Korean Supervisees' Expectations from Supervisor Roles and Supervision Functions

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Abstract: This study examines Korean supervisees' expectations from supervisor roles and supervision functions in terms of their educational levels and amount of counseling experience. One hundred and sixteen Korean supervisees responded to a survey that included descriptions of three supervisor roles and three supervision functions based on the Discrimination Model of supervision (Bernard, 1997). The participants' educational levels were classified as 'enrolled in master's programs', 'holders of master's degrees', and 'enrolled in doctoral programs' while their counseling experience ranged from three months to 14 years. The results indicated that supervisees' educational levels and amount of counseling experience influenced their expectations from supervisor roles and supervision functions, which supports one of the common assumptions of developmental models of supervision (Chagnon & Russell, 1995). The significance and implications of this study are also discussed.

I. Introduction

Supervision defined as "an intensive, interpersonally focused one-to-one relationship in which one person is designated to facilitate the development of therapeutic competence in the other person" (Loganbill, Hardy, & Delworth, 1982, p.4) is recognized as an important activity of counseling professionals in Korea (Kim & Doh, 1993). Curricula for master's programs in counseling now include a supervised practicum (Yonsei University, 2000). Counselors are required to have a certain amount of supervision time to earn their professional certificates (Korean Counseling and Psychotherapy Association, 2005). Research papers on supervision have become much more frequent recently (Kim, 2001; Moon & Kim, 2000; Shim & Lee, 1998).

Research papers on supervision in Korea usually focus on the developmental concepts of supervision (Kim, 2001; Moon & Kim, 2000; Shim & Lee, 1998). Shim and Lee (1998) measured the developmental levels of Korean counselors by (a) counseling skills and techniques, (b) case conceptualization, (c) emotional awareness, (d) setting goals and strategies, and (e) humanistic and ethical attitudes. A significant correlation was found between the amount of counseling experience and the developmental levels of counselors, but not between their educational and developmental levels (Shim & Lee, 1998). Kim (2001) reviewed the developmental models of supervision (e.g., Skovholt & Ronnestad, 1995) and recommended that they be applied to Korean counselors working with adolescents. Moon & Kim (2000) compared a rank ordered list of 21 items of supervision contents (e.g., case conceptualization) with counselors' experience levels but failed to obtain any statistically significant results. In the United States, developmental models of supervision have significantly contributed to the establishment of supervision as a field of study by addressing counselor education and generating research (e.g., Holloway, 1987; Watkins, 1995). Research motivated by developmental models has consistently indicated that supervisees with

different educational levels and amounts of counseling experience showed different needs or expectations from supervision. Supervisees with lower levels of education and with less experience reported a preference for more structure in supervision and direction from supervisors (e.g., Guest & Beutler, 1988; Winter & Holloway, 1991). Beginning supervisees highly valued instruction in counseling skills, intake skills, direct monitoring of cases, goal setting, writing interview notes, and summarizing cases (Heppner & Roehlke, 1984; Nelson, 1978; Worthington, 1984). More experienced supervisees, on the other hand, wanted to learn skills that would enable them to develop alternative conceptualizations of client issues (Heppner et al., 1984; Winter & Holloway, 1991). More experienced supervisees also ranked higher in autonomy and were more willing to examine personal issues that affected the therapy process during supervision (e.g., Ellis, 1991; Guest et al., 1988).

Developmental models of supervision propose that counselors develop over time in stages from neophyte to skilled clinician (e.g., Stoltenberg, McNeill, & Delworth, 1998). Developmental conceptions of supervision have two basic assumptions (Chagnon & Russell, 1995). The first assumption is that supervisees pass through a series of stages that are qualitatively different from one another in the process of moving toward becoming competent professional counselors. The second is that each supervisee stage requires a qualitatively different supervisory environment if optimal supervisee satisfaction and growth are to occur. Developmental models of supervision are beneficial and promising for both supervisors and supervisees. Supervisors are able to obtain instructive guidelines for counselor education and provide the effective supervision in relation to supervisees' developmental levels. Supervisees get to know in which areas they need to develop further in order to become advanced counselors and how to distinguish between personal issues and their developmental difficulties (Bang, 2003).

