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Counselor expectations of supervision and counselor burnout
were assessed. The sample consisted of 120 members of the Oregon
Personnel and Guidance Association. Subjects were contacted by
mail and asked to complete a questionnaire. The questionnaire
contained two instruments: the Maslach Burnout Inventory (MBI)
and the Counselor Supervision Inventory (CSI). The MBI is a 22-
item instrument which measured frequency and intensity of emotional
exhaustion, depersonalization, and personal accomplishment. The
CSI is a 60-item instrument developed for this study which mea-
sures ideal and actual perceptions of supervisory counseling, con-
sultation, and teaching.

Linear regressions were computed to measure the relationships
between level of counselor experience and ideal perceptions of
supervision. Pearson correlations were computed to measure the
degree of relationship between the counselor supervision variables
and the burnout variables. Multiple regressions were computed to
measure the relationships between the burnout variables and selec-
ted demographic variables.

It was found that counselors are dissatisfied with the quality
of the supervision they are receiving. Level of counselor experi-
ence was not significantly related to supervision needs. Counselor

dissatisfaction with supervision was significantly and positively related to frequency and intensity of emotional exhaustion, intensity of depersonalization, and negatively related to frequency of personal accomplishment. Level of academic degree was positively related to frequency of depersonalization, and hours per week of supervision received was positively related to intensity of depersonalization. It was concluded that supervision is effective in preventing counselor burnout to the extent that it is perceived by counselors as being characterized by expertise and support.

Counselor Expectations of Supervision
and Counselor Burnout

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CHAPTER I

INTRODUCTION

Recent studies suggest that there is an important connection
between supervisory behaviors and burnout of helping professionals
[Barad, 1979]. Because supervisors are responsible for the pro-
fessional direction of supervisees, the importance of a relation-
ship between supervisory behavior and counselor burnout cannot be
over-estimated. The burnout phenomenon has received increasing at-
tention in recent years [Savicki & Cooley, 1982]. Studies indicate
that burnout results in problems which may be physical, cognitive,
emotional, or behavioral [Patrick, 1979]. It appears that the
seriousness of the burnout problem has resulted in much attention
being given to the question of prevention and cure of burnout focus
on communication, resource development, skill enhancement, and per-
sonal expression as effective methods [Emener, 1978]. These are
areas in which counselor supervisors are trained and employed to
function. However, it remains unclear exactly how and at what
times supervision affects counselor burnout.

The dearth of information regarding the relationship between
counselor supervision and counselor burnout is at least partially
due to the fact that the relationship between supervision and
counselor needs is not well defined. Supervisors function in
shifting but distinct roles. These roles are teacher, counselor,
and consultant [Bernard, 1979]. Results of several studies show
that there are clear differences between these roles in the per-
ceptions of both counselors and supervisors, and in the effects
they have upon counselor performance. It is also clear that
counselor needs for role-specific supervision change across time
[Gysbers & Johnston, 1965]. However, insufficient information

exists regarding long-term counselor needs because the studies con-
ducted to date have focused only on counseling practicum students.

If a connection exists between supervisory behavior and coun-
selor burnout, then it is vital that research efforts continue to
reveal the character and scope of this relationship. The present
study was conducted with two major goals: the first was to deter-
mine what counselors want from their supervisors and whether these
expectations are changed by the passage of time; the second was to
investigate the relationship between counselor expectations of
supervisors and the counselor burnout syndrome. As a result, this
study may serve as a basis for enhancement of the counselor/super-
visor relationship through increased understanding of counselor
needs.

Statement of the Problem

For over 20 years, theoretical and empirical work in the field
of counseling supervision has focused on the roles and functions of
the supervisor [Emener, 1978]. Supervisory behaviors are now
viewed as being consistent with one of three role designations:
teacher, counselor, and consultant [Patterson, 1964]. With minor
areas of overlap, it is possible to show that these roles account
for the major portion of activities that supervisors engage in on
the job. Bernard [1979] states:

> Defined simply, the three roles might be viewed in terms
> of their goals. The supervisor as teacher focuses on
> some knowledge or expertise that he or she wishes to
> transmit to the counselor. The supervisor as counselor
> places priority on the counselor's personal needs, with
> the belief that this focus will allow the counselor to
> overcome the nervousness or self-doubt that impedes
> natural development. The supervisor as consultant focus-
> es on a relationship with the counselor that is explora-
> tative in nature and assumes that the counselor has the
> ability to express his or her supervision needs [p. 64].

Numerous studies have been undertaken to determine the relative

merits of supervisory teaching, counseling, and consultation. Many studies have shown the importance of teaching. Teaching has repeatedly been shown to be effective at increasing the level of empathy demonstrated by counselors [Blaine, 1968; Payne & Grolinski, 1968; Payne, Winter & Bell, 1972]. Evidence shows that supervisors tend to view their role as that of teacher [Walz & Roeber, 1963]. However, there is evidence that supervisors also view counseling as a vital part of their job [Johnston & Gysbers, 1966]. It has been shown that practicum counseling students tend to view the supervisor's role as that of teacher [Gysbers & Johnston, 1965].

To date, there has been no research-based information regarding the importance of the consulting role in counselor supervision. It has not been known to what extent counselors wish for their supervisors to function in this role. It has not been known when it is appropriate for supervisors to function in the role of consultant, nor has it been known what effect it has on counselors when consultation is denied.

It may be said that the research in all three role areas of supervision has produced more questions than answers. There are no solid indications for supervisors that would provide guidance in the use of the three supervisory roles. An important omission from the literature has been an answer to the question of what counselors want from their supervisors. Attempts to answer this question have focused on the needs of counseling practicum students. From a sample of students, generalizations cannot be made to cover the entire counseling profession, especially when one considers the fact that the small amount of literature existing on this topic indicates that counselor needs change across time [Gysbers & Johnston, 1965].

If counselor needs change with the passage of time, then it would be natural to ask how they change. Furthermore, it is important to learn what effects result from unmet needs. Recent research in the area of counselor burnout indicates that the effects of unmet needs on helping professionals can be both devastating and

diverse [Warnath & Shelton, 1976].

Burnout is probably best understood as a behavior syndrome typical of overworked, depressed service providers. It occurs when individuals have literally given all they have to give emotionally. Maslach & Jackson [1978] have identified three important symptom areas: emotional exhaustion, low personal accomplishment, and depersonalization. It has also been noted that burnout is accompanied by a host of psychogenic ailments that may create serious and even life-threatening problems for the victim.

Emener [1979] has suggested that the young are more prone to burnout, and has advanced several possible reasons. One is that the young carry lofty ideals and unrealistic goals which can result in disillusionment when unmet. Another reason is that young counselors simply may lack the requisite skills to cope with the everyday stress of the job. Still another possible reason is that young counselors may simply lack the informational resources and support systems which could help to insure adequate coping.

The tie between these needs and supervisory roles is obvious. Supervisory counseling can and should be utilized to help the supervisee deal with feelings of disillusionment and frustration. Teaching is indicated in cases where a counselor needs to acquire skill. If informational resources are lacking, consultation is clearly needed. It is natural, then, to wonder about the needs of burned out counselors. What do they want from their supervisors? What do they feel they are receiving? Until the present study was undertaken, these questions were unanswered.

Rationale for the Study

Evidence in the literature suggests that supervisory behaviors may be grouped into three main roles: counselor, consultant, and teacher [Patterson, 1964; Delaney & Moore, 1966]. These roles address three distinctly different need states in counselors. Counseling attempts to focus on the personal needs of the counselor

in the emotional area. Teaching is used to correct a skill deficiency. Consultation is employed to meet the information needs of the counselor.

Several studies have been conducted to learn more about the character and effects of these roles. Teaching has been studied most frequently and is the role most often requested by counselors. However, the research that has been conducted on the subject of supervisory roles has largely utilized student populations. In some cases studies were even conducted with non-counseling students. Even when counseling practicum students were sampled, the implications of the results could not be generalized to the entire profession because it was clear that the practicum phase is one in which the student counselor's opinions and expectations are rapidly changing [Gysbers & Johnston, 1965]. It has been shown that as time progresses and experience accumulates, there is a decreased sense of need for supervision. Beyond the practicum phase, there was no information whatsoever that would suggest what counselors want from their supervisors in terms of role-specific behaviors.

It was evident that counselors are most favorably affected by skill level and communication abilities on the part of the supervisor. This information provided more questions than answers. The literature did not reveal what specific skills supervisors must possess to be well thought of by counselors. Without definition, the nebulous term "skill" could be taken to mean nearly anything. Additionally, the indication that communication was important was more intriguing than informative. Communication of what? What areas of information do counselors wish communicated to them? Without more specificity, the interested party could do little more than merely observe the fact that three supervisory roles were known to exist.

Management literature has shown that a strong connection exists between leadership and morale. Studies of job satisfaction show the immediate supervisor to be an important factor in the morale of subordinates [Bender, 1972; Brown, 1977; Lewis, 1974]. Brown & Sikes

[1978] found that the morale of directors of curriculum and instruction was significantly related to the superintendent's leadership behavior as perceived by the directors of curriculum and instruction. The primary characteristic of good leaders in this study was personal consideration for subordinates. Zabel & Zabel [1982] also found that administrative support was an important factor in decreasing the amount of burnout among teachers of exceptional children, as measured by the Maslach Burnout Inventory (MBI). Abdel-Halim [1982] found that high consideration in supervisors was an effective means of alleviating job stress in mid-level management personnel. Kemelgor [1982] found that job satisfaction in manufacturing employees was positively mediated by values congruence with their supervisors. Barad [1979] found that Social Security Administration public contact workers were less likely to experience burnout if they believed they were receiving adequate supervision.

Although the studies mentioned were interesting and pointed toward a probable relationship worth investigating, they could not be regarded in themselves as concrete evidence of such a relationship in the counseling field. Until present, there have been no studies of the possible relationship between counselor needs from supervisors and counselor burnout. It is not known how directly principles drawn from the field of management apply to counselor supervision.

Management studies have suggested that supportive leaders are associated with job-satisfied employees. If this is true in the field of counseling, then it is important to determine what the nature of effective support is. What behaviors on the part of supervisors are viewed as supportive by counselors? Do new counselors feel supported by the same supervisory actions as veteran counselors? Does the supervisory relationship in the field of counseling offer a medium for meaningful support? These questions and more were unanswered.

The value of the present study rested in its potential to improve the quality of interaction between counselors and their

supervisors, to provide a means for investigating counselor needs, and specifying the relationship between those needs and counselor burnout. Conclusions from this study may provide counselor supervisors with a means for maximizing the work and career potential of their counseling staff.

Definition of Terms

For the sake of clarity, several terms commonly used throughout the course of this study will be defined.

Supervisory Teaching

1. Focus of the interaction is on the supervisee as a counselor.
2. Intention or goal of the supervisor is to instruct.
3. The supervisor retains control of the interaction. The teacher/supervisor remains in charge, determines the direction of interaction, and functions as advisor/expert [Stenack & Dye, 1982].

Supervisory Counseling

1. Focus of the interaction is on the supervisee as a person.
2. Intention or goal of the supervisor is to facilitate supervisee growth as a counselor.
3. The counselor/supervisor functions in much the same capacity as a counselor with a client. The same counseling skills are involved [Stenack & Dye, 1982].

Supervisory Consultation

1. Focus of the interaction is on the client of the supervisee.
2. Intention or goal of the supervisor is to generate data.

3. The consultant/supervisor allows the supervisee to exert overt control of the interaction. The supervisor provides alternatives and opinions instead of answers and encourages supervisee choice [Stenack & Dye, 1982].

Dissatisfaction

Perception that existing conditions are not in accordance with a desirable idea, hypothesis, or preconception.

Burnout

To fail, wear out, or become exhausted by excessive demands on one's energy, strength, or resources. A debilitating psychological condition resulting from work-related frustrations which results in lower employee productivity and morale [Freudenberger, 1974].

Depersonalization

A negative, cynical, and dehumanized attitude or feeling for others. A mixture of contempt and resentment, with a lack of empathy for the problems of another person.

Emotional Exhaustion

Compassion fatigue. A drained, flat feeling of having been "used up" affectively.

Reduced Personal Accomplishment

Crumbling self-esteem and depression. A self-imposed label of failure. A general sense of personal inadequacy.

Purpose of the Study

The purpose of this study was to investigate the relationship between counselor supervision and counselor burnout. The first objective was to determine what counselors want from their supervisors in terms of role-specific behaviors, and whether there is change across time. The second objective of the study was to determine the degree to which counselor dissatisfaction with supervisor functioning is related to counselor burnout.

Limitations of the Study

The following limitations will be considered before any generalizations or inferences are made from this study.

1. The investigation will use two self-report instruments: The Maslach Burnout Inventory (MBI) and the Counselor Supervision Inventory (CSI). Even though self-report measures are a common methodology in behavioral science research, Wylie [1961] points out that they have three shortcomings:

   a. Subjects only reveal what they wish to reveal and may hide their real feelings.

   b. Subjects are influenced by their personal habits of language and introspection.

   c. Subjects may respond with perceptions and attitudes that they do not really have.

2. Dissatisfaction with supervisor performance may not be a cause of counselor burnout; it may be a result.

3. Counselor burnout and dissatisfaction with supervisor performance may be related to extraneous unforeseen variables.

4. Mail survey returns are nearly always unrepresentative of the population, due to response skewness. It is reasonable

to expect that counselors experiencing burnout may be dis-
inclined to participate in this study [Kerlinger, 1964].

Hypotheses

The Maslach Burnout Inventory (MBI) was used to obtain mea-
sures of emotional exhaustion, depersonalization, and personal accom-
plishment. The Counselor Supervision Inventory (CSI) provided mea-
sures of counselor preference for teaching, consultation and counsel-
ing. The numerical discrepancy between those supervisory behaviors
preferred and those received was used as a measure of counselor dis-
satisfaction with supervision.

Additionally, an investigation was undertaken to determine the
existence of a relationship between counselor dissatisfaction with
supervision and counselor burnout. Further investigation revealed
the degree of significance of the relationship. The following null
hypotheses were tested.

Ho_1 : There is no significant relationship between years of
counseling experience and expressed desire for super-
visory counseling.
$$r = 0$$

Ho_2 : There is no significant relationship between years of
counseling experience and expressed desire for super-
visory consultation.
$$r = 0$$

Ho_3 : There is no significant relationship between years of
counseling experience and expressed desire for super-
visory teaching.
$$r = 0$$

Ho_4 : There is no significant relationship between dissatis-
faction with supervisory counseling and frequency of
emotional exhaustion.
$$r = 0$$

Ho_5 : There is no significant relationship between dissatis-
faction with supervisory counseling and intensity of
emotional exhaustion.
$$r = 0$$

Ho_6 : There is no significant relationship between dissatisfaction with supervisory counseling and frequency of depersonalization.

$$r = 0$$

Ho_7 : There is no significant relationship between dissatisfaction with supervisory counseling and intensity of depersonalization.

$$r = 0$$

Ho_8 : There is no significant relationship between dissatisfaction with supervisory counseling and frequency of personal accomplishment.

$$r = 0$$

Ho_9 : There is no significant relationship between dissatisfaction with supervisory counseling and intensity of personal accomplishment.

$$r = 0$$

Ho_{10} : There is no significant relationship between dissatisfaction with supervisory teaching and frequency of emotional exhaustion.

$$r = 0$$

Ho_{11} : There is no significant relationship between dissatisfaction with supervisory teaching and intensity of emotional exhaustion.

$$r = 0$$

Ho_{12} : There is no significant relationship between dissatisfaction with supervisory teaching and frequency of depersonalization.

$$r = 0$$

Ho_{13} : There is no significant relationship between dissatisfaction with supervisory teaching and intensity of depersonalization.

$$r = 0$$

Ho_{14} : There is no significant relationship between dissatisfaction with supervisory teaching and frequency of personal accomplishment.

$$r = 0$$

Ho_{15} : There is no significant relationship between dissatisfaction with supervisory teaching and intensity of personal accomplishment.

$$r = 0$$

Ho_{16} : There is no significant relationship between dissatisfaction with supervisory consultation and frequency of emotional exhaustion.

$$r = 0$$

Ho_{17} : There is no significant relationship between dissatisfaction with supervisory consultation and intensity of emotional exhaustion.

$$r = 0$$

Ho_{18} : There is no significant relationship between dissatisfaction with supervisory consultation and frequency of depersonalization.

$$r = 0$$

Ho_{19} : There is no significant relationship between dissatisfaction with supervisory consultation and intensity of depersonalization.

$$r = 0$$

Ho_{20} : There is no significant relationship between dissatisfaction with supervisory consultation and frequency of personal accomplishment.

$$r = 0$$

Ho_{21} : There is no significant relationship between dissatisfaction with supervisory consultation and intensity of personal accomplishment.

$$r = 0$$

Summary

Chapter I provided an introduction to this study. Included in the chapter was a description of the three supervisory roles of counseling, teaching, and consultation. The need for a study of the relationship between supervision and counselor burnout was also discussed. The rationale for the study emphasized the need to improve the basis of counselor supervision by learning specifically what counselors expect from their supervisors. A definition of terms used in this study was included. The purpose of the study, possible limitations, and hypotheses were also included in Chapter I.

CHAPTER II

REVIEW OF LITERATURE

Three areas of related research will be reviewed in this chapter:

1. Theory and research in the area of supervision.
2. Theory and research in the area of burnout.
3. Theory and research concerning the relationship between supervision and burnout.

Literature Related to Supervision

Role of the Supervisor

Theories regarding counselor supervision have evolved through three distinct and identifiable stages [Leddick & Bernard, 1980]. Due to the widespread acceptance of psychoanalysis and the work of Carl Rogers [1957], early perspectives on counseling supervision were basically psychodynamic and counseling-oriented [Eckstein & Wallerstein, 1959). The supervisor was viewed essentially as the counselor's counselor, and the goals of supervision were therapeutic.

The second stage of theoretical development in the field of supervision came about as a result of the advent of learning theory. As client problems came to be understood increasingly as problems of behavioral learning, so, too, did the supervisory orientation to counseling change [Krumboltz, 1966, 1967]. Learning theory approaches to supervision viewed the role of the supervisor as that of teacher, and the goals of supervision were basically educational.

The most recent recognizable stage of theoretical development may be termed an integrative stage. Integrative models utilize both psychodynamic processes and behavioral methods [Ivey, 1971].

In the integrative framework the goals of supervision vary in order to meet the shifting needs of the counselor. The Kell & Burrow [1970] model allows that supervisors may act as therapists when helping counselors explore conflicts. They may teach counselors about the source of conflicts, and they may also act as consultants for counselors whose learning needs are self-determined.

In review of the development of supervision theory, we can identify three basic roles as components of counselor supervision: counselor [Arbuckle, 1958]; teacher [Walz & Roeber, 1962]; and consultant [Hackney, 1971]. The supervisor functioning in the role of counselor places priority on the personal needs of the counselor. As teacher, the supervisor focuses on the skill acquisition needs of the counselor. As consultant, the supervisor functions as a resource to meet the self-directed information needs of the counselor [Bernard, 1979].

