

Applying the Integrated Developmental Model to Korean Supervisees

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This study examined the effects of the age, gender, education, and counseling experience of Korean supervisees on their self-and-other awareness, motivation, and autonomy: the three structures of the Integrated Developmental Model of supervision (Stoltenberg & Delworth, 1987). All three structures of the IDM had positive relationships with age, education, and counseling experience but the effects of education on motivation were not statistically significant. Gender had no effect on the relationships between the three structures of the IDM and age, education, or counseling experience. The results provide additional support for the IDM for ethnic Korean supervisees and suggest the potential applicability of the IDM to Korean supervisees.

Key Words: Supervision, Supervisee, Counselor Development

Supervision has been recognized as an important activity of counseling professionals in Korea (Kim & Doh, 1993; Lee & Kim, 2002). Master's programs in counseling now require supervised practicums in their formal curricula (Yonsei University, 2005). Counselors have to receive 30 supervision sessions for 200 individual counseling sessions in order to earn their professional certificates (Korean Counseling and Psychotherapy Association, 2005). Researchers recently have begun to conduct more studies focused on supervision since the first supervision research appeared in 1992 (Bang, 1996; J. Kim, 2001; K. Kim, 1992; Moon & Kim, 2000; Shim & Lee, 1998).

Most research studies regarding supervision in Korea chose the developmental models of supervision. Shim and Lee (1998) suggested constructs to measure the developmental levels of Korean counselors including counseling skills and techniques, case conceptualization, emotional awareness,

setting goals and strategies, and humanistic and ethical attitudes. Bang (1996) noted that counselors' educational level and level of counseling experience influenced their expectations about supervisor roles and supervision content. In addition, Moon & Kim (2000) suggested that there are different needs with respect to supervision content according to the supervisees' educational level.

In the United States, developmental models of supervision have contributed significantly to establishing supervision in the counseling field by advancing counselor education and generating research (Bernard & Goodyear, 2003; Watkins, 1995). According to Chagnon and Russell (1995), developmental models of supervision have two common assumptions. The first assumption is that a supervisee in the process of becoming a competent professional counselor moves through a series of stages that are qualitatively different from one another. The second is that each stage requires a qualitatively different supervisory environment for the optimal satisfaction and growth of a supervisee.

Empirical research supports developmental models of supervision, which include qualitatively distinguishable differences across supervisees' educational levels and counseling

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experiences. The differences are: (a) characteristics of a supervisee, such as anxiety level during counseling session (Hill, Charles, & Reed, 1981; Reising & Daniels, 1983); (b) expectations about supervision atmosphere and issues discussed, such as need for structure (Ellis, 1991; Heppner & Roehlke, 1984; Stoltenberg, Pierce, & McNeill, 1987); and (c) a supervisees' actual performance, for example, during a cognitive mapping task and in forming a working alliance (Mallinchrodt & Nelson, 1991; Martin, Slemon, Hiebert, Hallberg, & Cummings, 1989; Mayfield, Kardash, & Kivilighan, 1999).

This study is intended to test Chagnon and Russell's (1995) assumption about developmental models of supervision in relation to Korean supervisees. Although developmental models of supervision are empirically supported, most previous research on developmental models of supervision has been concerned, primarily, with Caucasian counselors in training. Therefore, there is a lack of empirical research on topics involving ethnic diversity and a wide experience range of counselors.

From among many developmental models of supervision, the Integrated Developmental Model (IDM) (Stoltenberg & Delworth, 1987) was chosen as a framework for this study because the IDM describes the development of counselors with three measurable structures: self-and-other awareness, motivation, and autonomy. Self-and-other awareness indicates one's level of "self-preoccupation, awareness of the client's world, and enlightened self-awareness" (Stoltenberg, McNeill, & Delworth, 1998, p. 16). Motivation refers to the degree to which one is motivated to engage in the activities associated with being a counselor. Autonomy refers to a supervisee's ability to eventually become autonomous rather than remaining dependent on a clinical supervisor. The three stages of the IDM are: At Level 1, a supervisee, as a trainee who is just starting out, is aware of him or herself and the clients to a limited degree, highly motivated, and dependent on the supervisor. At Level 2, a supervisee, generally in the advanced practicum year, demonstrates increasing self-and-other awareness, unstable motivation, and a dependency-autonomy conflict relative to the supervisor. At Level 3, a supervisee has achieved a highly enlightened self-and-other awareness, stable motivation, and autonomy in relation to the supervisor (Stoltenberg et al., 1998).