This study investigated the expectations of members of The Korean Association of Supervisees from supervisor roles and

supervision functions with regard to supervisees' educational levels and amount of counseling experience. The primary research questions were (a) 'Do supervisees with different levels of education have different expectations from supervisor roles and supervision functions?' and (b) 'Do supervisees with different amounts of counseling experience have different expectations from supervisor roles and supervision functions?' The research questions addressed in this study are intended to test the first assumption of developmental models of supervision on Korean supervisees and to provide basic information regarding the optimal supervisory environment based on the second assumption made in the developmental models (Chagnon et al., 1995).

The descriptions of supervisor roles and supervision functions in this study were chosen from Bernard's Discrimination Model (1979, 1997), which has been supported by a number of empirical studies (e.g., Ellis & Dell, 1986; Ellis, Dell, & Good, 1988). The Discrimination Model proposes two separate dimensions in supervision: three supervisor roles and three supervision functions. The three supervisor roles are teacher, counselor, and consultant. The teacher's role is to give specific instruction or training in areas such as assessment, diagnosis, therapeutic skills, and agency policies. The counselor's role is to be supportive from the supervisee's personal issues and to be available in case of emergency. The consultant's role is to provide an objective appraisal of the counseling in cases where the counselor has the ability to express his or her supervision needs. The three supervision functions include development of three types of counselor trainee skills: intervention (formerly referred to as process-skills), conceptualization, and personalization. Intervention involves exercising specific micro-counseling skills such as leading a counseling session smoothly. Conceptualization involves organizing client data accurately and setting appropriate treatment goals. Personalization involves accepting one's own feelings, values, and beliefs and integrating them into one's personal style in counseling (Bernard, 1997).

II. Method

Participants

One hundred and sixteen Korean counselors, representing a survey rate return of 70%, participated in this study. Their ages ranged from 23 to 45 (M=32.80, SD=6.28). More females (n=93, 80%) participated in the study than males (n=23, 20%). Their educational levels ranged from 'enrolled in master's programs' to 'enrolled in doctoral programs'. Their counseling experience ranged from three months to 14 years. Their workplaces included college counseling centers (n=55, 47%), publicly funded counseling agencies (n=59, 51%), and counseling centers in hospitals (n=2, 2%). A majority of participants (n=78, 67%) had group supervision with a leader, fewer (n=28, 24%) had individual supervision, and a small number (n=10, 9%) had peer group supervision. Participants were from different regions across Korea.

Instruments

The questionnaire developed for this study consists of three parts. Part I asks counselors for demographic information including their educational level and amount of counseling experience. Part II asks supervisees about their expectations from supervisor roles. Part III asks supervisees about their expectations from supervision functions.

The principal investigator developed Parts II and III of the questionnaire using descriptions adapted from Bernard's Discrimination Model (1979, 1997). The principal investigator and three colleagues translated the descriptions from English into Korean, compared their individual translations, and together with his colleagues revised the translation. Three bilingual Korean-Americans retranslated the questionnaire from Korean into English and compared the revised descriptions with those in the original. The first draft of the questionnaire was then revised based on this translation. Two pilot tests were conducted with counselors at the Yonsei University counseling center and at the Korea Youth Counseling

Institute in Seoul. Participants in the pilot test identified which supervisor roles and supervision functions were being measured by items in the questionnaire. The questionnaire was revised again on the basis of feedback from these counselors by clarifying confusing items and also by refining sentences.