To determine if clear boundaries existed between the three roles (counselor, teacher, and consultant), Stenack & Dye [1982] surveyed 36 counseling and doctoral students. Sixty supervisory behaviors which had been selected from the literature were presented to the subjects who were then asked to rate each behavior for its appropriateness to the three role categories. Responses were factor analyzed. Results showed that the clearest role distinction was between counseling and teaching. The distinction that was least clear was that between teaching and consulting, with some behaviors being clearly separate and others being virtually interchangeable between roles. In conslusion, the authors felt that the major difference between the teacher and consultant roles was along the directive/nondirective dimension.

Role descriptions were as follows:

> In order to describe the appropriate style or method of delivery for the teacher role, the concept of overt control of the interaction can best be utilized. In most supervision sessions, especially in situations where a close supervision relationship has not yet been established, covert control of the interaction

can best be utilized. In most supervision sessions, especially in situations where a close supervision relationship has not yet been established, covert control of the interaction rests with the supervisor. In the case of the teacher role, the supervisor also retains overt control of the interaction. The teacher-supervisor remains in charge, determines the direction of the interaction and functions as advisor/expert.

The appropriate style or method of delivery for the consultant role can best be described by referring to the concept of overt control of the interaction introduced above. In the consultant role, the supervisor allows the supervisee to exert overt control of the interaction. The consultant supervisor provides alternatives and opinions instead of answers as in the teacher role. The consultant-supervisor also encourages supervisee choice and responsibility.

The counselor-supervisor functions in much the same capacity as a counselor with a client. The same counseling skills are involved. The major difference between a counselor-supervisor and a counselor is that the goal of the supervision process is related to supervisee functioning as a counselor. The supervisee does not become a client. Within the limitations of counseling specific situations, however, the counselor-supervisor does utilize many of the counseling behaviors [p. 302].

Evidence concerning role preference among supervisors is conflicting. In an early study, Walz & Roeber [1962] examined the orientation of supervisors to their role in the supervision process. Twenty-nine counselor educators from the north central United States were asked to review a typescript of a counseling interview and respond to it as if it had been submitted by a practicum trainee. Seventy-three percent of the responses were either questioning or instructive in nature. The authors concluded that supervisors are strongly oriented to the role of teacher.

In a similar study, Johnston & Gysbers [1966] sampled 51 counselor educators from the north centrla region of the Association of Counseling Education and Supervision. Subjects were asked for reactions to selected alternatives for typical training situations. Results indicated that the supervisors favored non-intervention.

A stronger preference for counseling than teaching was recorded. These results appear to be in direct contrast to those of Walz & Roeber [1962].

Delaney & Moore [1966] investigated supervisory roles by factor analyzing the expectations of counselor trainees. The Supervisor Role Analysis Form (SRAF) was administered to 123 students enrolled at Arizona State University. The results revealed 15 factors that could be grouped into four areas: instructive, consultative, counseling, and evaluative. Nine of the factors were instructional in nature; therefore, it appeared that the subjects viewed the supervisor's role primarily as that of teacher.

The Effects of Role-specific Supervision

Numerous studies have examined the effects of supervisory roles on the quality of counseling. To date, the trend in the literature would favor the teaching approach as the most efficacious. Payne & Grolinski [1968] investigated the question of whether style of supervision affects demonstrated counselor empathy. Forty-two undergraduates in psychology were divided into three groups. All subjects were given seven taped client statements and asked to respond as though they were the counselor. Next, the subjects received a 20-minute session with a supervisor; group one received counseling-supervision, group two received teaching-supervision, and group three was a no treatment control condition. The subjects were then given seven more client statements and asked for responses. Both pre- and post-treatment responses were rated on a seven-point empathy scale. Subjects in the teaching-oriented supervision and control groups were both higher in empathy than in the counseling-oriented group. These results must be viewed with caution because of the non-representative character of the sample.

In a replication study, Payne, Winter & Bell [1972] sampled 108 psychology undergraduates. Subjects were asked to listen to taped client statements and respond as if they were the counselor.

One-third of the group then received two teaching-oriented supervision sessions, one-third received counseling-oriented supervision, and one-third received a placebo-oriented supervision. All groups then listened to new client tapes and gave new responses. Post-treatment responses were rated as significantly higher in empathy for the group which received teaching-supervision than for both the counseling and placebo groups.

Teaching supervision has been shown to be most effective at increasing empathy when it is positively oriented. Blane [1968] sampled 30 counseling trainees and divided them into three groups. One group received positive supervision, another group received negative supervision, and a control group received no supervision. Pre- and post-treatment scores on the Carkhuff Empathic Understanding Scale (EUS) were compared. Results showed that significantly higher gains in empathy occurred in the group that received the positively-oriented supervision.

The effectiveness of teaching has also been shown to be mediated by the skill level of the supervisor. Pierce & Schauble [1970] studied the effects of high and low functioning of supervisors on the core facilitative dimensions of their counselors. Twelve Ph.D.-level supervisors were rated as either high or low on the facilitative dimensions of empathy, regard, genuineness, and concreteness. Thirteen counseling interns and advanced practicum students were divided between the high- and low-skill supervision groups. After 12 hours of supervision the students were evaluated on the facilitative dimensions. Supervisees with high-level supervisors functioned significantly higher on each core dimension than those with low-level supervisors. A nine-month follow-up showed no change in the facilitative levels of either subject group; with the single exception of an increase in concreteness among those counselors who had been supervised by the low-level supervisors [Pierce & Shauble, 1971a]. In a similar study, Pierce & Shauble [1971b] found that counseling students with high-level supervisors showed significant growth in the core facilitative

dimensions. Students with both high- and low-level supervisors showed the same growth but needed a greater period of time in which to achieve it. Students with low-level supervision showed no growth in the core areas. These studies would suggest that modeling is an important process in counselor skill teaching.

The effectiveness of modeling as a tool in supervision is evident in a series of studies. In a two-dimensional design, Payne, Weiss & Kapp [1972] studied the effects of modeling and supervision (didactic vs. experiential) on learning of empathy. Ninety-six graduate counseling students were divided into four groups to fill out the design matrix. Results showed that both modeling and didactic supervision were effective methods for increasing demonstrated counselor empathy.

Silverman & Quinn [1974] examined the differences between monitor modeling supervision with the supervisor present in the counseling session and traditional immediate feedback supervision. It was found that monitor modeling resulted in significantly greater gains in counselor core dimensions as rated on the Empathic Understanding Scale (EUS). The authors concluded that the results favored monitor modeling because:

> ... having the supervisor act as a less threatening,
> collaborative co-counselor during the actual counsel-
> ing sessions, the trainees and supervisors tended to
> work as a team. In the immediate feedback situation
> the trainee and supervisor experienced much more of a
> teacher-student relationship [p. 259].

In a study designed to investigate the effects of supervisory style, Demos & Zuwailif [1962] sampled 40 counseling students. Subjects were assigned to one of three groups: a client-centered, eclectic, or directive supervisor. Pre- and post-test scores on the Porter Attitude Test (PAT) indicated that each supervisory style produced movement in the same direction. The total group was less evaluative, less supportive, less probing, and more understanding at post-test. However, it is interesting to note that counselors in the group receiving client-centered supervision made significantly

more understanding responses than counselors in the other groups.
This finding would suggest that modeling of client-centered re-
sponses may have accounted for their increased frequency in the
client-centered group. Similarly, in a study designed to determine
the effects of restrictive vs. non-restrictive supervision, Austin
& Altekruse [1972] observed no difference between the experimental
groups except on the dimension of understanding responses. Counse-
lors with non-restrictive group-centered supervisors emitted a sig-
nificantly higher number of understanding responses in counseling
interviews.

The Supervisor/Counselor Relationship

It is both important and interesting to consider a number of
studies which have reference to the supervisor/counselor relation-
ship. Gysbers & Johnston [1965] examined how trainee and supervisor
expectations of the supervisor's role change across time. Fifty-one
trainees and 10 supervisors were administered the Supervisors Role
Analysis Form (SRAF) on the first day of the practicum, during the
third week, and again at the close of the practicum. By the end of
the practicum, trainee movement was: "... in the direction of less
supervisory help. Apparently, by the end of the practicum experience
enrollees were beginning to feel less specific kinds of help were
needed" [p. 71]. This finding would suggest that the expectation
that the supervisor should function in the role of teacher is in-
versely proportional to the level of counselor experience.

Counselor experience also may be related to counselor satis-
faction with the supervisory relationship. Hansen [1965] adminis-
tered the Barret-Lennard Relationship Inventory (BLRI) to 30 pre-
·practicum trainees. The trainees also completed the BLRI after the
practicum experience to describe the supervisory relationship they
actually had. Results showed that post-practicum scores were sig-
nificantly higher in the areas of empathy, genuineness, and positive
regard. Additionally, trainees indicated that they had received a

better overall relationship than they had expected. This finding
would suggest that counselor satisfaction with the supervisory re-
lationship will, in most cases, increase over time.

Hansen & Barker [1964] examined the supervisor/supervisee re-
lationship and its effect upon the quality of the trainee's experi-
ence. Twenty-eight graduate students and three supervisors were
asked to complete the BLRI to provide ratings of the supervisor/
supervisee relationship. Each trainee made a post-practicum tape
discussing important or meaningful practicum experiences with their
supervisor. Segments of these tapes were rated by two judges using
the Gendlin Experiencing Scale (GES). The trainees who rated their
supervisory relationship as good were less defensive and more sensi-
tive to themselves than the trainees who had given their relationship
low ratings.

A large number of factors have been shown to enhance the super-
visor/counselor relationship. The effects of supportive and non-
supportive supervision were explored by Davidson & Emmer [1966].
Twenty-eight NDEA enrollees were divided into two groups: one group
meeting with a nonsupportive supervisor and the other meeting with
a supportive supervisor. Each subject then completed the Focus of
Concern Scale (FCS) and a semantic differential of the concept
"supervisor." Results showed that the enrollees from the supportive
group were more positive about the concept of "supervisor" and about
supervision than the nonsupportive group. Furthermore, there was
evidence suggesting that nonsupportive supervision tended to result
in counselors experiencing grater unmet personal needs. Counselors
from the nonsupportive group had a significantly greater tendency
to shift the focus of their interviews from the client to themselves.

Hester, Weitz, Anchor & Roback [1976] investigated the effects
of supervisor skill level and attitude similarity on attraction of
the supervisee to the supervisor. Twenty-nine graduate students
in counseling served as the subjects. The subjects were surveyed
for their attitudes toward such areas as divorce, feminism, and

premarital sex on the Byrne Attitude Scale (BAS). In the next session, the subjects were shown a bogus BAS answer sheet which was either similar or dissimilar to their own. They were told it belonged to the supervisor they were about to see. The subjects then viewed a videotape of a supervisory session with the supervisor functioning at either a high- or low-skill level. Skill factors involved empathy, understanding of process, and provision of illuminating information. The subjects then rated the supervisors for attractiveness. Results showed that skillfulness was significantly related to attraction, but percept of attitude similarity was not.

Lemons & Lanning [1979] studied value system similarity and communication level as influences on counselor satisfaction with the supervisory relationship. Thirty-seven counseling practicum students and their supervisors were given the Rokeach Value Survey (RVS) to determine the similarity of the value systems, and were also administered the Interview Rating Scale (IRS) as a measure of communication. The IRS is a 50-item scale describing behaviors or attitudes that may be present in the supervisory relationship. Finally, the subjects were given the Barret-Lennard Relationship Inventory (BLRI) to produce a measure of satisfaction with the supervisory relationship. Similarity of value systems was not significantly related to either communication level or satisfaction with the relationship; however, level of communication was significantly related to satisfaction.

Deming [1980] studied the supervisor's level of self-actualization as a possible influence on counselors. Forty-five Master's-level counseling students and 17 supervisors served as subjects. Prior to the practicum all subjects completed the Personal Orientation Inventory (POI) to provide a measure of self-actualization. The student counselors were measured again at the completion of the practicum. A control group participated in all other courses but the practicum during the semester. Contrary to expectations, all students increased in level of self-actualization,

but this increase was not related to the level of supervisor self-actualization. Didactic instruction in skill seems to have been the common causal factor. States Deming:

> The self-actualization level of counselors seems to be related to counseling effectiveness. The relationship between the self-actualization level of supervisors and supervision effectiveness has yet to be established [p. 216].

Preference for supervisory style does not appear to be as important as the style itself. Forty counseling graduate students participated in Birk's [1972] study to determine the effects of matching supervisees with their preferred style of supervision on supervisee learning of empathy. Counselors were assigned to the didactic or experiential supervision groups both according to and contrary to preference, or to a control group. All subjects received three 15-minute supervisory sessions. It was observed that preference for supervisory style did not affect counseling behaviors as rated on the Empathic Understanding Scale (EUS). Whether preferred or not, didactic-style supervision resulted in the highest gains of demonstrated empathy. Teaching effectiveness may not be relationship-enhancing. Lambert [1974] found that supervisors tend to function significantly lower in terms of empathy and specificity in supervision than they do in counseling. This can result in the counselor learning:

> ... to appreciate and understand the feelings of the client without having had his own feelings of uncertainty and inadequacy recognized or acknowledged and without having experienced high levels of empathy himself [p. 59].

Summary

What is clear from the literature is that supervisory behaviors may be viewed as broadly constituting three major roles: counselor,

teacher, and consultant. In the counselor role, the supervisor utilizes the standard counseling techniques and responses. The focus of counseling-supervision is on the counselor as a person. In the teacher role, the supervisor assumes a directive role as skill builder. The focus of teaching-supervision is on the ability level of the counselor. In the consultant role, the supervisor assumes a non-directive role as information provider. The focus of consulting-supervision is on the client of the counselor.

The literature would suggest that supervisors prefer to work in the role of teacher, that teaching is most desired by counselors, and that teaching is the most effective role overall. There are, however, a number of problems with past studies. In the first place, very few studies have sampled experienced counselors in the field. The studies favorable to the teaching role have been undertaken largely with samples of counseling students; precisely the group which could be expected to have the greatest learning needs. Additionally, there is evidence suggesting that experience changes both the supervisory relationship and the needs of the counselor. The change appears to be in the direction of decreased need and increased satisfaction with supervision as experience accumulates. However, observations of this process have not been made beyond the student practicum level.

The supervisory relationship has not been clearly understood. It appears that communication and skill are the most important factors. However, it has not been clear what skills specifically are needed. It has also been unclear if this remains the case over time and, if so, whether the specific skills needed remain the same.

Clearly, there has been a need to resolve the issue of what counselors want from supervisors, and how that may change across time. Additionally, there has been a need to examine the impact of counselor expectations on the supervisory relationship.

Theory and Research in the Area of Burnout

Definitions of Burnout

Due to the widespread popular use of the term "burnout," as well as the current research interest in the topic, it is important to arrive at a suitable definition of the term.

Freudenberger [1974], in one of the earliest references to burnout in the literature, describes it as: "... to fail, wear out, or become exhausted by excessive demands on energy, strength or resources" [p. 159]. Eastman [1981] states: "You are burned out if you are mentally and physically depleted significantly below your capable level of performance" [p. 12]. In a study investigating burnout among career counseling professionals, Forney, Wallace-Schulzman & Wiggers [1982] offered this definition:

> A two-dimensional phenomenon, consisting of both attitudinal and behavioral components. Attitudinally, burnout represents a significant loss of motivation, enthusiasm, and energy. Behaviorally, it is manifested by a marked departure from the individual's behavioral norm [p. 436].

Potter [1980] states: "Burnout is a loss of will, an inability to mobilize interest and capabilities. Motivation to perform, to do, is extinguished" [p. 10].

The only existing definition of burnout to be arrived at directly as a result of empirical research is that offered by Maslach & Jackson [1978]. Through factor analysis, Maslach & Jackson have identified three distinct symptom areas: emotional exhaustion, depersonalization, and low sense of personal accomplishment. The Maslach Burnout Inventory (MBI) was designed to measure these areas. The three scales have low intercorrelations and high reliability. Emotional exhaustion is a form of compassion fatigue; a drained, flat feeling of having been used up affectively. Depersonalization is a negative cynical and dehumanizing attitude or feeling for

others; a mixture of contempt and resentment, with a lack of empathy for another person's problems. Reduced personal accomplishment is crumbling self-esteem and depression; a self-imposed label of failure, and an attendant sense of inadequacy [Maslach, 1982]. Because of its factorial validity, Maslach's definition was used in this study.

Effects of Burnout

The effects of burnout are numerous and pervasive. It is important to recognize this fact if burnout is to be understood. Eastman [1981] points out that many people describe themselves as burned-out, not realizing the far-ranging implications of burnout. More than ordinary job tedium, burnout typically affects all areas of a person's life. Patrick [1979] divides burnout symptoms into the physical symptoms can include alcoholism, fatigue, and suscep-tibility to illness [Berkely Planning Associates, 1977; Hendrick-son, 1979; Kahn, 1978]. Migraine headaches and poor physical co-ordination have also been associated with burnout [Cummings & Nall, 1982; Watkins, 1983]. Cognitive symptoms may include cynicism, stereotyping, detachment, defensiveness, pessimism, and disorienta-tion [Eastman, 1981; Forney et al., 1982; Freudenberger & Richelson, 1980; Maslach, 1978; Sparks, 1979]. In some cases, paranoia and thoughts of suicide have been reported [Pines & Kafry, 1981]. Emotional symptoms may include depression, guilt, irritability, coredom, anxiety, feelings of helplessness and losing control [Potter, 1980; Watkins, 1983]. Generally, the burnout victim will report a drained feeling of dissatisfaction with oneself. This will usually go hand-in-hand with resentment directed at those be-lieved to be responsible (e.g., clients, administration). Be-havioral symptoms may include withdrawal, chronic complaining, ab-senteeism, substance abuse, decreased work efficiency, undue risk-taking, and loss of employment [Chessick, 1978; Freudenberger, 1975; Hall et al., 1979; Reed, 1977; Sutton, 1977].

Burnout victims suffer in their interpersonal relationships as well. Marital relationships and personal friendships are two frequently cited areas of concern [Watkins, 1983].

Marital relations suffer specifically because of what is referred to as "mate therapy." Professional helpers often find it difficult to resist practicing their professional skills on their mate. Oftentimes this process will develop in a relationship and become an established fact before either party is aware that a potentially destructive one-sided norm has been inaugurated. A helping professional's natural inclination to be of service to people in need may indeed be one of the factors responsible for the beginning of a relationship. However pleasant this may be initially, it is very dangerous in the long run. Ables & Brandsma [1977] state:

> The very characteristics that are the most appealing initially and that pull the couple together (i.e., the counselor's nurturing supporting quality and the mate's dependency and neediness) inevitably become sources of major irritation later [p. 3].