The purpose of this study was to examine the effects of Korean supervisees' age, gender, education, and counseling experience on self-and-other awareness, motivation, and autonomy. Past research regarding developmental models of supervision has compared supervisee groups with different

educational levels and the length of counseling experience, but has not directly explored how counselors' educational levels and counseling experience affect their developmental changes.

There is also a need to explore the factors that influence supervisees' development. Age is a general benchmark for human development (Baltes, Staudinger, & Lindenberger, 1999; Erickson, 1968), and life experiences are critical components in a counselor's professional development (Skovholt & Ronnestad, 1992). In addition, age has been considered the most salient variable to represent a person's maturity or development, to imply generally life experiences, and to frame interpersonal relationships in Korean culture (Breen, 1999). Gender is another characteristic that needs to be considered. Personal histories of supervisors and supervisees related to gender can affect supervisory relationships (Bernard et al., 1998; Sell, Goodyear, Lichtenberg, & Polkinghorne, 1997). An examination of gender issues within supervision is particularly important, given the increasing number of women entering the human service professions (Anderson & Rawlins, 1985). As well as age, gender is another critical variable in socialization process in Korea (Bae, Joo, & Orlinsky, 2003). Age and gender in a Korean cultural context should be examined to adapt the supervision model established in western culture to Korean supervisees (Roche & Maxie, 2003). In particular, it is important since supervision is one means by which counselors' may undergo or experience change as professionals (Berry & Kim, 1988).

Method

Participants

One hundred and eighty-one Korean supervisees participated in this study. Participants came from different regions of Korea, and their ages ranged from 23 to 57 years ($M=33.60$, $SD=6.64$). More females ($n=134$, 74%) than males ($n=47$, 26%) participated, in keeping with the ratio of females to males in the Korean counselor population. Work settings included college counseling centers ($n=92$, 51%) and publicly funded counseling centers (e.g., YMCAs, $n=88$, 49%). Educational levels included: current registration in master's program ($n=61$, 34%), completion of master's degree ($n=72$, 40%), current registration in doctoral program ($n=34$, 18%), and completion of doctoral degree ($n=14$, 8%). Counseling experience ($M=3.02$, $SD=2.73$) ranged from 3 months to 2 years ($n=77$, 54%), over 2 years to 5 years ($n=55$,

31%), and over 5 years to 15 years ($n=49$, 15%).

Instrument

Supervisee Levels Questionnaire-Revised. The Supervisee Levels Questionnaire-Revised (SLQ-R, McNeill, Stoltenberg, & Romans, 1992) was used as a dependent measure for this study. The number of items per structure is: self-and-other awareness (12 items), motivation (8 items), and autonomy (10 items). For example, question 24 "I find I am able to understand my clients' view of the world, yet help them objectively evaluate alternatives." is a self-and-other awareness item. The response format is a 7-point Likert scale with never (1) and always (7) as polar anchors.

A multiple-stage translation process supported the Korean version of the SLQ-R, having solid face validity as an appropriate translation. Three native Koreans who were in counseling doctoral programs in the United States translated the SLQ-R into Korean. Each of the three translations was compared and revised. Then, three bilingual Korean-Americans re-translated the questionnaires from Korean to English and compared them to the original questionnaire. Three Korean counselors with doctoral degrees reclassified the translated items of the three structures of the SLQ-R and the first time consensus was 90%. Items that were not identified by the three counselors as belonging to these structures were revised and also refined. Another three counselors with doctoral degrees reconfirmed the SLQ-R items. The final version of the questionnaires was then completed.