Participants responded to three items for each supervisor role for a total of nine items. Each of the three supervision functions was measured by five items, for a total of 15 items. Parts II and III were scored on 5-point Likert scales ranging from 1 (not applicable) to 5 (extremely applicable). For example, participants were asked to respond to items such as the following: "In supervision, I expect my supervisor to give instructions for writing appropriate interview notes and case summaries," and "I would like to develop my self-confidence as a therapist through supervision." Possible scores ranged from 3 to 15 for each supervisor role and 5 to 25 for each supervision function. Higher scores reflected higher expectations.

Procedure

The principle investigator contacted counseling centers in the directory of the Korean Counseling and Psychotherapy Association. Directors of eleven college counseling centers, ten publicly funded counseling agencies, and five hospital counseling centers agreed to participate in this study. The principal investigator visited the counseling centers in Seoul and used the mail for counseling centers in other cites with the cooperation of the training directors of the agencies.

Data Analysis

Analysis of variance (ANOVA) was used to explore expectations from the supervisor roles and supervision functions in terms of supervisees' educational level and amount of counseling experience. Supervisees were categorized into three groups by level of education: enrolled in master's programs (Group 1, n=39), holders of master's degrees (Group 2, n=53), and enrolled in doctoral programs (Group 3,

n=24). Supervisees were categorized into three groups by amount of counseling experience: less than 2 years (Group 1, n=60), more than 2 to 5 years (Group 2, n=41), and over 5 years (Group 3, n=15). Because of differences in the size of the sample groups by educational level and amount of counseling experience, Linear Regression Model (LRM) was adopted instead of the ANOVA procedure by SPSS. The Tukey-Kramer follow up test was used in order to compare each mean against the mean of every other group with different a sample size.
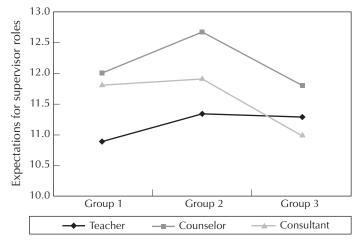
III. Results

Supervisees' Expectations from Supervisor Roles

Participants rated their expectations from the counselor role the highest (M=12.28, SD=1.53), followed by the consultant role (M=11.81, SD=1.42) and the teacher role (M=11.29, SD=1.65). The results showed that the supervisees' educational levels had a significant effect on their

Table 1. Supervisees' Expectations from Supervisor Roles by Educational Levels

		Mean	SD	Range		F	P	Tukey-Kramer	
				Min	Max			Group 1	Group 2
Teacher	Group 1	10.92	1.85	6	14	1.54	0.22		
	Group 2	11.52	1.50	8	15				
	Group 3	11.37	1.61	8	14				
	Total	11.29	1.65	6	15				
Counselor	Group 1	12.05	1.57	8	15	2.83*	0.06		
	Group 2	12.64	1.44	9	15				
	Group 3	11.87	1.54	10	15				*
	Total	12.28	1.53	8	15				
Consultant	Group 1	11.84	1.42	8	15	3.52**	0.03		
	Group 2	12.07	1.49	9	15				
	Group 3	11.16	1.09	9	13				**
	Total	11.81	1.42	8	15				

Group 1 = enrolled in master's programs, Group 2 = with master's degrees, Group 3 = enrolled in doctoral programs
* p<.10, ** p<.05, *** p<.01

Group 1 = enrolled in master's programs, Group 2 = with master's degrees, Group 3 = enrolled in doctoral programs

Graph 1. Supervisees' Expectations from Supervisor Roles by Educational Levels

expectations from the counselor role, $F_{(2,113)}=2.83$, $p<.10$ and the consultant role, $F_{(2, 113)}=3.52$, $p<.05$. Tukey-Kramer follow-up test showed that supervisees with master's degrees rated their expectations from the counselor role and consultant role significantly higher than those enrolled in doctoral programs. Table 1 and Graph 1 show the supervisees' expectations from supervisor roles by their educational level.

