutic	1	2	3	4	5	6	7
29. positive	1	2	3	4	5	6	7
30. trusting	1	2	3	4	5	6	7
31. informative	1	2	3	4	5	6	7
32. humorous	1	2	3	4	5	6	7
33. warm	1	2	3	4	5	6	7

Appendix F
Self-Efficacy Inventory

SELF EFFICACY INVENTORY

Please rate how confident you are in your ability to be effective in each of the following activities on a scale from 0 to 9. Circle the number which best reflects your confidence level

0 1 2 3 4 5 6 7 8 9
not confident completely confident

How confident are you in your ability to...

- | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. conceptualize or assess a case using standardized interest inventories | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 2. conceptualize or assess a case using clinical interview data | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 3. do group counseling or therapy with structured groups (e.g., assertiveness, career planning, etc.) | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 4. do group counseling or therapy with less structured groups (e.g., personal/interpersonal problems) | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 5. conceptualize or assess a case using behavioral rating scales | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 6. do individual counseling or therapy with individuals having anxiety reactions | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 7. do individual counseling or therapy with individuals having personality disorders | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 8. conceptualize or assess a case using standardized personality inventories | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 9. do individual counseling or therapy with individuals having adjustment reactions | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10. do individual counseling or therapy with individuals having vocational or educational problems | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

0 1 2 3 4 5 6 7 8 9
 not confident completely confident

How confident are you in your ability to...

- | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|
| 11. conceptualize or assess a case using standardized ability/aptitude inventories | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 12. collaborate or consult on cases with other professionals as needed | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 13. keep adequate, up-to-date case notes | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 14. do family counseling or therapy | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 15. do conjoint marital or relationship counseling/therapy | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 16. write integrative psychological reports | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 17. do individual counseling or therapy with individuals having major affective disorders. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 18. do individual counseling or therapy with individuals having schizophrenic disorders. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 19. make appropriate referrals | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 20. do individual counseling or therapy with individuals having substance abuse problems | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 21. complete the required training and education in your current academic program | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

Appendix G

Supervisory Styles Inventory - Trainee

Supervisory Styles Inventory

Please indicate your perception of the style of your current or most recent supervisor of psychotherapy/counseling on each of the following descriptors. Circle the number on the scale, from 1 to 7, which best reflects your view of him or her.

	1	2	3	4	5	6	7
	not						very
1. goal-oriented	1	2	3	4	5	6	7
2. perceptive	1	2	3	4	5	6	7
3. concrete	1	2	3	4	5	6	7
4. explicit	1	2	3	4	5	6	7
5. committed	1	2	3	4	5	6	7
6. affirming	1	2	3	4	5	6	7
7. practical	1	2	3	4	5	6	7
8. sensitive	1	2	3	4	5	6	7
9. collaborative	1	2	3	4	5	6	7
10. intuitive	1	2	3	4	5	6	7
11. reflective	1	2	3	4	5	6	7
12. responsive	1	2	3	4	5	6	7
13. structured	1	2	3	4	5	6	7
14. evaluative	1	2	3	4	5	6	7
15. friendly	1	2	3	4	5	6	7
16. flexible	1	2	3	4	5	6	7
17. prescriptive	1	2	3	4	5	6	7
18. didactic	1	2	3	4	5	6	7
19. thorough	1	2	3	4	5	6	7
20. focused	1	2	3	4	5	6	7
21. creative	1	2	3	4	5	6	7
22. supportive	1	2	3	4	5	6	7
23. open	1	2	3	4	5	6	7
24. realistic	1	2	3	4	5	6	7
25. resourceful	1	2	3	4	5	6	7
26. invested	1	2	3	4	5	6	7
27. facilitative	1	2	3	4	5	6	7

	1	2	3	4	5	6	7
	not very						very
28. therapeutic	1	2	3	4	5	6	7
29. positive	1	2	3	4	5	6	7
30. trusting	1	2	3	4	5	6	7
31. informative	1	2	3	4	5	6	7
32. humorous	1	2	3	4	5	6	7
33. warm	1	2	3	4	5	6	7

VITA

James Farthing Efstation was born in Tiffin, Ohio on August 24, 1950. He graduated from Carlsbad High School in Carlsbad, New Mexico in May 1968. He initially attended Hardin-Simmons University and transferred to Baylor University in 1971. In August of 1972, he received a Bachelor of Arts degree in psychology from Baylor University. Following graduation, he moved to North Carolina and worked as a counselor in a child care facility for two years. In 1975, he entered Appalachian State University, and in 1977 received a Master's degree in clinical psychology. From 1977 until 1983, he worked as a staff psychologist at Blue Ridge Center in Asheville, North Carolina.

In 1983, He re-entered graduate school at The University of Tennessee, Knoxville. In August, 1987, he received the Doctor of Philosophy degree with a major in education and a specialty in counseling psychology.

The author is a member of the American Psychological Association. He will be employed as a professional psychologist after graduation. Mr. Efstation is married to Martha Tidwell Efstation and has three children: Angie, Nathaniel, and Nicholas.