In the area of personal friendships, also, the burnout victim may have the feeling of never being off work. This is a hazard that develops when helping professionals spend an inordinate amount of spare time associating with work mates and colleagues. As Watkins [1983] points out:

> One result of the merger of social-professional friendships is total immersion in the psychological that is, 'psychological mindedness' becomes inescapable. There is no opportunity to just be casual, to just be a person [p. 307].

Factors Contributing to Burnout

Savicki & Cooley [1982] cite a number of personal characteristics which have been associated with burnout. Over-identification

with the client is one in which the helping professional lacks the
ability to psychologically disengage from the client's problems.
This can be extremely debilitating because it can contribute to a
loss of professional objectivity. However, even more seriously, it
tends to wear the helper down with an ever-accumulating weight of
concern. This weight is multiplied by the size of the counselor's
caseload and the number of contact hours spent with clients.
Savicki & Cooley [1983] surveyed 94 mental health workers in north-
western Oregon. In this study, it was found that high-contact
workers differed from low-contact workers in that they scored sig-
nificantly higher on the depersonalization sub-scale of the M.B.I.
Depersonalization may be viewed almost as a natural and entirely
predictable reaction to over-identification. States Mendel [1979]:

> Another symptom of the unaware, angry, burned-out
> therapist is the use of the distancing device best
> described as labeling. The necessary medical prac-
> tice of making a correct diagnosis lends itself to
> labeling. But a burned-out therapist might respond
> to her own discomfort by withdrawing her empathic
> concern for the patient, calling the patient 'inade-
> quate,' 'psychopathic,' and so on [p. 78].

The process of labeling and deprsonalizing clients creates a
cycle of events. Clients who are perceiving the counselor's reduced
level of concern are all the less likely to show therapeutic improve-
ment. The less the clients improve, the more frustration the thera-
pist will feel. This frustration can result in increased levels of
depersonalization. And so the cycle continues.

Age has been shown to be a contributing factor in burnout.
Zabel & Zabel [1982] sampled 601 teachers of exceptional children
in the state of Kansas. Results of the survey showed age to be re-
lated to all three scales on the M.B.I. The reasons for this are
unknown. The author's state:

> It is unclear whether older, more experienced teachers
> have developed better skills and coping strategies,
> whether their expectations have become more realistic,

or whether teachers who have experienced greater job-related stress have left the profession [p. 262].

In a similar study, Schwab & Iwanicki [1982] surveyed 469 teachers in the state of Massachusetts. In this group, age was significantly related to emotional exhaustion. Several possible explanations for the higher burnout rate among the young are offered: (1) unrealistic social change goals, (2) unver-developed coping skills, (3) inadequate training, (4) lack of insight [Cherniss, Egnatious & Wacker, 1976; Emener, 1979].

Sex differences have also been noted in burnout research. Schwab & Iwanicki [1982] reported that men scored significantly higher than women on the depersonalization scale of the M.B.I. On the other hand, Maslach & Jackson [1981] reported that women in the helping professions experience greater levels of emotional exhaustion and lower levels of personal accomplishment than men. These differences are largely unexplained, however, it is possible that the occupational status discrepancy which still exists in our society may account for the personal accomplishment differences.

Another factor contributing to burnout is locus of control [Rotter, 1966]. Locus of control refers to the degree to which people feel they have personal power to shape events. As Savicki & Cooley [1982] have shown, individuals at either end of the continuum are likely to be candidates for burnout. High internals, who feel personal responsibility for everything that happens, may drive themselves to the point of emotional exhaustion. On the other hand, high externals, who feel powerless to effect change, may also feel an extremely low sense of personal accomplishment. The safest point on this continuum would appear to be a realistic blend of personal involvement and realization of one's limitations.

Theory and Research Concerning the Relationship between Supervision and Burnout

Various studies conducted in the fields of management and

education support the contention that leadership directly influences morale [Bender, 1972; Brown, 1977; Lewis, 1974]. Several researchers report that supervisors have an especially strong impact upon subordinates in the area of job satisfaction

In order to study the relationship between leadership behavior and morale, Brown & Sikes [1978] sampled 240 Georgia directors of curriculum and instruction. The School Administration Morale Measure (SAMM) was administered to obtain a measure of work morale. The Leader Behavior Description Questionnaire (LBDQ) was given to determine their perceptions of the quality of leadership of their immediate superordinates. Results showed that perceived level of supervisor consideration had a significant impact upon morale. The authors state:

> ... in modern society, the best way to accomplish a task or mission is for the superordinate to treat his subordinates with consideration so that there will be a high degree of group cohesion and teamwork.
>
> ... educational leaders should have as a primary personal and professional goal the development of skills and insight in leader behavior. Such skills and insight should maximize understanding of interpersonal relations and thereby contribute to high morale of subordinates [p. 126].

In their study of teachers of exceptional children, Zabel & Zabel [1982] found that ratings of support from administrators were significantly related to burnout as measured by the Maslach Burnout Inventory (MBI). Teachers who indicated that they were receiving adequate support had less emotional exhaustion, less depersonalization, and greater personal accomplishment.

Abdel-Halim [1982] studied the buffering effects of social support on the relationship between role conflict and ambiguity to job satisfaction in mid-level managers. Eighty-nine mid-level managers from industry were sampled. Leader support was measured by use of the Leader Behavior Description Questionnaire (LBDQ). Measures of role conflict and ambiguity were obtained by use of Rizzo's [1970]

scale. Results showed an important interaction effect. Abdel-Halim reported:

> While the relationship between role conflict and in-
> trinsic satisfaction was negative for individuals with
> low consideration leaders, it became positive for those
> with high consideration leaders. Further, individuals
> with high consideration leaders and experiencing high
> levels of role ambiguity were more intrinsically satis-
> fied and involved in their jobs than were those with
> low consideration leaders [p. 290].

In the population examined, supervisor support had the effect of serv-
ing as a buffer to what would otherwise be morale-lowering influence.

Kemelgor [1982] studied the function of value congruence between
supervisor and supervisees in production organizations. Forty-eight
supervisors and 337 subordinates in six organizations were surveyed.
The Job Description Index (JDI) was used to measure the level of job
satisfaction. Sengers' [1971] method was used to measure values
similarity between supervisors and supervisees. The results showed
that those subordinates who indicated higher job satisfaction had
values more similar to their supervisors than those who indicated
low job satisfaction. The author concluded:

> Some of the effects of this value homogeneity between
> supervisors and subordinates might be improved communi-
> cation, more cooperation, and less disagreement. This
> could result in a subordinate getting more out of the
> work since there is apt to be more potential for mean-
> ingful interaction, and even better work assignments
> [p. 156].

In a study of Social Security Administration public contact work-
ers, Barad [1979] found that workers were less likely to burn out if
they felt they were receiving adequate support and feedback from
supervisors. It was also found that active involvement of workers
in policy decisions reduced the incidence of burnout.

Summary

Taken together, these studies would suggest a relationship be-
tween supervision and supervisee morale. The main ingredient in
this relationship appears to be communication. When communication
is present and two-directional, it is perceived as supportive and
tends to reduce the level of job dissatisfaction.

Until the present time, no study has sampled a group of prac-
ticing field counselors in order to explore the relationship between
supervision and supervisee burnout. Until such data were collected,
it was not possible to say exactly what elements of counselor super-
vision are related to counselor burnout, both in the short and long
term.

CHAPTER III

RESEARCH AND DESIGN PROCEDURES

Variables

This study explored the relationship between counselor super-
vision and counselor burnout. There were two principal objectives
of this project.

The first objective was to determine what counselors want from
their supervisors in terms of role-specific behaviors, and if that
changes across time. In the first part of the study, the indepen-
dent variable was time; the dependent variable was role preference.
Role preference was measured in three specific supervisory role
areas: counseling, consultation, and teaching. Three linear re-
gressions were computed to determine the degree of relationship for
each factor.

The second part of the study determined the degree to which
counselor dissatisfaction with supervisor functioning is related to
counselor burnout. Dissatisfaction was the independent variable,
and burnout was the dependent variable. The independent variable
was measured in three areas: dissatisfaction with counseling,
teaching, and consultation. The dependent variable was operational-
ized by three constructs: emotional exhaustion, depersonalization,
and personal accomplishment. Personal accomplishment is considered
to be a reverse indicator of burnout. Pearson's Product Moment Cor-
relation Coefficient was used to determine relationships.

Several demographic and situational variables were examined.
They were: age, sex, years and/or months spent in counseling, case-
load size, contact hours, years and/or months in the present posi-
tion, field of counseling employment, degree status, certification
status, hours of supervision received per week, hours of supervision
given per week, local population, percentage of supervision given

by peers. The relationship of these variables to burnout was measured by use of multiple regression.

Procedure

The names and addresses of 640 counselors were provided by the Oregon Personnel and Guidance Association for use in this study. Two hundred and fifty names were selected at random from the list, and on November 28, 1983 questionnaires were mailed to each of them. Again, on January 3, 1984, questionnaires were mailed to an additional 250 counselors drawn from the list. Of the 500 questionnaires mailed out, 36 were returned unusable or incomplete and 120 were returned in usable condition, resulting in a response rate of 24 percent.

All subjects were mailed a cover letter on Oregon State University letterhead describing the importance of the study and requesting their participation. Anonymity of the participants was guaranteed and they were promised a statement of results on request (see Appendix A).

Data were collected by two instruments: The Maslach Burnout Inventory (MBI) and The Counselor Supervision Inventory (CSI). Subjects were asked to provide written responses to two questions: "What is the most frustrating thing about your job?" and "Please include any comments you wish to share regarding your relationship with your supervisor." Additionally, information about several demographic and situational variables was solicited.

The instruments were organized into an eight-page booklet complete with instructions. Page 8 was addressed and stamped. On Page 7, participants were instructed to close the booklet with a piece of tape and drop in the nearest mailbox (see Appendix B).

Instrumentation

Maslach Burnout Inventory

The MBI was developed to measure the three elements of the
burnout syndrome: emotional exhaustion, depersonalization, and
lowered sense of personal accomplishment. Each element is measured
by a separate subscale, and each subscale has two dimensions: fre-
quency and intensity (see Appendix C).

The MBI assumes that burnout is a continuous variable which
is always present in either low, moderate, or high degrees of ex-
perienced feeling. It is not conceived as a dichotomous variable
which is either present or absent. High levels of burnout will be
reflected in high scores on the emotional exhaustion and depersonal-
ization subscales and in low scores on the personal accomplishment
subscale. A moderate level of burnout will be reflected in moderate
scores on all three subscales. A low level of burnout is reflected
in low scores on the emotional exhaustion and depersonalization
subscales and a high score on the personal accomplishment sub-
scale. Scores are considered high if they are in the upper third
of the normative distribution, moderate if they are in the middle
third, and low if they are in the lower third [Maslach & Jackson,
1981] (see Table 1).

Reliability

Internal consistency was estimated by using Cronbach's coeffi-
cient alpha (n = 1316 for frequency, n = 1789 for intensity). Re-
liability coefficients for each of the subscales were as follows:
.90 (frequency) and .87 (intensity) for emotional exhaustion; .79
(frequency) and .76 (intensity) for depersonalization; .71 (fre-
quency) and .73 (intensity) for personal accomplishment.

Two-week test-retest reliability coefficients for each of the
subscales were as follows: .82 (frequency) and .53 (intensity) for

TABLE 1. Categorization of MBI Scores

MBI Subscale	Range of Experienced Burnout		
	Low (lower third)	Moderate (middle third)	High (upper third)
Emotional Exhaustion			
frequency	≤17	18 - 29	≥30
intensity	≤25	26 - 39	≥40
Depersonalization			
frequency	≤ 5	6 - 11	≥12
intensity	≤ 6	7 - 14	≥15
Personal Accomplishment			
frequency	≥40	39 - 34	≤33
intensity	≥44	43 - 37	≤36

emotional exhaustion; .60 (frequency) and .69 (intensity) for deper-
sonalization; .80 (frequency) and .68 (intensity) for personal accom-
plishment [Maslach & Jackson, 1981].

Validity

Validity for the MBI has been established in a number of ways:

Convergent validity: MBI scores have been shown to be corre-
lated with behavioral ratings made independently by a person who
knew the individual well. MBI scores have also been correlated with
the presence of job characteristics that were expected to contribute
to experienced burnout. Finally, MBI scores were correlated with
measures of various outcomes which had been expected to accompany
burnout (i.e., stress, absenteeism).

Discriminant validity: Evidence of the validity of the MBI was
obtained by distinguishing it from other constructs that might be
presumed to be confounded with burnout. Correlations between the
MBI subscales and measures of job dissatisfaction were not strong
enough to suggest that they were simply the same thing. Further-
more, correlations between the MBI subscales and the Crowne-Marlowe
[1964] Social Desirability (SD) scale were not strong enough to sup-
port the position that scores on the MBI are subject to distortion
by social desirability response set [Maslach & Jackson, 1981].

Counselor Supervision Inventory

The CSI was developed specifically for this study. It con-
tains three subscales: counseling, consultation, and teaching. Each
subscale is made up of 20 items of supervisory behavior appropriate
to its category. Additionally, each subscale has two dimensions:
actual (how much the counselor believes the behavior is being pro-
vided) and ideal (how much the counselor believes the item should be

provided). The arithmetic difference between the actual and ideal responses is taken as a measure of dissatisfaction with supervision (see Appendix D).

Reliability

Internal consistency was estimated by using the odd-even split-half correlation method, with the Spearman-Brown correction formula (n = 41). Reliability coefficients for each of the sub-scales were as follows: .82 (counseling), .82 (consultation), and .82 (teaching).

Two-week test-retest reliability coefficients for each of the subscales were as follows: .67 (counseling), .67 (consultation), and .64 (teaching).

Subjects participating in both reliability studies were students in the first term of the Master's degree program in counseling at Oregon State University.

Validity

The validity of the CSI rests on the factorial validity of the items included in the inventory. Items selected for the CSI were drawn from studies in which they were shown to be appropriate to their respective categories by the process of factor analysis [Stenack & Dye, 1982; Delaney & Moore, 1966].

Sample

One hundred twenty questionnaires were returned in usable condition and represented the subject population of this study. Subject participants responded inconsistently to questions regarding demographic information. Therefore, the number of observations varied from one question to the next.

Age of the subjects ranged between 23 and 61 years, with a median of 40 (N = 119).

Of the subjects, 44 (37%) were men and 76 (63%) were women (N = 120).

Time spent employed in the field of counseling ranged from 0 months to 352 months with a median of 76 months (N = 120).

Caseload size of the subjects ranged from 3 to 999 with a median of 225 (N = 102).

Number of hours spent in direct contact with clients per week ranged from 0 to 50 with a median of 24 (N = 116).

The number of months the subjects had been employed in their present position ranged from 0 to 304 with a median of 40 (N = 120).

In terms of job description, 17 (14%) of the subjects indicated that they were elementary school counselors, 16 (13%) were employed at community colleges, 20 (17%) reported that they were school counselors without indicating grade level, and 23 (19%) were mental health counselors.

Other areas of employment, such as private practice and vocational rehabilitation, were reported by 23 (19%) of the respondents.

A Bachelor's degree was the highest reported academic degree held by 16 (13%) of the respondents, while 92 (77%) held a Master's degree, and 12 (10%) held a doctorate.

Responses of 75 (63%) of the subjects indicated that they held professional certification of some kind, while 45 (37%) reported that they did not.

Hours per week of supervision received ranged from 0 to 59 with a median of 1 (N = 120).

Responses of 42 (35%) of the subjects indicated that they were responsible for giving supervision to others, while 78 (65%) reported that they were not.

Local population of the subjects ranged from 0 to 500,000 with a median of 15,000 (N = 86).

Percentage of supervision given by peers ranged from 0 to 100 with a median of 10 (N = 80).

Percentage of supervision given by immediate supervisor ranged from 0 to 100 with a median of 20 ($\underline{N}$ = 94).

From the data gathered it emerged that the typical counselor in this sample would be a forty-year-old woman working in some type of educational setting in a small town. She would most likely have a Master's degree and certification. Her caseload would be about 225 and she would be spending around 24 hours per week with clients. She would have been in counseling for about five years, and would have held her present job for a little over three years. She would receive most of her supervision from her immediate supervisor, but would also receive about 10 percent from her peers (see Appendix E).

Statistical Model

The statistical model for linear regression is:

$$Y = a + bX$$

where,

Y = the score for the dependent variable

X = the score for the independent variable

a = the intercept constant

b = the regression coefficient

The statistical model for multiple regression is:

$$Y = a + b_1 X_1 + b_2 X_2 + b_3 X_3$$

where,

Y = the score for the dependent variable

X_1, X_2, X_3 = the independent variables

b_1, b_2, b_3 = the regression coefficients associated with the independent variables

a = the intercept constant [Courtney, 1983].

Multiple Comparisons

The Analysis of Variance (ANOVA) was used for regression multiple comparison significance testing. ANOVA utilizes the $\underline{F}$ test. $\underline{F}$ values equal to or exceeding the tabular $\underline{F}$ value were considered significant. The $\underline{F}$ formula for regression analysis is:

$$\underline{F} = \frac{SS_{reg}/df_1}{SS_{res}/df_2}$$

The .05 level of significance was observed.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

This chapter explains the statistical methods used to analyze the data. The data obtained from the analysis are presented and the procedures for testing the hypotheses are explained.

Burnout Characteristics

Prior to analysis of the data, it was necessary to examine the degree to which the elements of burnout were present in the sample. The burnout characteristics of the subject participants were as follows. For frequency of emotional exhaustion the mean was 20.62 with a standard deviation of 10.47. Skewness was slightly positive at .54, and kurtosis was slightly platikurtic at 2.65 ($\underline{N}$ = 120).

For intensity of emotional exhaustion the mean was 32.28 with a standard deviation of 10.91. Skewness was normal at -.49, and kurtosis was normal at 2.99 ($\underline{N}$ = 120).

For frequency of depersonalization the mean was 6.7 with a standard deviation of 5.13. Skewness was slightly positive at .81, and kurtosis was normal at 2.91 ($\underline{N}$ = 120).

For intensity of depersonalization the mean was 12.24 with a standard deviation of 7.29. Skewness was normal at .43, and kurtosis was slightly platikurtic at 2.64 ($\underline{N}$ = 120).

For frequency of personal accomplishment the mean was 40.95 with a standard deviation of 4.72. Skewness was slightly negative at -.66, and kurtosis was slightly platikurtic at 2.79 ($\underline{N}$ = 120).

For intensity of personal accomplishment the mean was 43.59 with a standard deviation of 5.18. Skewness was normal at -.24, and kurtosis was slightly platikurtic at 2.77 ($\underline{N}$ = 120). Burnout characteristics for the sample are recorded in Table 2.