The results showed that the supervisees' amount of counseling experience had a significant effect on their expectations from the teacher role, $F_{(2, 113)}=3.05$, $p<.10$ and the consultant role, $F_{(2, 113)}=4.81$, $p<.01$. The follow-up test showed that supervisees with 2-5 years of counseling experience (M=11.75) rated their expectations from the teacher role significantly higher than the supervisees with over 5 years counseling experience (M=10.66). Also, the follow-up test showed that supervisees with less than 2 years counseling experience (M=11.45) rated their expectations from the consultant role significantly lower than the supervisees with 2-5 years (M=12.31) and over 5 years counseling experience (M=11.86). Table 2 and Graph 2 report the supervisees' expectations from supervisor's role by their
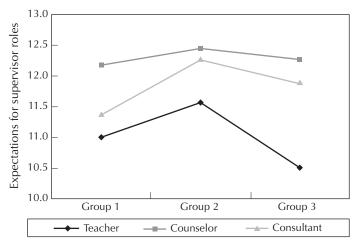
amount of counseling experience.

Table 2. Supervisees' Expectations from Supervisor Roles by Counseling Experience

		Mean	SD	Range		F	P	Tukey-Kramer	
				Min	Max			Group 1	Group 2
Teacher	Group 1	11.13	1.44	7	13	3.05*	0.05		
	Group 2	11.75	1.96	6	15				
	Group 3	10.66	1.29	9	14				*
	Total	11.29	1.66	6	15				
Counselor	Group 1	12.15	1.56	8	15	0.58	0.55		
	Group 2	12.48	1.40	9	15				
	Group 3	12.26	1.79	10	15				
	Total	12.28	1.53	8	15				
Consultant	Group 1	11.45	1.32	8	15	4.81***	0.01		
	Group 2	12.31	1.59	9	15			***	
	Group 3	11.86	0.92	9	13			***	***
	Total	11.81	1.43	8	15				

Group 1 = less than 2 years, Group 2 = 2-5 years, Group 3 = over 5 years
* p<.10, ** p<.05, *** p<.01

Group 1 = less than 2 years, Group 2 = 2-5 years, Group 3 = over 5 years
Graph 2. Supervisees' Expectations from Supervisor Roles by Counseling Experience

The results of the supervisee's expectations from supervisor roles reveal some interesting trends. Overall, Korean supervisees reported the highest expectations from the counselor role followed by the consultant role and the teacher role. Supervisees with master's degrees (Group 2) showed the highest expectations from each of the supervisor roles followed by those enrolled in master's programs and those enrolled in doctoral programs. Supervisees with 2-5 years counseling experience (Group 2) showed the highest expectations from each of the supervisor roles followed by those with less than 2 years and those with over 5 years counseling experience.

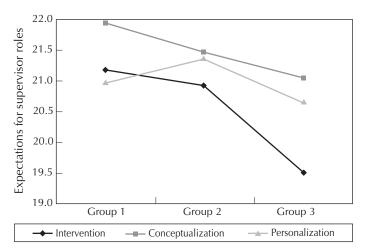### Supervisees' Expectations from Supervision Functions

In descending order of magnitude from the greatest to the least, the participants' expectations from supervision functions were as follows: conceptualization (M=21.45, SD=2.34), personalization

Table 3. Supervisees' Expectations from Supervision Functions by Educational Levels

		Mean	SD	Range		F	P	Tukey-Kramer	
				Min	Max			Group 1	Group 2
Intervention	Group 1	21.25	2.60	16	25	4.35***	0.01	***	
	Group 2	21.00	2.43	15	15				
	Group 3	19.25	3.65	12	12			***	***
	Total	20.72	2.85	12	12				
Conceptu alization	Group 1	21.92	1.60	16	25	1.65	0.19		
	Group 2	21.39	2.07	17	25				
	Group 3	20.83	2.38	16	25				
	Total	21.45	2.34	16	25				
Personali zation	Group 1	21.02	2.60	12	25	1.20	0.30		
	Group 2	21.33	2.41	16	25				
	Group 3	20.37	2.61	16	25				
	Total	21.03	2.52	12	25				