TABLE 2. Burnout Characteristics of Sample						
	A	AA	B	BB	C	CC
Mean	20.62	32.28	6.7	12.24	40.95	43.59
St. Dev.	10.47	10.91	5.13	7.29	4.72	5.18
Skewness	.54	-.49	.81	.43	-.66	-.24
Kurtosis	2.65	2.99	2.91	2.64	2.79	2.77

A - emotional exhaustion   (frequency)
B - depersonalization   (frequency)
C - personal accomplishment (frequency)

AA - emotional exhaustion   (intensity)
BB - depersonalization   (intensity)
CC - personal accomplishment (intensity)

By referring to Table 1, it is possible to compare the burnout characteristics of this sample to the norms for the Maslach Burnout Inventory (BMI). The sample means for this study were all within the moderate range on the MBI with the exception of those for personal accomplishment. Means for both frequency and intensity of personal accomplishment were slightly over the dividing point between moderate and low levels.

Statistical Analysis

The purpose of the study was two-fold. The first objective was to determine if counselor needs for supervisory counseling, teaching, and consultation are related to the amount of time spent in the counseling profession. The second objective was to determine if counselor dissatisfaction with supervisory counseling, teaching, and counsultation are related to professional burnout. Additionally, selected demographic variables were investigated for their possible relationship to burnout.

The sample for this study consisted of 120 members of the Oregon Personnel and Guidance Association.

The Maslach Burnout Inventory (MBI) was selected as the appropriate instrument for measuring emotional exhaustion, depersonalization, and level of personal accomplishment. The Counselor Supervision Inventory (CSI) was developed specifically for this study, and was used to measure counselor perceptions of ideal and actual levels of supervisory counseling, teaching, and consultation. The discrepancy between ideal and actual was used as a measure of counselor dissatisfaction with supervision.

Demographic Comparisons

Demographic variables measured in the study were: age, sex, years and/or months spent in counseling, caseload size, contact hours, years and/or months in the present position, field of

counseling employment, degree status, certification, hours of super-
vision received per week, hours of supervision given per week, local
population, percentage of supervision given by peers, and percen-
tage of supervision given by supervisor. Relationships between
these variables and the elements of burnout were measured by multi-
ple regression.

Two of the demographic variables were significantly related
to depersonalization. Hours per week of supervision received was
related to intensity of depersonalization with an r value of .25
(t = 2.20, p < .05). Academic degree was related to frequency of
depersonalization at less than the .05 level of significance (F =
3.51, p < .05). Mean level of frequency of depersonalization for
counselors with a Bachelor's degree was 4.1 (N = 16), for counse-
lors with a Master's degree 6.9 (N = 92), and for counselors with
a Doctorate 8.6 (N = 12) (see Fig. 1).

All other demographic comparisons were non-significant. For
a complete listing of demographic data and significance values see
Appendix F.

Major Hypotheses

Linear regressions were computed to test the relationship be-
tween the supervision needs of counselors and experience in the
counseling profession. Analysis of variance was used to test the
significance level of the regression coefficients. Pearson pro-
duct moment correlation coefficients were computed to measure the
relationships between counselor dissatisfaction with supervision
and the elements of professional burnout.

Table 3 presents the results of the linear regressions of
counseling experience and desire for supervisory counseling, teach-
ing, and consultation. The data in Table 3 indicate that the com-
puted F value was non-significant on all three scales at the .05
level. Therefore, null hypotheses 1, 2, and 3 were retained.
While none of the three regression coefficients achieved
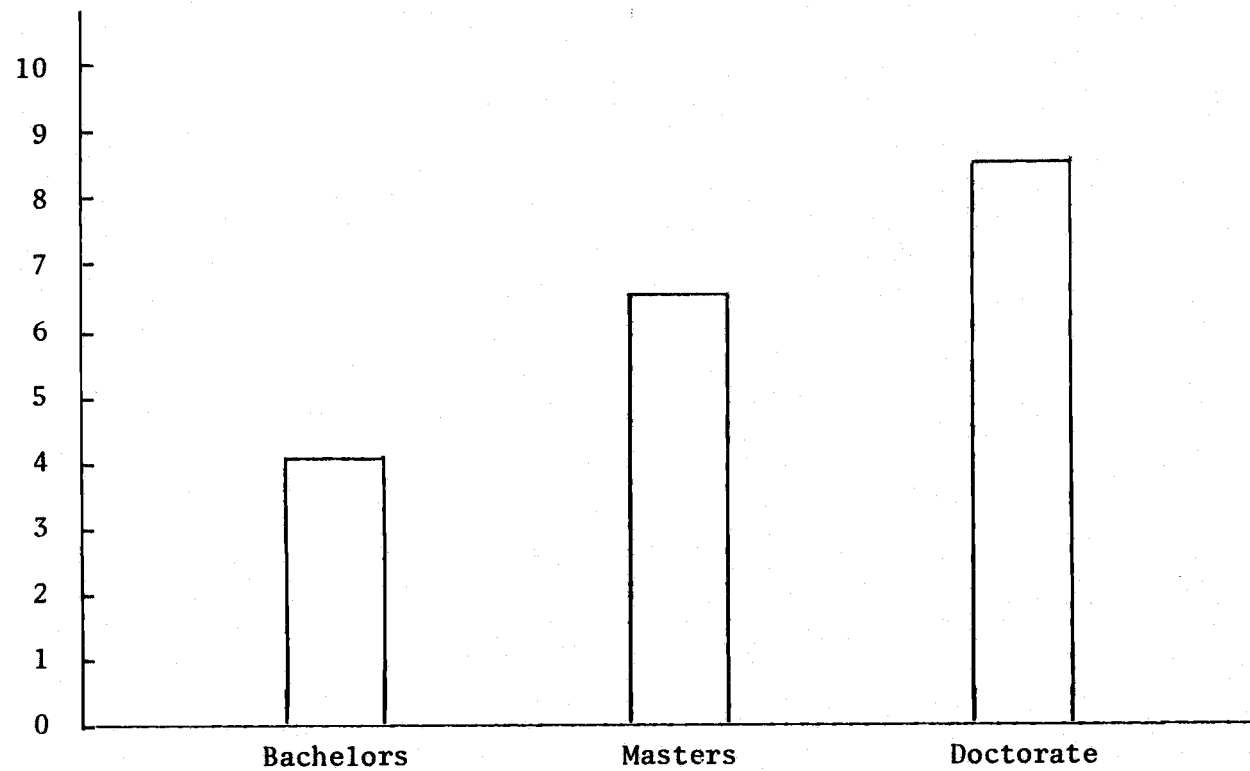
FIGURE 1. Group Means for Academic Degree and Frequency of Depersonalization.

TABLE 3. Analysis of Variance Layout for Linear Regressions of Supervision Variables and Counseling Experience

Source of Variation	df	SS	MS	F	r	P
Supervisory Counseling:						
Regression	1	.68162	.68162	3.17	-.16	.07
Residual	118	25.30782	.21447			
Total	119					
Supervisory Consultation:						
Regression	1	.22633	.22633	1.43	-.10	.23
Residual	118	18.57536	.15742			
Total	119					
Supervisory Teaching:						
Regression	1	.67707	.67707	2.59	-.14	.11
Residual	118	30.81361	.26113			
Total	119					

significance, it is interesting to note that all three relation-
ships were negative as predicted. As experience in the counseling
profession increased, expressed desire for counseling, consulta-
tion, and teaching decreased.

Table 4 presents the results of the Pearson correlations be-
tween the elements of burnout and counselor supervision.

1. Supervisory Counseling: A significant positive relation-
ship was observed between dissatisfaction with supervisory counsel-
ing and frequency of emotional exhaustion. The r value (.24) was
significant at less than the .05 level, therefore, null hypothesis
#4 was rejected.

A significant positive relationship between dissatisfaction
with supervisory counseling and intensity of emotional exhaustion
was recorded. The r value (.20) was significant at less than the
.05 level, therefore, null hypothesis #5 was rejected.

The relationship between dissatisfaction with supervisory
counseling and frequency of depersonalization was non-significant.
The r value (.05) was not significant at or less than the .05
level, therefore, null hypothesis #6 was retained.

A significant positive relationship was observed between dis-
satisfaction with supervisory counseling and intensity of deperson-
alization. The r value (.18) was significant at less than the .05
level, therefore, null hypothesis #7 was rejected.

A significant negative relationship was observed between dis-
satisfaction with supervisory counseling and frequency of personal
accomplishment. The r value (-.26) was significant at less than
the .05 level, therefore, null hypothesis #8 was rejected.

The relationship between dissatisfaction with supervisory
counseling and intensity of personal accomplishment was non-
significant. The r value (-.06) was not significant at or less
than the .05 level, therefore, null hypothesis #9 was retained.

2. Supervisory Teaching: A significant positive relation-
ship between dissatisfaction with supervisory teaching and frequency

TABLE 4. Pearson Correlations between Burnout and Supervision

	Emotional Exhaust. (freq.)	Depers. (freq.)	Personal Accomp. (freq.)	Emotional Exhaust. (inten.)	Depers. (inten.)	Personal Accomp. (inten.)
Counseling (dissat.)	r .24 **	r .05	r -.26 **	r .20 *	r .18 *	r -.06
Consultation (dissat.)	r .21 **	r .01	r -.23 **	r .17 *	r .14	r .00
Teaching (dissat.)	r .19 *	r .01	r -.23 **	r .20 *	r .17 *	r -.02
Counseling (ideal)	r -.01	r .01	r -.02	r -.03	r .02	r .05
Consultation (ideal)	r .03	r .00	r .00	r -.02	r -.01	r .09
Teaching (ideal)	r .02	r .02	r -.07	r .02	r .04	r .05
Counseling (actual)	r -.22 **	r -.04	r .22 **	r -.18 *	r -.14	r .07
Consultation (actual)	r -.17 *	r -.01	r .20 **	r -.15 *	r -.13	r .04
Teaching (actual)	r -.17 *	r .01	r .17 *	r -.17 *	r -.13	r .05

* p .05   ** p .01

of emotional exhaustion was observed. The r value (.19) was significant at less than the .05 level, therefore, null hypothesis #10 was rejected.

A significant positive relationship between dissatisfaction with supervisory teaching and intensity of emotional exhaustion was observed. The r value (.20) was significant at less than the .05 level, therefore, null hypothesis #11 was rejected.

The relationship between dissatisfaction with supervisory teaching and frequency of depersonalization was non-significant. The r value (.01) was not significant at or less than the .05 level, therefore, null hypothesis #12 was retained.

A significant positive relationship was observed between dissatisfaction with supervisory teaching and intensity of depersonalization. The r value (.17) was significant at less than the .05 level, therefore, null hypothesis #13 was rejected.

A significant negative relationship was observed between dissatisfaction with supervisory teaching and frequency of personal accomplishment. The r value (-.23) was significant at less than the .05 level, therefore, null hypothesis #14 was rejected.

The relationship between dissatisfaction with supervisory teaching and intensity of personal accomplishment was non-significant. The r value (-.02) was not significant at or less than the .05 level, therefore, null hypothesis #15 was retained.

3. Supervisory Consultation: A significant positive relationship was observed between dissatisfaction with supervisory consultation and frequency of emotional exhaustion. The r value (.21) was significant at less than the .05 level, therefore, null hypothesis #16 was rejected.

A significant positive relationship was observed between dissatisfaction with supervisory consultation and intensity of emotional exhaustion. The r value (.16) was significant at less than the .05 level, therefore, null hypothesis #17 was rejected.

The relationship between dissatisfaction with supervisory

consultation and frequency of deprsonalization was non-significant. The r value (.01) was not significant at or less than the .05 level, therefore, null hypothesis #18 was retained.

The relationship between dissatisfaction with supervisory consultation and intensity of depersonalization was non-significant. The r value (.14) was not significant at or less than the .05 level, therefore, null hypothesis #19 was retained.

A significant negative relationship was observed between dissatisfaction with supervisory consultation and frequency of personal accomplishment. The r value (-.23) was significant at less than the .05 level, therefore, null hypothesis #20 was rejected.

The relationship between dissatisfaction with supervisory consultation and intensity of personal accomplishment was non-significant. The r value (-.01) was not significant at or less than the .05 level, therefore, null hypothesis #21 was retained.

None of the ideal supervision scales was related to the burn-out scales at or less than the .05 level.

Intercorrelation of Supervision Variables

Table 5 presents the Pearson product moment correlations between the supervision variables measured in this study. Numerous strong relationships between the scales were observed.

All three dissatisfaction scales were significantly and positively related to each other ($p < .01$). The strongest relationship was between counseling and teaching with an r value of .83. Counseling and consultation were related with an r value of .82, and consultation was related to teaching with an r value of .76.

All three ideal scales were significantly and positively related to each other ($p < .01$). The strongest relationship was observed between counseling and teaching with an r value of .80. Counseling and consultation were related with an r value of .68, while teaching and consultation were related with an r value of .63.

TABLE 5. Pearson Correlations between Supervision Variables

	Counsel (dissat)	Consult (dissat)	Teaching (dissat)	Counsel (ideal)	Consult (ideal)	Teaching (ideal)	Counsel (actual)	Consult (actual)	Teaching (actual)
Counsel (dissat)									
Consult (dissat)	r .82 **								
Teaching (dissat)	r .83 **	r .76 **							
Counsel (ideal)	r .01	r -.04	r .01						
Consult (ideal)	r -.11	r .02	r -.05	r .68 **					
Teaching (ideal)	r .02	r .04	r .22 **	r .80 **	r .63 **				
Counsel (actual)	r -.87 **	r -.74 **	r -.72 **	r .49 **	r .43 **	r .38 **			
Consult (actual)	r -.78 **	r -.88 **	r -.69 **	r .36 **	r .47 **	r .27 **	r .86 **		
Teaching (actual)	r -.75 **	r -.67 **	r -.79 **	r .49 **	r .44 **	r .43 **	r .90 **	r .81 **	

** $p < .01$

All three actual scales were significantly and positively related to each other (p < .01). Once again, the strongest observed relationship was between counseling and teaching, with an r value of .90. Counseling and consultation were related with an r value of .86, and consultation was related to teaching with an r value of .81.

All three ideal scales were significantly and positively related to all three actual scales, with r values ranging from .27 for consultation (actual) with teaching (ideal), to .49 for counseling (actual) with counseling (ideal) (p < .01).

Teaching (ideal) was significantly and positively related to teaching (dissatisfaction) with an r value of .22. No other ideal scales were significantly related to the dissatisfaction scales.

All actual scales were significantly and negatively related to each dissatisfaction scale, with r values ranging from -.67 for teaching (actual) with consultation (dissatisfaction), to -.88 for consultation (actual) with consultation (dissatisfaction) (p < .01).

CHAPTER V

DISCUSSION

This study had two major objectives. The first objective was
to determine what counselors want from their supervisors, and if
those expectations change as the counselor gains in experience.
The second objective was to determine if the counselor's expecta-
tions of the supervisor are related to counselor burnout.

The sample consisted of 120 members of the Oregon Personnel
and Guidance Association. The subject participants were contacted
by mail and invited to fill out and return an eight-page question-
naire. The questionnaire contained two instruments: the Maslach
Burnout Inventory (MBI) and the Counselor Supervision Inventory
(CSI). Additionally, the questionnaire gathered information about
several demographic variables and solicited written responses re-
garding job frustration and supervision.

The Maslach Burnout Inventory (MBI) is a 22-item instrument
which measures the elements of the burnout syndrome: emotional
exhaustion, depersonalization, and personal accomplishment. Emo-
tional exhaustion is a drained feeling of having been worn out
emotionally. It is sometimes referred to as compassion fatigue.
Depersonalization is a tendency to treat clients as impersonal ob-
jects rather than human beings. It is a condition in which cynical
labeling replaces genuine efforts to understand and treat people
as individuals. Personal accomplishment is a reverse indicator
of burnout. It refers to a lowered sense of job-related achieve-
ment. This condition occurs when helping professionals come to
believe that their actions make little or no difference [Maslach &
Jackson, 1981].

The Counselor Supervision Inventory (CSI) is a 60-item instru-
ment developed specifically for this study. It measures ideal
and actual responses to supervisory behaviors associated with the
roles of counseling, consultation, and teaching. Counseling is

the supervisory mode in which the supervisor addresses the emotional needs of the counselor. Consultation is the mode in which the supervisor provides information for the counselor. Teaching is the mode in which the supervisor attempts to correct behavioral skill deficiencies of the counselor [Bernard, 1979].

Statistical operations were performed to test 21 major hypotheses of this study. Linear regressions were computed to determine the effects of experience on counselor desire to receive supervisory counseling, consultation, and teaching. Pearson product moment correlations were computed to determine the degree of relationship between the elements of burnout and counselor dissatisfaction with supervisory counseling, consultation, and teaching. Multiple regressions were computed to determine the degree of relationship between the demographic variables and the elements of burnout. Results of the statistical analyses were presented in Chapter IV. This chapter will discuss the implications of the statistical analyses and present recommendations for future related inquiry.

Intercorrelation of Supervision Variables

Prior to a discussion of the findings relevant to the major hypotheses, it is necessary to consider the implications of the high degree of interrelatedness of the variables measured by the Counselor Supervision Inventory (CSI). Table 5 shows that counseling, consultation, and teaching were strongly related to each other. These relationships were strong in both ideal and actual ratings. Dissatisfaction was determined by computing the numerical difference between ideal and actual ratings for each item. Therefore, dissatisfaction ratings for counseling, consultation, and teaching were strongly related also. These data indicate that meaningful distinctions cannot be measured between supervisory roles by use of the Counselor Supervision Inventory (CSI).

What are the possible reasons for overlap of supervisory roles? One reason may be that the important distinctions between

the roles are not fundamentally behavioral. Role definitions
offered by Stenack & Dye [1982] highly stress focus of interaction
and control of the supervisory session as the major factors
separating the roles. It is possible and, indeed, the data re-
ported in this study would suggest likely that once the dynamics
of focus and control have been established supervisors can employ
many of the specific behaviors in one role that they also use in
another. The role overlap recorded in this study may stem from
the fact that focus and control are not explicit in the wording
of the items.

In their original study to identify role-specific behaviors,
Stenack & Dye [1982] observed a moderate degree of role overlap
and identified it as a possible area of concern. However, in
the present study role overlap was major, in some cases complete.
Beyond reasons imposed by the methodology, what else might have
contributed to the high degree of overlap between roles?

Wholistic theories of counselor supervision would hold that
meaningful distinctions between supervisor roles cannot be made
because of the multi-dimensional character of counselor needs.
Boyd [1978] has stated that integrative theories of counselor
supervision merely recognize what has been practiced by supervisors
in the field all along: technical eclecticism. States Boyd [1978]:

> Supervisors attempt to arm themselves with a host of
> techniques drawn from various approaches to counsel-
> ing and supervision, and then they construct inte-
> grative methodological approaches which are comforta-
> ble for them and effective for supervisees [p. 135].

The wholistic approach allows supervisors to address all as-
pects of counselor need. Supervision may be viewed as being simi-
lar to counseling in goals and methodology. Human experience can
be viewed as involving an interaction of three variables: affect,
cognition, and behavior. Wholistic counselors attempt to address

each of those dimensions when working to help a client. Wholistic supervisors address the components of affect, cognition, and behavior through the roles of counselor, consultant, and teacher. The roles must necessarily merge. States Boyd [1978]:

> Just as flexibility and versatility are essential ingredients for an effective psychotherapist, these also are necesary attributes for the psychobehavioral supervisor. This supervisor must practice a technical eclecticism, employing an integrative methodology as well as choosing and implementing singular techniques from the psychotherapeutic and behavioral approaches at certain times [p. 142].

Wholistic theorists would hold that supervisory roles derived from factor analytic studies using forced choice formats are more artificial than natural. In reality, the task of having to assign a supervisory behavior to a specific role, exclusive of all others, does not occur.

Unfortunately, the important issue of supervisory roles remains unsettled. The immediate practical result of this fact is that counselor supervision must be regarded in a general sense in this discussion.

Major Hypotheses

The first objective of this study was to determine what counselors want from their supervisors, and if these expectations are affected by the accumulation of experience. This objective has at least partially been met. Because of the high degree of overlap between the supervisory roles of counseling, consultation, and teaching, it is not possible to offer conclusions regarding differences in counselor preferences for these roles. However, important aspects of counselor need are revealed in the data.

Broadly, it may be said that counselors want more. The measures of dissatisfaction were derived by computing the numerical

differences between the expressed ideal and actual responses to the 60 supervisory behaviors contained in the Counselor Supervision Inventory (CSI). It was at least theoretically possible that counselor dissatisfaction could have resulted from feelings of receiving too much supervision. This was not the case. Table 5 illustrates the strong negative relationship between perceptions of supervision actually received and dissatisfaction with supervision. In all cases, the correlations were negative and highly significant. The clear trend in the data reveals that as the perception of the amount of supervision received goes down, the level of dissatisfaction rises.

It is important to distinguish quantity from quality in examining the focus of counselor needs. Mere quantity alone does not appear to be what constitutes good supervision. In fact, hours per week of supervision received was significantly and positively correlated with intensity of depersonalization. High levels of depersonalization may be the reason the counselor is receiving extra supervision. The reverse may also be true. If supervision is not of a helpful and supportive quality, it may be regarded as mere criticism, and result in creating the very conditions it would seek to remedy. Savicki & Cooley [1983] state:

> The administration can model depersonalization by treating workers in a rigid, depersonalized fashion. When efforts are made to control workers, they may become emotionally detached from the tasks imposed upon them; and may extend this detachment to interactions with clients [p. 11].

The written comments included in Appendices G and H indicate that supervision is often more frustrating than helpful. One counselor wrote:

> My supervisor evalutes my performance once a year. He then focuses on negative aspects. He will reveal things to me about other staff members that he should not reveal. He takes no suggestions from me concerning modifying our program or procedures. He wants to get

all personal counseling done by psychologists. He
wants the school counselor to be a junior administrator
who keeps the kids in the right slots and handles pub-
lic relations for the administrator. I'm looking for
another place to work.

It is obvious from this statement that supervision has become a
frustrating experience for this counselor not only because of a
negative focus, but also because of questionable ethics and basic
disagreement about the roles and functions of the counselor. It is
difficult to see how increased quantity of supervision alone could
help this situation.

In some cases supervision may be infrequent and serve only to
pass on second-hand information, which may or may not be helpful.
One counselor observed:

In my setting there is a bare minimum of the items
listed--twice a year at the most there is a struc-
tured discussion of goals and behavior related to
those goals. Many of these (behaviors) mentioned
are desirable and I agree but I can't imagine it
ever happening in a public school setting. The super-
visor is more apt to monitor based on the complaints
or compliments from parents and staff as they inter-
act with the counselor.

It may also be the case that occasionally supervisors make in-
appropriate use of the supervisory session, taking advantage of the
counselors skills to work on their own problems. One dissatisfied
counselor said:

Supervisor (if you can call it that) is an elementary
school principal with no background in counseling.
In fact, I have to spend time helping her to work out
her problems with supervision of teachers.

In this situation, supervision only represents additional work
time for counselors who, in most cases, are already heavily loaded.
Therefore, increased quantity of supervisor/supervisee contact
adds rather than subtracts from job-related stress associated with
counseling.

It is evident in the results of this study that counselors desire high levels of quality in the supervision they receive. Quality of supervision appears to involve two factors: expertise and support [Hester, Weitz, Anchor & Roback, 1976; Zabel & Zabel, 1982]. The first factor, expertise, refers to familiarity with the knowledge base and skills of the counseling profession. Expert supervision is usually lacking in school settings where the principal is not a trained counselor. This creates the kind of situation described by one counselor:

> I work in a setting where I am the only person with training in counseling. Thus, there is no peer or supervisor available who has the technical knowledge of my profession.

Counselors mentioned that a supervisor lacking in expertise is not able to observe and provide helpful feedback on job performance. This condition does not enhance effectiveness or promote professional growth [Pierce & Shauble, 1971].

Lack of expertise in supervision should not be regarded as a phenomonon peculiar to school settings. One mental health counselor reported:

> My supervisor is an adequate administrative supervisor but offers minimal clinical supervision. He does no direct treatment, nor does he keep abreast of the current techniques or literature. This is most unfortunate and I have sought clinical supervision elsewhere.

Conversely, one highly satisfied counselor had this to say:

> I experience her not only as an excellent clinician and supervisor, but also a good team leader. Competent at setting standards, yet able to permit staff autonomy within a system. She is also creative in recognizing community needs and ways of meeting them.

Clearly, counselors wish their supervisor to be at least their equal in professional knowledge and competence.

Support is also an important factor in counselor supervision. Support refers to the facilitative dimensions of empathy, warmth, and respect. The degree to which the supervisor is able to accurately understand the counselor, provide a positive emotional climate, and show respect for the counselor's status will be perceived as the level of support. One counselor observed:

> My supervisor, the principal, is a strong proponent
> of counseling, having been a school counselor prior
> to being an administrator. The climate has always
> been supportive and most of the time enthusiastic.

In all, the word support appears 15 times in the remarks counselors appended to the questionnaires.

In summary, counselors appear to want more from their supervisors in terms of quality. Quality supervision involves the provision of knowledge, skills, and positive emotional support.

Hypotheses 1, 2, and 3 tested the question of whether the accumulation of experience results in a decrease of counselor need. It in interesting to note that in all three role areas the correlations were negative between time spent in the counseling profession and ideal level of supervision. However, the decrease in ideal level of supervision over time was not significant. Therefore, it cannot be concluded that an important decrease in the need for supervision occurs as a function of experience.

The second major objective of this study was to determine whether supervision is related to counselor burnout. It can be said conclusively from the results of this study that it is. Table 4 shows the relationships recorded between the supervision variables and the burnout variables measured in this study. None of the ideal supervision scales was significantly related to the burnout scales. The actual supervision scales were negatively related to the burnout scales, thus determining dissatisfaction. Dissatisfaction was the best predictor of burnout in terms of the strength of observed relationships.

Dissatisfaction with supervision was positively related to both the frequency and intensity of emotional exhaustion. That supervision plays an important role in arming counselors for the stress of their jobs can no longer be doubted. Stated one counselor:

> My supervisor is the middle school principal and al-
> though his attitudes about and experiences with
> school counseling have been positive and varied, I
> don't expect supervision of my counseling skills.
> He supervises my role as counselor in the build-
> ing: my use of time, my duties, my goals on student
> cases. Pleases me to see how many of my actual and
> ideal responses were the same. This is the first
> year I've worked with this principal and I think our
> working relationship is helping me relieve my fifth
> year burnout. Our expectations for my work are very
> similar. Nice to work with an administrator who has
> worked with competent counselors in the past.

It is obvious in this statement that a supervisory relationship characterized by warmth, clmpetence, and respect has greatly influenced this counselor's emotional response to the job.

It is also apparent that skilled supervision can help burned-out counselors regain the emotional strength needed to cope with the demands of counseling work. One counselor said:

> I became extremely burned out at my previous job where
> I worked over 2 years. There my supervision was
> totally inadequate, just about non-existent. That
> made the job very difficult. My present job in-
> cludes supervision by my team leader and by a clini-
> cal supervisor. I have appreciated the skills of both
> people tremendously.

Dissatisfaction with supervision was also positively related to intensity of depersonalization, but not frequency. The reason for this discrepancy is not clear. It may be that frequency of deper-sonalization is related to other extraneous variables. For exam-ple, it may be that depersonalization is repressed because of the widespread aversion to labeling in the counseling literature. It

would then hold that the less security and achievement one had experienced in the counseling field, the less one would be inclined to reveal depersonalization to self or others. This may explain the fact that academic degree was significantly related to frequency of depersonalization. Presumably, the doctoral-level counselors would be the least threatened in terms of self-esteem by engaging in depersonalization.

It is clear that the intensity with which counselors depersonalize clients is related to dissatisfaction with supervision. It may be that intense depersonalization is a self-defense mechanism which helps counselors prevent further draining of already depleted emotional reserves.

Dissatisfaction with supervision was negatively related to frequency of personal accomplishment, but not intensity. This discrepancy may be due to the nature of the feedback component of supervision. Positive feedback in supervision tends to be situation-specific, rather than general. Therefore, it is more likely that personal accomplishment will tend to be incremental rather than monumental.

While the relationship between supervision and burnout is clearly illustrated in this study, it should be pointed out that supervision is at most only one factor related to burnout. Other sources of job frustration can be seen in Appendix G. Most comments focused on intense demands and lack of resources. However, the results of this study indicate that quality of supervision is significantly involved with burnout. The best indication is that supervisors are most successful in helping counselors avoid burnout when supervision provides high levels of technical expertise and emotional support [Abdel-Halim, 1982].

Recommendations for Future Study

As a result of the findings described in this study, several areas of future research activity would appear to be warranted.

1. Counselor preferences for supervisory roles should be explored further. Future research studies in this area should highlight focus of interaction and control of the supervisory session.

2. The correlations between ideal levels of supervision and counseling experience, though non-significant, were interesting. The possible effect of accumulated experience on all aspects of counselor supervision is an area that needs further study.

3. Future research projects should use methodologies which can determine the direction of causality in the relationship between counselor dissatisfaction with supervision and burnout.

4. The effects of supervisor expertise and support on counseling staff should be studied.

5. A major finding of this study is the fact that school counselors are, for the most part, functioning without the benefit of expert supervision. Ways should be explored to solve this serious problem. It may prove that peer supervision is the most practical means for school counselors to meet their supervision needs.

<div align="center">Summary</div>

Chapter V provided interpretation and discussion of the findings of this study. Intercorrelation of the variables measured by the Counselor Supervision Inventory (CSI) was seen as possibly resulting from the absence of important distinguishing information from the survey items. Wholistic perspectives which call into question the process of attempting to view supervision roles separately were discussed. It was observed that counselors want increased quality of supervision. Quality was understood as being comprised of a blend of expertise and support. The accumulation of experience did not diminish that need significantly. Dissatisfaction with supervision was related to four of the six burnout scales.

It was concluded that supervision is effective in preventing counselor burnout to the extent that it is construed as being expert and supportive by the counselor. Several recommendations for future study were also included.

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APPENDICES

APPENDIX A

Cover Letter

School of Education | Oregon State University | Corvallis, Oregon 97331

January 3, 1984

Dear O.P.G.A. Member,

Nearly everyone in the counseling field gives or receives supervision. Unfortunately, we have only a sketchy idea of what is thought about supervision and what effect it has on counselors. Without such information, and without a clear understanding of what counselors want from their supervisors, sensible and effective supervision programs are difficult to formulate.

You are one of a small number of O.P.G.A. members who are being asked to give their opinions on these matters. You were drawn in a random sample of the entire membership. In order that the results will truly represent the thinking of counselors in Oregon, it is important that each questionnaire be completed and returned.

You may be assured of complete confidentiality. Your name will never be placed on the questionnaire.

The results of this research will be made available to O.P.G.A. members and all interested persons. You may receive a summary of the results by writing to me at the address on the questionnaire.

I would be most happy to answer any questions you might have. Please write or call. The telephone number is (503) 754-4317.

Thank you for your assistance.

Sincerely,

Alan H. Davis
Project Director

AHD/nb

APPENDIX B

Survey Questionnaire

Age: _____   Sex:_____

How long have you been a counselor? years _____ months _____

Caseload size _____

Approximate number of hours spent in direct contact with clients
per week _____

How long have you been employed in your present position?
years _____ months _____

Please describe your field of work (mental health, voc. rehab., etc.)

_____

Highest degree attained _____

Are you a certified counselor? yes _____ no _____

Hour per week spent getting supervision _____

Do you supervise others? yes _____ no _____ If yes, how many
hours per week _____

Population of the community you work in _____

Percentage of supervision given you by:

                            Peers _____

                    Supervisor _____

                         Other _____

If other, please describe _____

_____

The purpose of this survey is to discover how various people
view their work and the people they work with. Because of the
sensitive nature of the material, your right to privacy will be
respected. This questionaire consists of statements of job related
feelings you might or might not have. Please read each item and
decide: HOW OFTEN you feel this way, and HOW STRONG the feeling is
when you experience it. Then enter your responses using the code
below:

<div align="center">

HOW OFTEN

</div>

0. Never
1. A few times a year or less
2. Once a month or less
3. A few times a month
4. Once a week
5. A few times a week
6. Every day

If you have never experienced the feeling described in an item
write the number "0" in both the HOW OFTEN and HOW STRONG columns.
If you have experienced the feeling described, first indecate
how often and then indicate how strong the feeling is:

<div align="center">

HOW STRONG

</div>

1. Very mild, barely noticeable
2.
3.
4. Moderate
5.
6.
7. Major, very strong

NOTE: When rating the strength of your feeling, do not restrict
yourself solely to response codes 1, 4, or 7. Codes 2-3
and 5-6 represent gradations of feeling and should be used
when appropriate.

<div align="center">

EXAMPLE

</div>

HOW OFTEN HOW STRONG

1. _3_   _6_   I feel depressed at work.

If you occasionally feel depressed on the job (say a few
times a month) you would write the number three in the box
under How Often. If when you do feel depressed, it is a fairly
strong feeling, but not as strong as you can imagine, you would
write a number six in the box under How Strong. Please begin.

HOW OFTEN HOW STRONG

1. ___ ___ I feel emotionally drained from my work.

2. ___ ___ I feel used up at the end of the work day.

3. ___ ___ I feel fatigued when I get up in the morning and
have to face another day on the job.

4. ___ ___ I can easily understand how my clients feel about
things.

5. ___ ___ I feel I treat some clients as if they were imper-
sonal objects.

HOW OFTEN	HOW STRONG
0. Never	1. Very mild, barely noticeable
1. A few times a year or less	2.
2. Once a month or less	3.
3. A few times a month	4. Moderate
4. Once a week	5.
5. A few times a week	6.
6. Every day	7. Major, very strong

HOW OFTEN HOW STRONG

6. ____ ____ Working with people all day is really a strain for me.

7. ____ ____ I deal very effectively with the problems of clients.

8. ____ ____ I feel burned out from my work.

9. ____ ____ I feel I'm positively influencing other peoples lives.

10. ____ ____ I've become more callous toward people since I took this job.

11. ____ ____ I worry that this job is hardening me emotionally.

12. ____ ____ I feel very energetic.

13. ____ ____ I feel frustrated by my job.

14. ____ ____ I feel I'm working too hard on my job.

15. ____ ____ I dont really care what happens to some clients.

16. ____ ____ Working with people directly puts too much strain on me.

17. ____ ____ I can easily create a relaxed atmosphere with my clients.

18. ____ ____ I feel exhilarated after working with my clients.

19. ____ ____ I have accomplished many worthwhile things in this job.

20. ____ ____ I feel like I'm at the end of my rope.

21. ____ ____ In my work I deal with emotional problems very calmly.

22. ____ ____ I feel clients blame me for some of their problems.

What is the most frustrating thing about your job: _____

_____

_____

_____

_____

PART II.

Listed below are a number of statements. There are no right or wrong answers. You will probably agree with some items and disagree with others. Read each statement carefully, then decide: ACTUAL, if your supervisor does provide you with this; IDEAL, the extent to which your supervisor should provide you with this. Then enter your responses using the code below:

 1. If you disagree strongly
 2. If you disagree
 3. If you have no opinion
 4. If you agree
 5. If you agree strongly

EXAMPLE

ACTUAL IDEAL

1. _1_ _4_ Talk to me about my clients problems.

If your supervisor does not do this, but you feel it should be done, you would enter a one in the Actual column and a four in the Ideal column. Please begin.

ACTUAL IDEAL

1. ___ ___ Provide me with emotional support when appropriate.

2. ___ ___ Evaluate the effectiveness of my counseling behavior.

3. ___ ___ Elicit my feelings during supervision sessions.

4. ___ ___ Describe standard for ethical/professional practice.

5. ___ ___ Elicit my perceptions of thoughts goals and feelings of client and myself during audio/video tape playback.

6. ___ ___ Help me deal with defensiveness related to counseling.

7. ___ ___ Monitor my compliance to report writing and record keeping procedures..

8. ___ ___ Demonstrate counseling principles through the supervision relationship.

9. ___ ___ Share specialized knowledge gained from experience.

10. ___ ___ Attempt to establish a warm, non-evaluative, trusting relationship with me.

11. ___ ___ Give appropriate positive feedback relating to counseling behaviors.

12. ___ ___ Describe all procedures established for my job situation.

13. ___ ___ Provide me with opportunities to brainstorm solutions responses, techniques, itc. for counseling situations.

14. ___ ___ Stimulate me to experiment with various counseling techniques and methods.

SD 1 2 3 4 5 SA

ACTUAL IDEAL

15. ___ ___ Teach me report writing skills.

16. ___ ___ Use probing statements to facilitate my self-exploration.

17. ___ ___ Provide structure for supervision sessions.

18. ___ ___ Help me in the selection of tests to be used in my counseling interviews.

19. ___ ___ Discuss client problems with me.

20. ___ ___ Help me achieve a sense of independence by letting me select my own methods.

21. ___ ___ Help me deal with defensiveness in supervision.

22. ___ ___ Establish my job goals.

23. ___ ___ Function without judging me.

24. ___ ___ Give me some general hints about test selection but let me experiment on my own.

25. ___ ___ Have tape recordings of good interviews so that I may consider a variety of techniques.

26. ___ ___ Teach a conceptual framework for analysing client themes.

27. ___ ___ Share personal counseling learning experiences.

28. ___ ___ Demonstrate techniques through role plays.

29. ___ ___ Give feedback in a general manner using appropriate self-disclosure.

30. ___ ___ Make available appropriate readings.

31. ___ ___ Offer an open and honest relationship to facilitate working activities.