Group 1 = enrolled in master's programs, Group 2 = with master's degrees, Group 3 = enrolled in doctoral programs

* $p<.10$, ** $p<.05$, *** $p<.01$

Group 1 = enrolled in master's programs, Group 2 = with master's degrees, Group 3 = enrolled in doctoral programs

Graph 3. Supervisees' Expectations from Supervision Functions by Educational Levels

(M=21.03, SD=2.52), and intervention (M=20.72, SD=2.85). The supervisees' expectations from intervention differed significantly according to their educational levels, F (2, 113)=4.35, p<.01. The supervisees enrolled in master's programs (M=21.25) had significantly higher expectations from intervention than did those with master's degrees (M=21.00) and those enrolled in doctoral programs (M=19.25). Supervisees' with master's degrees also had significantly higher expectations from intervention than did those enrolled in doctoral programs. Table 3 and Graph 3 report the supervisees' expectations from supervision functions by their educational levels.
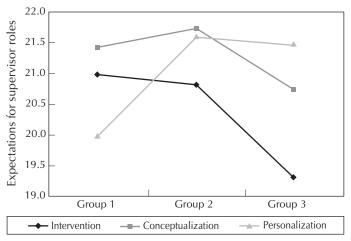
Depending on their amount of counseling experience, the supervisees' expectations from supervision functions were significantly different in the cases of intervention, F(2,113)=2.52, p<.10 and personalization, F(2,113)=3.28, p<.05. Supervisees with less than 2 years of experience (M=20.98) had significantly higher expectations from intervention than those with over 5 years of counseling experience (M=19.20). Supervisees with less than 2 years of counseling experience (M=20.47) had significantly lower expectations from

Table 4. Supervisees' Expectations from Supervision Functions by Counseling Experience

		Mean	SD	Range		F	P	Tukey-Kramer	
				Min	Max			Group 1	Group 2
Intervent ion	Group 1	20.98	2.31	15	25	2.52*	0.08	*	
	Group 2	20.90	3.18	13	25				
	Group 3	19.20	3.57	12	25				
	Total	20.72	2.86	12	25				
Counselor	Group 1	21.40	2.07	16	25	1.18	0.30		
	Group 2	21.80	2.63	16	25				
	Group 3	20.73	2.55	17	25				
	Total	21.46	2.53	16	25				
Consultant	Group 1	20.47	2.40	12	25	3.28**	0.04	**	
	Group 2	21.68	2.16	16	25				
	Group 3	21.53	2.42	17	25				
	Total	21.03	2.53	12	25				

Group 1 = less than 2 years, Group 2 = 2-5 years, Group 3 = over 5 years
* $p<.10$, ** $p<.05$, *** $p<.01$

Group 1 = less than 2 years, Group 2 = 2-5 years, Group 3 = over 5 years
Graph 4. Supervisees' Expectations from Supervision Functions by Counseling Experience

personalization than those with 2-5 years of counseling experiences (M=21.68). Table 4 and Graph 4 report the supervisees' expectations from supervision functions by their amount of counseling experiences.

The results for the supervisee's expectations from supervision functions also reveal some interesting trends. Supervisees enrolled in doctoral programs showed the lowest expectations from each of the supervision functions. The expectations of supervisees enrolled in doctoral programs were followed by those enrolled in master's programs and those with master's degrees except in the case of personalization. Supervisees with over 5 years of counseling experience reported relatively lower expectations than the other groups from intervention and conceptualization, but not for personalization.

IV. Discussion

The purpose of this study was to empirically investigate the effect of the educational levels and amount of counseling experience of Korean supervisees on their expectations from supervisor roles and supervision functions. Supervisees at the different educational levels showed different levels of expectations from the counselor and consultant roles, but not for the teacher role. Supervisees with different amount of counseling experience reported different levels of expectations from supervisor's teacher and consultant roles. Supervisees with different educational levels showed different levels of expectations from intervention. Supervisees with different amount of counseling experience reported different levels of expectations from intervention and personalization, but not for conceptualization; which is consistent with the results of previous research (e.g., Ellis, 1991; Winter et al., 1991). Therefore, the results of this study, in general, empirically supported the first assumption of developmental models of supervision, which is that supervisees pass through a series of stages that are qualitatively different from one another in the process of moving toward becoming competent professional counselors (e.g.,

Chagnon & Russell, 1995).