32. ___ ___ Assist with referrals when appropriate.

33. ___ ___ Be available for consultation but otherwise leave me alone.

34. ___ ___ Attempt to meet my needs as they arise.

35. ___ ___ Give direct suggestions to me when appropriate.

36. ___ ___ Help me with personal problems that may interfere.

37. ___ ___ Review audio and video counseling tapes with me.

SD 1 2 3 4 5 SA

<u>ACTUAL</u> <u>IDEAL</u>

38. ___ ___ Serve as my counselor for any problems I may have.

39. ___ ___ Encourage me to own the consequences of my actions.

40. ___ ___ Describe human behavior and its' implications for counseling theory and practice.

41. ___ ___ Encourage me to evaluate my counseling sessions.

42. ___ ___ Focus directly on supervisor/supervisee relationship.

43. ___ ___ Let me apply my own style of counseling.

44. ___ ___ Give appropriate negative feedback related to counseling behaviors.

45. ___ ___ Instruct me in the use of equipment, video tape, etc.

46. ___ ___ Give me "elbow room" to work in my own way.

47. ___ ___ Let me make my own discoveries.

48. ___ ___ Identify and discuss my personal strengths.

49. ___ ___ Suggest alternative interventions, conceptualizations, etc.

50. ___ ___ Discuss with me the implications of such things as client grades, test scores, etc. when I request it.

51. ___ ___ Encourage me to develop a personal theory of counseling.

52. ___ ___ Model feelings pertinent to supervisory interactions.

53. ___ ___ Allow me to arrive at my own conclusions.

54. ___ ___ Serve as a person to whom I may go for general ideas about a case but who leaves me to work out the details.

55. ___ ___ Allow me to explore and experiment at my own rate.

56. ___ ___ Discuss my counseling performance.

57. ___ ___ Suggest things that I may try.

58. ___ ___ Measure my progress/development and inform me of my status.

59. ___ ___ Provide relevant literature and/or references when appropriate.

60. ___ ___ Work with me to develop joint case conceptualizations.

Please include any comments you wish to share regarding
your relationship with your supervisor

Please close the booklet with a piece of tape and drop
in the nearest mailbox - THANK YOU !

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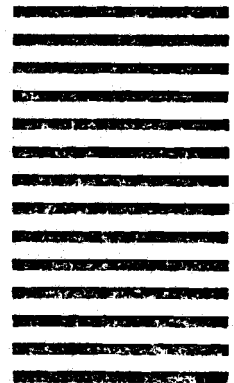
APPENDIX C

Maslach Burnout Inventory
Item Identification

Emotional Exhaustion	Depersonalization	Personal Accomplishment
# 1	# 5	# 4
# 2	#10	# 7
# 3	#11	# 9
# 6	#15	#12
# 8	#22	#17
#13		#18
#14		#19
#16		#21
#20		

APPENDIX D

Counselor Supervision Inventory
Item Identification

Counseling	Consultation	Teaching
# 1	# 9	# 2
# 3	#13	# 4
# 5	#14	# 7
# 6	#18	#11
# 8	#19	#12
#10	#20	#15
#16	#24	#17
#21	#25	#22
#23	#30	#26
#27	#32	#28
#29	#33	#35
#31	#43	#37
#34	#46	#40
#36	#47	#44
#38	#50	#45
#39	#53	#49
#41	#54	#51
#42	#55	#56
#48	#57	#58
#52	#60	#59

APPENDIX E

Graphs of Demographic Data

Age of Counselors in Sample

Number of Counselors
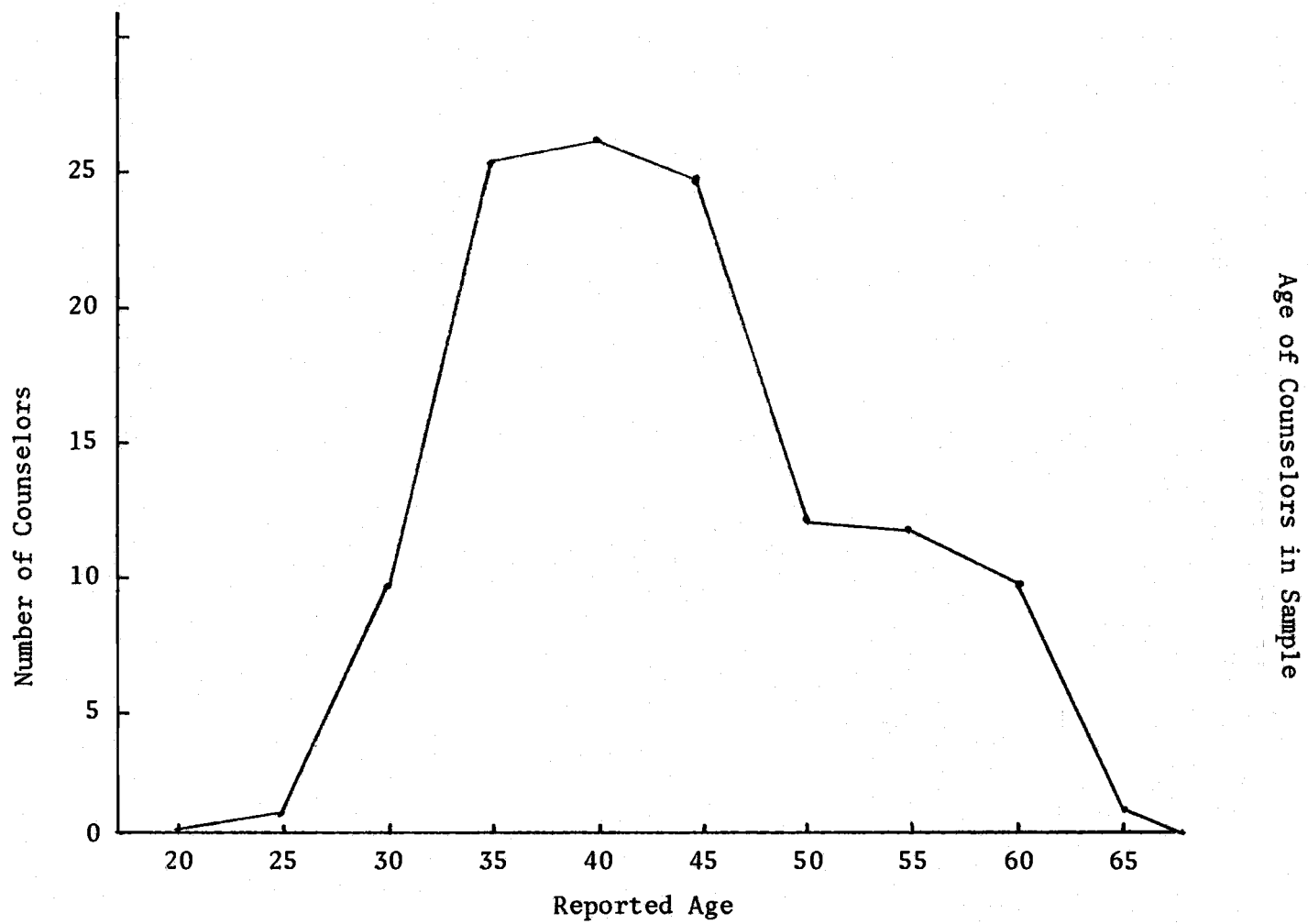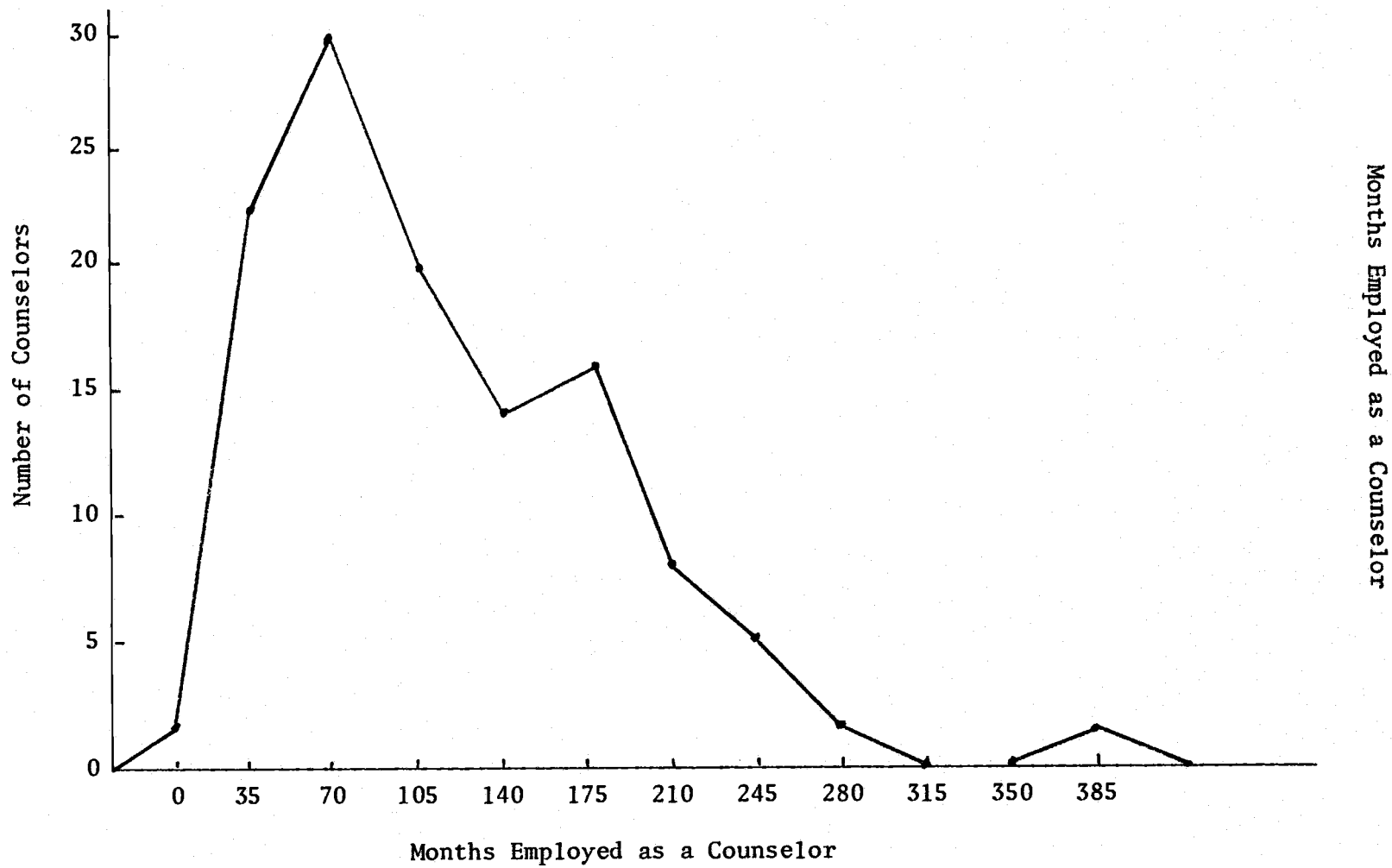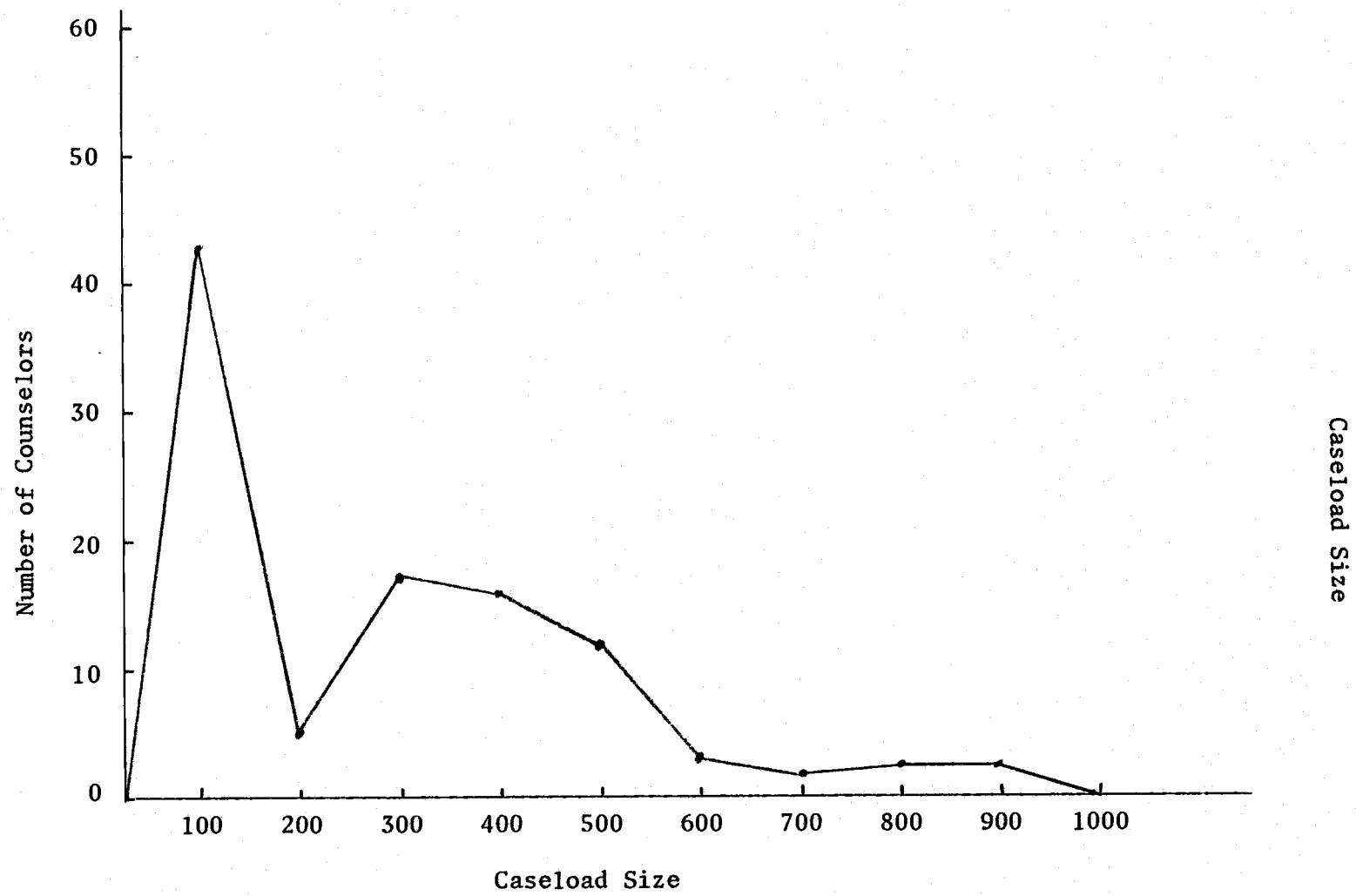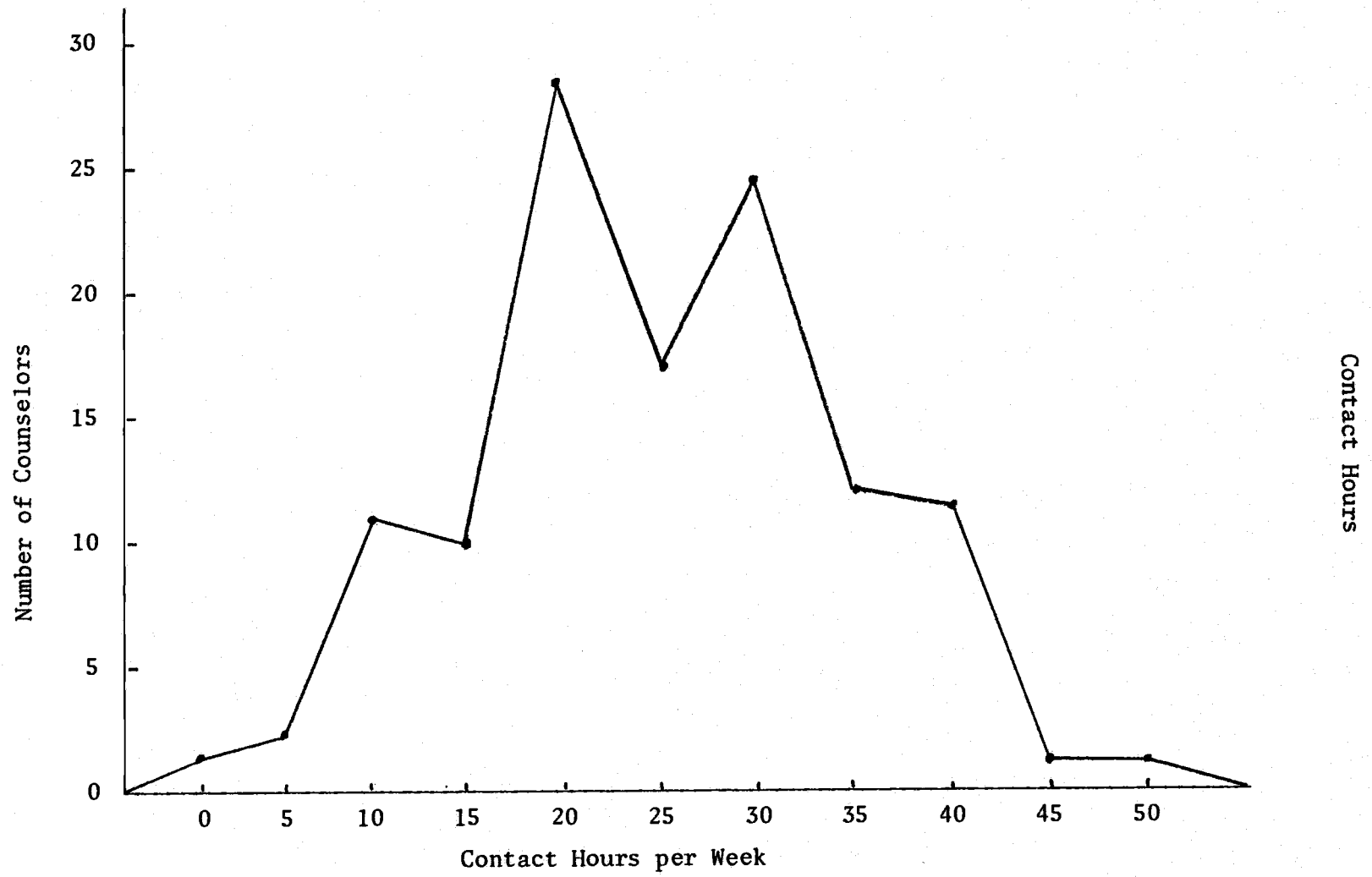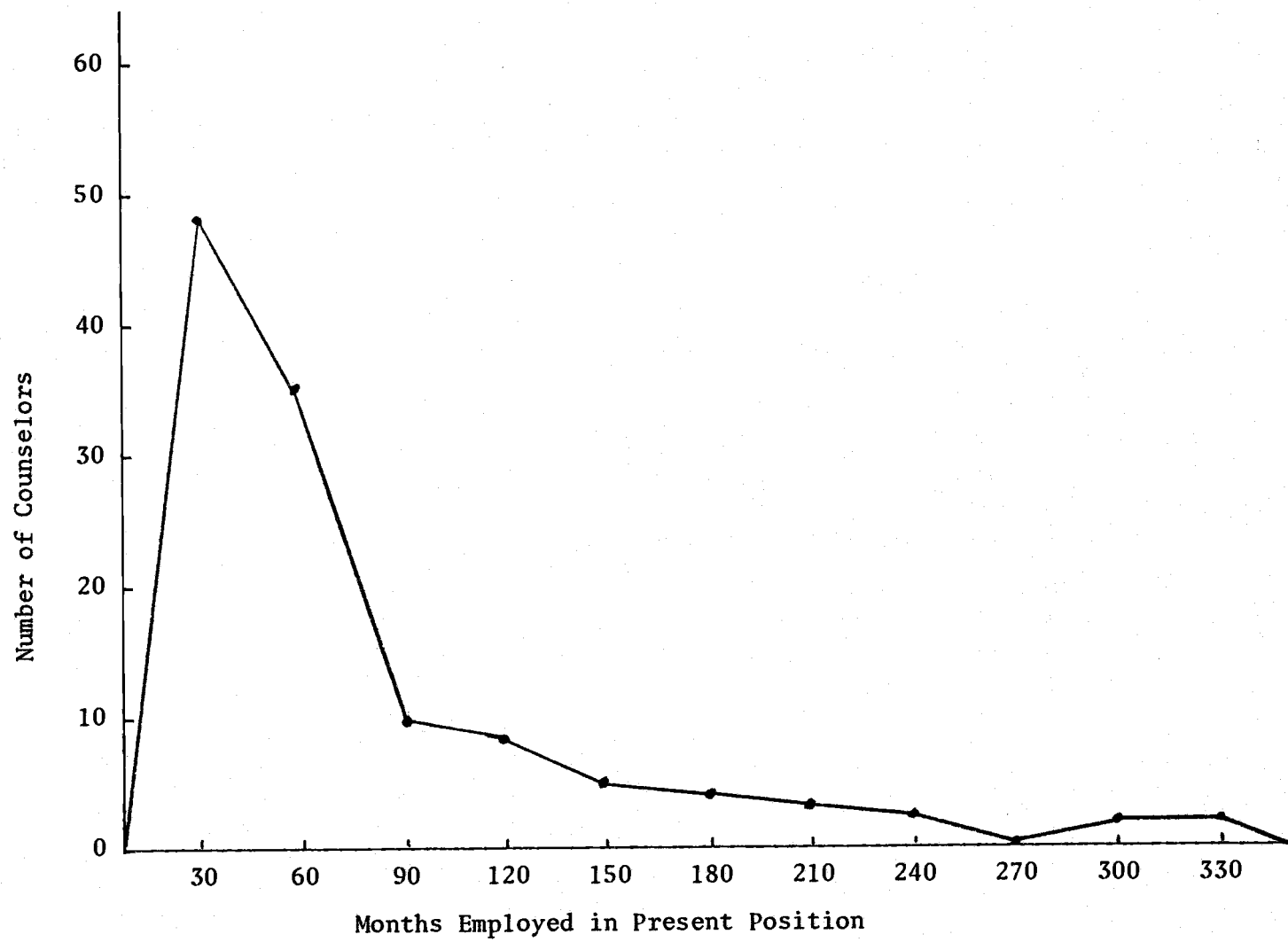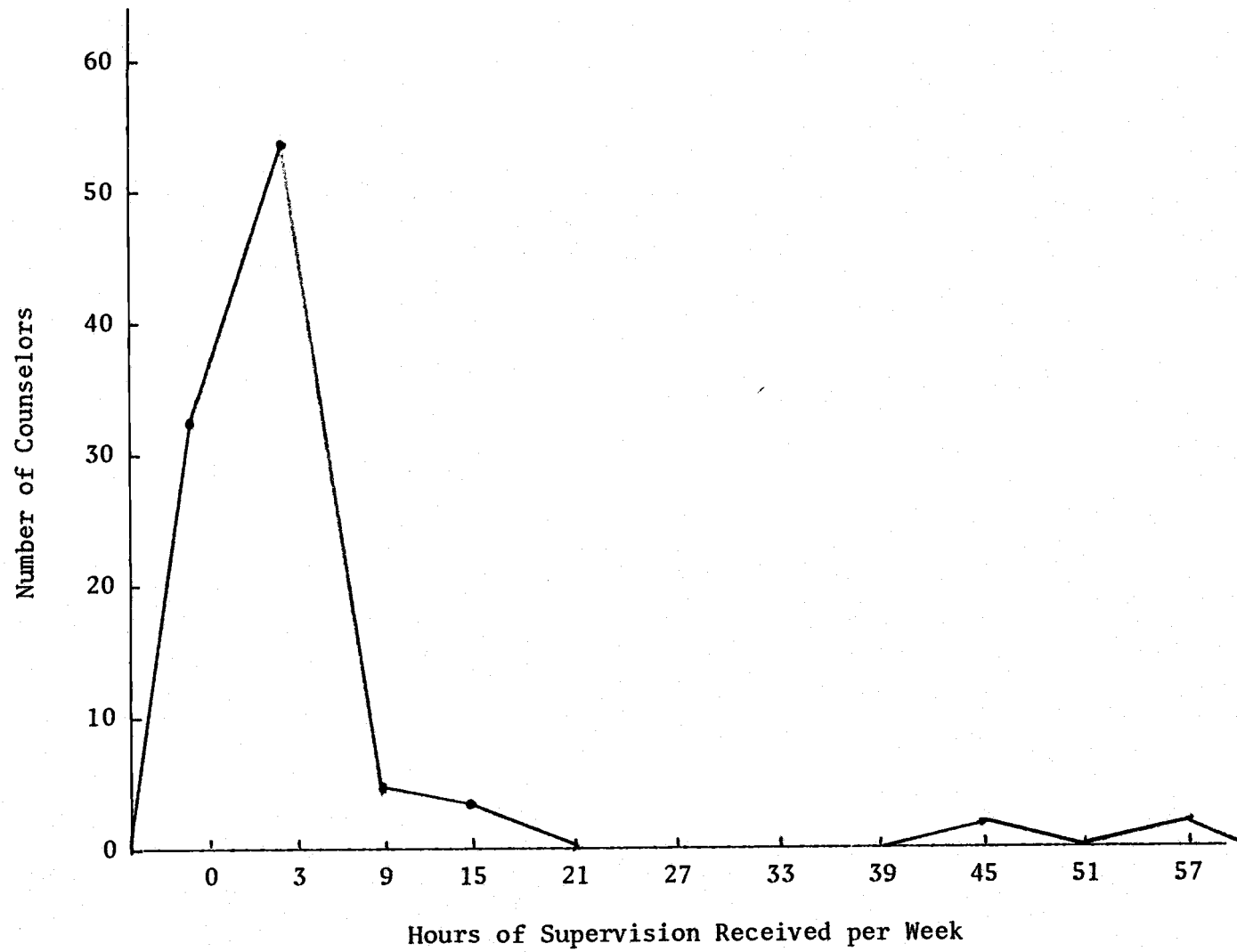
Hours of Supervision Received per Week

Percentage of Supervision Given by Peers

Percentage of Supervision Given by Supervisor
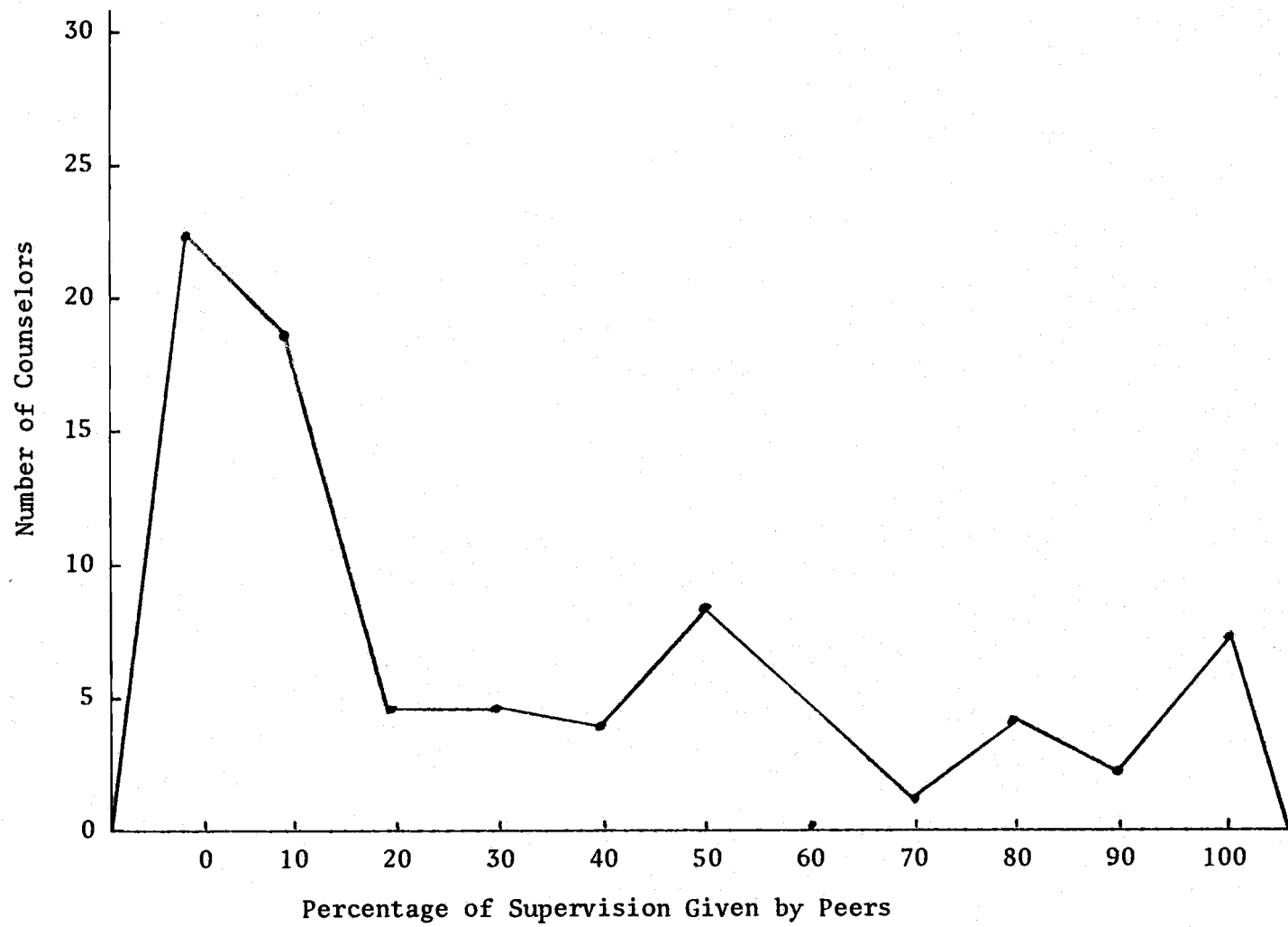
Percentage of Supervision Given by Supervisor
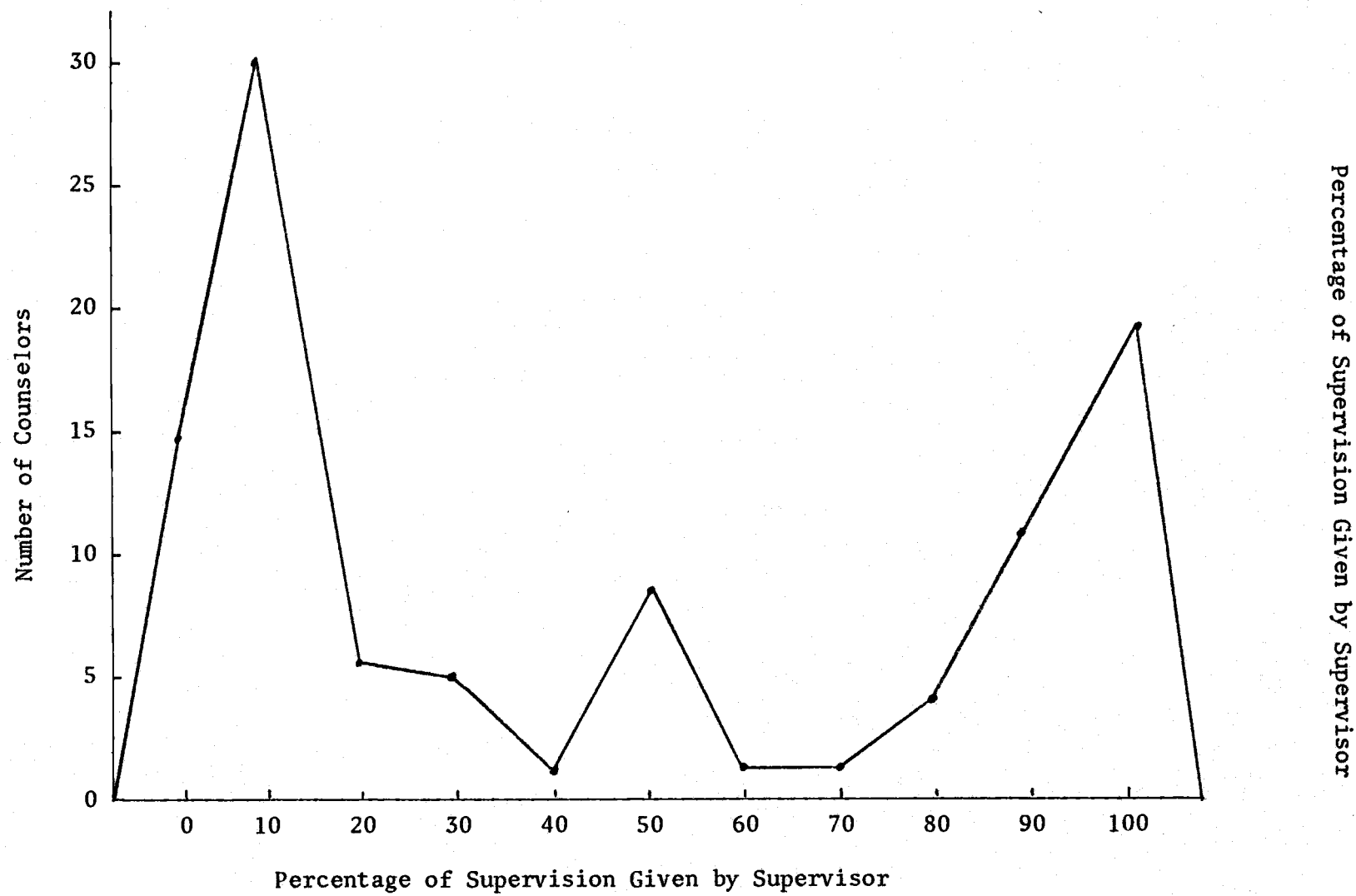
APPENDIX F

Multiple Regression Results

Dependent Variable: Emotional Exhaustion (inten)

Variable	S.E. of Regr. Coef.	T	P
CONSTANT	1.1651	2.855	.0066
AGE	.25797E-01	-.598	.5528
SEX	.44548	1.293	.2028
CASELOAD	.11887E-02	.881	.3831
CONTACT	.25334E-01	.035	.9721
CERTIFIED	.25182	.349	.7287
HRSWEEK	.24874E-01	-.456	.6506
SUPERVIS	.23344	-1.550	.1285
POPULATIN	.28491E-06	.634	.5292
COUNSEL	.39242E-02	-.114	.9094
EMPLOYED	.48330E-02	.399	.6917

Analysis of Variance Table (field)

Source	DF	Sum of Squares	Mean Square	F	P
TOTAL	60	99.0389	1.65065	.68	N.S.
REGRESSION	12	15.8495	1.32079		
RESIDUAL	48	83.1894			

Analysis of Variance Table (degree)

Source	DF	Sum of Squares	Mean Square	F	P
TOTAL	60	99.0389	1.65065	.53	N.S.
REGRESSION	15	20.0405	1.33603		
RESIDUAL	45	78.9984	1.75552		

Dependent Variable: Emotional Exhaustion (freq)

Variable	S.E. of Regr. Coef.	T	P
CONSTANT	1.0062	2.934	.0054
AGE	.22280E-01	-1.412	.1653
SEX	.38474	.469	.6413
CASELOAD	.10266E-01	1.781	.0820
CONTACT	.21879E-01	.753	.4557
CERTIFIED	.21748	.946	.3494
HRSWEEK	.21482E-01	-1.809	.0774
SUPERVIS	.20161	-1.753	.0867
POPULATIN	.24606E-06	1.885	.0662
COUNSEL	.33891E-02	-1.267	.2120
EMPLOYED	.41740E-02	.799	.4287

Analysis of Variance Table (field)

Source	DF	Sum of Squares	Mean Square	F	P
TOTAL	60	93.5394	1.55899	.96	N.S.
REGRESSION	12	29.6352	2.46960		
RESIDUAL	48	63.9041	1.33134		

Analysis of Variance Table (degree)

Source	DF	Sum of Squares	Mean Square	F	P
TOTAL	60	93.5394	1.55899	.37	N.S.
REGRESSION	15	35.0606	2.33737		
RESIDUAL	45	58.4788	1.29953		

Dependent Variable: Depersonalization (inten)

Variable	S.E. of Regr. Coef.	T	P
CONSTANT	1.1016	3.126	.0032
AGE	.24393E-01	-1.432	.1595
SEX	.42122	-1.118	.2699
CASELOAD	.11239E-02	.282	.7793
CONTACT	.23954E-01	-.553	.5834
CERTIFIED	.23811	.141	.8884
HRSWEEK	.23520E-01	2.207	.0327
SUPERVIS	.22073	-1.075	.2882
POPULATIN	.26939E-06	1.325	.1923
COUNSEL	.37105E-02	-.255	.7997
EMPLOYED	.45698E-02	1.177	.2456

Analysis of Variance Table (field)

Source	DF	Sum of Squares	Mean Square	F	P
TOTAL	60	116.5600	1.94267	1.02	N.S.
REGRESSION	12	39.5153	3.29294		
RESIDUAL	48	77.0449	1.60510		

Analysis of Variance Table (degree)

Source	DF	Sum of Squares	Mean Square	F	P
TOTAL	60	116.5600	1.94267	2.77	N.S.
REGRESSION	15	38.7764	2.58510		
RESIDUAL	45	77.7837	1.72853		

Dependent Variable: Depersonalization (freq)