In addition, the results of this study provide some useful information for the practice of supervision in Korea. Regardless of educational level and amount of counseling experience, the highest expectations from the role of supervisor were associated with the supervisor's role as counselor. This might be interpreted as meaning that Korean supervisees perceive their supervisors as role models in the sense that they are more as more experienced counselors rather than in their capacity as counselor educators. Supervisees with master's degrees (Group 2 by educational level) and supervisees with 2-5 years counseling experience (Group 2 by amount of counseling experience) had the highest level of expectations from each of the supervisor roles. Supervisees in Group 2 both by educational level and by amount of counseling experience were likely to face new tasks or unfamiliar client concerns and had higher expectations from their supervisors. Supervisees at the all educational levels reported their expectations from supervision functions as follows, in descending order of magnitude from the greatest to the least conceptualization, personalization, and intervention. The high expectations from conceptualization and the low expectations from intervention might be a reflection of the fact that most of the participants in this study received group supervision with a leader or supervisor, instead of individual supervision (Kim, 2001). Group supervision with a supervisor in Korea focuses mainly on case presentation. Group supervision can help supervisees to comprehend pervasive aspects of counseling and learning case conceptualization, but has its limitations when it comes to helping with supervisees' counseling process skills and professional context (Holloway & Johnston, 1985; Orton, 1965; Rioch, Coulter, & Weinberger, 1976). Expectations from supervision functions in terms of supervisees' counseling experience revealed the most interesting differences between the groups. Supervisees with less than 2 years counseling experience ranked conceptualization, intervention and personalization in that order. Supervisees with 2-5 years counseling experience ranked conceptualization, personalization

and intervention in that order. Supervisees with over 5 years ranked personalization, conceptualization, and intervention in that order. Supervisees with varying amounts of counseling experience varied in their preferences from the supervision functions. Korean supervisors used the Korean supervisees' counseling competence rather than their psychological characteristics in order to assess their developmental levels (Shim & Lee, 1998). Korean supervisees also revealed a tendency to take improvement in their competence in counseling into consideration and change their preferences for supervision functions in accordance with increases in their counseling experience.

The main significance of this study lies in the support it provides for developmental ideas in supervision and for the use of the developmental models of supervision from the Korean ethnic group. Most studies in supervision have been conducted with Caucasian counselors (e.g. Worthington, 1987). The results of this study suggest that developmental models of supervision may have potential for application with regard to Korean supervisees. This study also provides useful information for the provision of the optimal supervision environment based on supervisees' expectations from supervisor roles and supervision functions.

The results should be interpreted in the light of several limitations. First, the participants in this study were not all receiving the same type of supervision. Some were receiving individual supervision while others were receiving group supervision. The results of this study could be misinterpreted as having to do with types of supervision rather than supervisees' educational levels and amount of counseling experience. Second, the psychometric limitations of the questionnaire should be borne in mind. The procedure followed in developing the questionnaire did not include a factor analysis for the purpose of checking the validity of supervisor roles and supervision functions. In addition, the number of items for the supervisor roles was different from the number of items for the supervision functions.

Results of the present study suggest several avenues for further research in the investigation of supervision. First, developmental

process must be measured over time. Longitudinal research is therefore needed in order to investigate the causal nature of the influence of education and counseling experience on the expectations of supervisees from supervisor roles and supervision functions. Second, a study including additional supervisees' characteristics is recommended. Supervisees' personality, individual learning history, and self-efficacy as well as their theoretical approaches should be studied so that the optimal supervisory environment can be provided.

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