Variable	S.E. of Regr. Coef.	T	P
CONSTANT	.84791	3.859	.0004
AGE	.18775E-01	-1.925	.0608
SEX	.32421	-1.206	.2343
CASELOAD	.86508E-01	.488	.6283
CONTACT	.18437E-01	-1.024	.3117
CERTIFIED	.18327	-.534	.4963
HRSWEEK	.18103E-01	.817	.4186
SUPERVIS	.16989	-1.054	.2976
POPULATIN	.20735E-06	1.894	.0649
COUNSEL	.28559E-02	-1.098	.2784
EMPLOYED	.35173E-02	.947	.3488

Analysis of Variance Table (field)

Source	DF	Sum of Squares	Mean Square	F	P
TOTAL	60	72.2007	1.20334	.34	N.S.
REGRESSION	12	29.7183	2.47653		
RESIDUAL	48	42.4823	.88504		

Analysis of Variance Table (degree)

Source	DF	Sum of Squares	Mean Square	F	P
TOTAL	60	72.2007	1.20334	3.51	< .05
REGRESSION	15	24.7210	1.64807		
RESIDUAL	45	47.4796			

Dependent Variable: Personal Accomplishment (inten)

Variable	S.E. of Regr. Coef.	T	P
CONSTANT	.54558	8.867	.0000
AGE	.12080E-01	1.423	.1619
SEX	.20861	-.311	.7570
CASELOAD	.55663E-03	1.938	.0592
CONTACT	.11863E-01	-1.317	.1948
CERTIFIED	.11792	.507	.6146
HRSWEEK	.11648E-01	1.757	.0860
SUPERVIS	.10932	-.574	.5693
POPULATIN	.13342E-06	-1.893	.0651
COUNSEL	.18376E-02	-.145	.8854
EMPLOYED	.22632E-02	.164	.8708

Analysis of Variance Table (field)

Source	DF	Sum of Squares	Mean Square	F	P
TOTAL	60	25.55910	.425985	1.81	N.S.
REGRESSION	12	5.10821	.425684		
RESIDUAL	48	20.45090	.426060		

Analysis of Variance Table (degree)

Source	DF	Sum of Squares	Mean Square	F	P
TOTAL	60	25.55910	.425985	.89	N.S.
REGRESSION	15	7.95548	.530365		
RESIDUAL	45	17.60360			

Dependent Variable: Personal Accomplishment (freq)

Variable	S.E. of Regr. Coef.	T	P
CONSTANT	.54714	9.018	.0000
AGE	.12115E-01	-.373	.7109
SEX	.20921	.036	.9713
CASELOAD	.55822E-03	.886	.3804
CONTACT	.11897E-01	.356	.7236
CERTIFIED	.11826	1.117	.2702
HRSWEEK	.11681E-01	.916	.3650
SUPERVIS	.10963	.391	.6977
POPULATIN	.13380E-06	-.935	.3552
COUNSEL	.18429E-02	1.089	.2822
EMPLOYED	.22696E-02	.469	.6413

Analysis of Variance Table (field)

Source	DF	Sum of Squares	Mean Square	F	P
TOTAL	60	20.67650	.344608	.32	N.S.
REGRESSION	12	3.04533	.253777		
RESIDUAL	48	17.63120	.367316		

Analysis of Variance Table (degree)

Source	DF	Sum of Squares	Mean Square	F	P
TOTAL	60	20.67650	.344608	.13	N.S.
REGRESSION	15	3.57606	.238404		
RESIDUAL	45	17.10040	.380010		

APPENDIX G

Written Responses to: What is the Most
Frustrating Thing about Your Job?

A supervisor who does not understand the nature of my job in the
sense of having to deal with state employees whose decisions are
often capricious and arbitrary. The supervisor does not help to
resolve problems or suggest new approaches.

Money.

Paperwork. Pressure of waiting list.

My own lack of professional experience.

Too many things to be done - not enough time - too many people to
be responsible for.

Not enough time to deal with 280 students plus all the paperwork.

Poorly organized meetings.

Lack of place in society for emotionally or physically disabled
adult persons. Where do you refer the people society has thrown
away?

Abrupt changes in administrative priorities which result in pro-
jects requiring time in addition to my other duties and resulting
in very marginal impact on clients.

Lack of peers whom I can see daily for support and case discussions.

I'm split between two offices and jobs.

Lack of power to change administrative structure which is source of
almost all frustration.

Working with incompetent staff.

Dealing with systems.

All the paper work required to help keep the school functioning in
an accurate manner. Takes away from time better spent helping and
working with students.

Changing class schedules when options are few.

Lack of personal contact with other professionals.

Demands on my time that are committee- and test-oriented. Too many meetings, too much to do.

# of students/caseload.

Never able to finish anything without interruptions, no positive support from peers.

Too many administrative duties.

Co-workers' pettiness.

The amount of paper work required to meet Federal regulations.

Political problems - administration working with less staff. Staff conflicts.

Not having things explained beforehand.

Too big a caseload. Too little help from others.

Interruptions.

Not enough time in the day to do everything effectively. Spread too thin.

Not seeing much success in creating positive change in student attitude, motivation.

My load is so big and heavy I don't feel I can do a good job.

Pressure from scheduling, faculty not following through and meeting deadlines. Not enough time for students, never a moment to myself during the working day, interruptions.

Not having uninterrupted time to meet with clients. Far too many interruptions. How to take care of paperwork.

Overwhelming caseload.

Dealing or trying to deal with the ignorance of some persons in administration and teaching positions and also with those of the conservative right.

Paperwork.

The two schools and therefore # of students to serve.

Having a boss with a different value system, somebody who doesn't have time or interest in supportive relationship with employees.

Would prefer working less than full time.

Having a supervisor who is less than adequately trained.

The paperwork and administration who seem to be working against you.

Working with alcoholics, those who don't respond due to lack of readiness or heading for big trouble and I know it's coming. Resistant clients. Cancellations.

Lack of third-party reimbursement for private sector professionals.

Lack of funding that would enable growth programatically, which is directly tied to my own professional growth.

Working with other agencies and accessing other services.

Paperwork.

Dealing with political/administrative demands due to budget problems.

The client is not looking for help just choosing lesser of two evils. Seldom see anyone who wants to change.

Differing professional values. Educational politics.

Dislike for strong bureaucratic condescension.

Fragmentation. Lack of time.

My co-counselor's attitude toward women and his frequent emotional outbursts. Working with one of the building principals. He likes to dump worthless projects on the counselor and sometimes not support the counselor.

If I do a good job, then I get more responsibilities added. Also, most of my new responsibilities are paperwork and not student contact-oriented.

Lack of time for myself; intensity of the time spent with clients; not being able to 'leave the burdens' behind at the end of the day.

Not having more academic alternatives to offer students. Private telephone.

Poor communication with superiors and size of caseload and other responsibilities prevent me from treating clients with as much individual attention as I would like. Lack of funds for supportive services to clients.

Politics - funding, etc.

Too many kids who have serious problems.

Budget problems/lack of money. Cutting administrative tape. No immediate feedback re: what clients do.

The pressure involved in the need to serve clients, plus find un-interrupted time for long-range planning and project formation. I am constantly being interrupted partly because my desk is in a very visible location.

Bureaucratic nonsense, time constraints, interruptions, inter-staff negotiations.

Trying to keep up with the many facets of a business; frustrations with not having time enough to read more, learn more fast enough. Not having someone close at hand for consultation.

Not being eligible as third-party payee.

No money to provide more counselors, releasing some of the work load and providing clients with higher quality counseling.

Diminishing funding for community mental health programs. Increasing statistical accountability required by MH Division making more paper-work and less direct service the case.

Running the business end of it. The counseling itself is great.

Study and preparation for a client who does not show up or call in to cancel an appointment.

Lack of control or power to make changes in the system. Pace of progress. Superficial nature of most paperwork and co-workers. After-tax income. Lack of support groups. Lack of alone time.

Finding time during the school day to work with students without taking them from classes they also need to attend.

Dealing with other agencies. Paperwork.

Too large a number of clients. Too much record-keeping.

Not feeling enthusiasm or interest for work from some of the other staff.

Not being able to see results. Lack of support from parents and administrators.

Lack of tangible reward (financial or social) outside of the coun-seling center.

Not being able to get students into classes they need due to competition for classes.

Working by the clock. There is never enough time. Also the large caseload.

Going between two school buildings every other day, thus not being available daily.

Having to have parents sign permission slips for classroom guidance lessons. The misunderstanding about what guidance is.

Working with a poor administrator who pays attention to small details such as how forms are filled out, but who is a poor communicator and has the faculty upset with him most of the time.

Observing people waste their emotional and intellectual potential.

Working with child abuse cases; I want to fix it immediately, rescue the child and make it all better.

There seem always to be more needs than time to help, so some important ones fall through the cracks.

Balancing needs from teachers, students and parents; unrealistic expectations and lack of respect for counseling profession from some people.

Organizing special events where I do not feel I know how to do what is wanted--this has been happening once or twice a month.

A large turnover of population in the school makes it difficult to follow through with plans.

Getting everything, each task, completed on a daily basis since there are so many promects needing to be accomplished.

Working alone. I really need a co-therapist to do groups, provide me with feedback and feed one another energy level.

Working with some other staff members to develop really effective integration for mainstreaming of my students and working with some people.

To work with a student, see them make progress and know that it is only part of the solution. I would like to get the parents more involved.

Too much work to do. Spread too thin.

Lack of effective interoffice communication structure.

The lack of resources to follow through on the diagnosis, structuring and interventions I have been able to make.

Politics, the stress created by co-workers.

Use of time, variety of demands, being tough and tender.

My job description calls for a flexible schedule, which causes resentment by my teacher peers.

My lack of knowledge and skills for the multitude of problems that come my way and my inability to change the outside environment of these children.

Paperwork.

Overcoming hostility of classroom teachers toward specialists; trying to please everyone (teachers, aides, cooks, principal, parents, and kids); I am basically bored with my job and the tiny isolated community where I work and live.

Scheduling individual and small group counseling sessions so that kids don't miss core academic areas.

Volume of people using the service, lack of time per person, paperwork.

Prioritizing, what's the most important need.

The difference between expectations of counselor/client and person referring; often at odds.

Having so many duties in my job description, from writing IEPs and being pressed for time since I also coach two sports.

Client load and paperwork.

Isolation--few resources, little intellectual or professional stimulation, little emotional support, suspicious community.

My expectations of myself.

Not spending as much time using my skills counseling; too much time in clerical administrative duties.

Negative attitude of administrators and school board members. Also come community members; also lack of funds for important programs.

Lack of appreciation and thanks from parents and students; lack of financial reward.

Not enough time resources to really help students deal with problems.

Administrators not administrating.

Lack of other experienced counselors to learn from and not having equal status as faculty do with similar educators.

APPENDIX H

Written Responses to: Please Include any Comments You
Wish to Share Regarding Your Relationship
with Your Supervisor.

Laissez-Faire.

There is very limited supervision for counselors by persons trained
in counseling in the school setting. I am supervised by my school
principal who allows me freedom to develop my programs and skills on
my own.

My supervisor evaluates my performance once a year. He then focuses
on negative aspects. He will reveal things to me about other staff
members that he should not reveal. He takes no suggestions from me
concerning modifying out program or procedures. He wants to get all
personal counseling done by psychologists. He wants the school
counselor to be a junior administrator who keeps the kids in the
right slots and handles public relations for the administrator. I'm
looking for another place to work.

I experience her not only as an excellent clinician and supervisor,
but also a good team leader. Competent at setting standards, yet
able to permit staff autonomy within a system. She is also creative
in recognizing community needs and ways of meeting them.

My boss is an assistant dean who supervises many departments and many
people. At one time he was a counselor but displays no evidence of
it. I imagine he was very mechanical with people. He seems never
to want to spend any time with me. He fidgets and smokes and seems
to be ready to go someplace else. I think he just cannot handle
people.

It was a person really working as a counselor, not working as a pro-
fessor of the art of counseling, who really helped me because he was
open and aware of multiple views/theories so important in private
practice counseling and school consulting work.

My current supervisor does not have much to offer--either in terms
of knowing how to supervise or do counseling. I have been in better
supervision and found it extremely useful, through stressful at times.

My supervisor became in some ways my mentor. His only fault was in
his ability to deal with the administration. He ignored them and
as a result it hurt the whole center.

My relationship with my supervisor is an open and honest one, how-
ever, he is not a mentor but administrator and does not provide ex-
posure to enhance my counseling skills. I wish I worked under a
Director of Counseling rather than the situation that I do.

As you can tell, we do not have any counseling supervision. We work under administrators who do not understand counseling nor do they have any structure that is desirable. I love working with students but feel that our school has no 'leadership' whatever. This is extremely frustrating.

The questions are not all applicable to the school counselor, who often operates almost without supervision and direction when it comes to technical skills and self-analysis. My supervisor (vice-principal) serves only as my evaluator and discusses my performance in terms of my self-stated goals.

In a high school my supervisor is an administrator without counseling background who doesn't provide the support or supervision that would be helpful.

Since I am a competent counselor and know more about my role than any principal who has not been trained in my field, it is difficult to expect the variety of supervision in this survey.

My supervisor is the middle school principal and although his attitudes about and experiences with school counseling have been positive and varied, I don't expect supervision of my counseling skills. He supervises my role as counselor in the building: my use of time, my duties, my goals on student cases. Pleases me to see how many of my actual and ideal responses were the same. This is the first year I've worked with this principal and I think our working relationship is helping me relieve my fifth-year burnout. Our expectations for my work are very similar. Nice to work with an administrator who has worked with competent counselors in the past.

My supervisor is mostly authoritarian--you will do this.

Very open, helpful. I'm learning so much as I experience and deal with new situations.

My supervisor, the principal, is a strong proponent of counseling, having been a school counselor prior to being an administrator. The climate has always been supportive and most of the time enthusiastic.

In my setting there is a bare minimum of the items listed--twice a year at the most there is a structure discussion of goals and behavior related to those goals. Many of these mentioned are desirable and I agree but I can't imagine it ever happening in a public school setting. The supervisor is more apt to monitor based on the complaints or compliments from parents and staff as they interact with the counselor.

I work in a school setting. My supervisor is not a trained coun-selor, he is our district special ed. director. He is very suppor-tive and encourages personal and professional growth. I really like him--he is directive when necessary but allows lots of room for me to do what I think is professionally best. He trusts me a lot. I'm highly motivated and feel I need little supervision. He senses this.

Supervisor (if you can call it that) is elem. school principal with no background in counseling. In fact, I have to spend time helping her work out her problems with supervision of teachers.

My supervisor has no direct counseling experience, background or training. He is a wonderful, personable, helpful principal but not a resource for counseling.

He is new and rather insecure at this time. Therefore, he has agreed to let me 'do my own thing,' so to speak.

At the same time I was hired, the Director (my supervisor) quit. My supervisor in the meantime has been the agency Director. Other than 3 short meetings, I have been on my own. Any assistance I need has come from my peers.

Excellent relationship.

My supervisor lets me do my job without interference. He has con-fidence that I know my duties and how best to accomplish them. Some-times it would be great to have a fellow counselor or someone in the field to discuss approaches and concepts with--consequently, I take evening or summer course work for professional growth and stimulation.

My supervisor, who is an elementary school principal, knows less about counseling than I do. He pretty much leaves me alone, especially since my students for the most part are making positive advancement both academically and behaviorally.

I have a good personal and working relationship with my building principal. However, I am evaluated through my teaching of affective lessons not through counseling of students.

I work in a setting where I am the only person with training in coun-seling. Thus, there is no peer or supervisor available who has the technical knowledge of my profession.

Direct supervision of counseling does not exist in my present position. Evaluation and supervision are mostly self-developed. The principal evaluation for re-hire amounts to one observation per year. I believe that supervision is an essential service. You need feedback on job performance to assess effectiveness and to grow professionally. Super-vision is a weak link but a vital one in my work.

Work with a principal is ideally collegial rather than supervisor/ee;
as a team we bring different expertise to the tasks we commonly deal
with.

Our biggest problem involves counseling ethics--confidentiality. I
feel that I am an advocate of children's rights first while he
places higher priority on parents' or staff rights.

The principal is an extremely easy-going person. He works well with
staff and students.

We talk a lot on the phone but very little in person.

My supervisor is an outstanding principal who is very guidance-
oriented. I know that this is not always the case with counselors.
I do feel that a principal or supervisor should know about fuidance
principles, theories and teaching methods. A supervisor's job, in
my opinion, is to help the supervisee become better at their job and
encourage them, not to nit pick and find everything wrong. Sadly,
the latter is the case too many times.

Supervision in my job is almost non-existent. I get support, train-
ing, feedback from supervisor and peers as I ask for or arrange it.
I enjoy the freedom but it would be nice to have more staffings, not
just with a supervisor, but with peers. We are presently working
to make this happen.

We are extremely good friends and have an excellent peer relation-
ship even though she is technically my supervisor.

Quite nice, mutual respect, open communication.

I enjoy my relationship with my supervisor. He is very supportive
of me, gives me a variety of assignments, gives me room to do them
and compliments my results.

I felt my supervisor was more interested in impressing us than
helping us. He came across as very pompous to many of the women
in the program. He knew he held our future in his hand, and would
never have won applause for a caring attitude.

Our department recently changed supervisors. My previous supervisor
and I had a great working relationship, where I was responsible for
most of my supervision. The relationship I have with my current
supervisor is developing along the same lines. I am also able to
use my co-workers to gather ideas and support when needed.

I enjoy and appreciate the relationship. He has been very helpful
and very supportive.

My supervisor is a school principal and has no training or ability
to do the multitude of tasks on this form. I turn in quantitative
data and that's it. I can't imagine a real-life situation with this
uch supervision in any school system.

As a general rule, I am happy with our relationship. It is neither
too personal nor too distant and he is available when I need him.
Most of the time, he is pretty realistic, but there are a few times
when he is too easily led by others or when he allows his own
problems to upset him at work. At such times people regard his sug-
gestions as a reflection of his moods rather than constructive
criticism of their behavior.

My supervisor is responsible for 20 staff--too many. I personally
think that about 12 is maximum to really understand where people
are in their work.

I became extremely burnout-out at my previous job where I worked
over 2 years. There my supervision was totally inadequate, just
about non-existent. That made the job very difficult. My present
job includes supervision by my team leader and by a clinical super-
visor. I have appreciated the skills of both people tremendously.

I work within a team framework. We staff clients and brainstorm
one hour per week. I treat supervision as an additional resource
available to me.

I approach supervision with the idea that I'm responsible for
getting what I need. I rarely need direction or case monitoring,
but I rely on supervision to help me with counter-transference
issues.

I feel very fortunate to have a supervisor who is supportive, en-
couraging of my experimenting and pursuing my own goals. And with
whom I share a basic systems approach and broadly similar theore-
tical framework. We also work together as co-therapists and are
friends which enriches the relationship. He doesn't take responsi-
bility for monitoring record keeping or structuring supervision; he
believes I'm responsible for bringing issues to our joint attention.