The Korean version of the SLQ-R demonstrated its measurement utility since each scale was internally consistent and the factor structure of the scale revealed the three major dimensions of the SLQ-R. Cronbach's alpha reliability coefficients of the SLQ-R were higher in this study than in the original study (McNeill et al., 1992): self-and-other awareness (.91 vs. .83), motivation (.78 vs. .73), autonomy (.66 vs. .64), and total scores (.92 vs. .88). A principal component analysis with Varimax rotation, including a review of Eigenvalues of each factor and a scree plot, revealed three dimensions of the SLQ-R (Kim & Mueller, 1978; Loehlin, 1992).

Demographic Questionnaire. Participants provided information regarding their age, gender, work setting, highest educational degree earned, and total number of months of supervised counseling experiences.

Procedure

The supervisees were contacted based on the Korean Counseling and Psychotherapy Association (KCPA) Directory membership list. KCPA is the oldest and largest association of Korean counselors, in operation since 1974. It was the only such organization before the Korean Counselors Association was founded in 2000. The SLQ-R and a cover letter describing the study were sent by mail to 881 supervisees, who provided complete mailing addresses in the Directory membership list, with self-addressed and stamped envelopes. To obtain higher return rates, postcards were sent after two weeks to remind participants to complete and return the questionnaires. The survey was conducted from January to March, 2001. A total of 220 counselors returned the survey for a return rate of 25%, and 181 supervisees were included for data analysis after eliminating 39 respondents who did not have individual supervision at that time. The cover letter of the SLQ-R specified that participation was only open to those currently receiving individual supervision, which might have resulted in the low return rate.

Results

Regression diagnostics were examined before multiple regression analyses. Comparisons of the studentized residual plots of the SLQ-R scores did not indicate severe departures from the linearity, homoscedasticity, and normality assumptions necessary for regression analyses. In addition, the multicollinearity assumptions among independent variables were satisfied through bivariate correlations ($r_s = .24$ to $.40$), Variance Inflation Factors (VIF), and Eigenvalues (Kleinbaum, Kupper, & Nizam, 1998). Even though all variables were significantly correlated, their correlations were not high enough to indicate that regression analysis of these data should not be performed due to multicollinearity.

Three hierarchical multiple regression analyses (one for each scale of the SLQ-R) explored the effects of supervisees' age, gender, education, and experience on the three structures of the IDM. Since changing the order of variable entry would affect the relative effects of each variable, the entry order was fixed in the regression analysis, (1) age, (2) educational level as a dummy variable, (3) counseling experience, (4) gender, (5) age and gender interaction, (6) educational level and gender interaction, and (7) counseling experience and gender interaction. Age was entered first, because it is an unalterable

biological characteristic compared to education and counseling experience. Previous research (see, e.g., Watkins, 1995; Worthington, 1987) has used counseling experience rather than educational level to describe counselors' development. Therefore, this study was interested in the effect of counseling experience after the effect of educational level was taken into account and educational level was entered before the length of counseling experience. Gender and interactions with gender were added to age, educational level, and length of counseling experience in the regression equations.

Table 1 reports the significant results of the multiple

regression analyses on three structures of the SLQ-R. The total explained variance (R^2) for all variables in self-and-other awareness was .39. Age, educational level, and counseling experience were significant predictors of self-and-other awareness. Gender and all of the interactions with gender were not significant predictors of self-and-other awareness.

The total explained variance (R^2) for all variables in motivation was .26, which was much smaller than that of self-and-other awareness (.39). Age and counseling experience were positively related to motivation as evidenced by positive regression coefficients (B). Educational level, gender and interactions with gender were not statistically significant in

Table 1. Summary of Multiple Regression Analyses on Three Structures of the IDM.

Variables	<i>B</i>	<i>SEB</i>	β	R^2	R^2 Change
Dependent Variable: Self-and-Other Awareness ($M=57.71, SD=9.77, Range=34-80$)					
Age	.63	.21	.43**	.23	.23**
Education				.31	.08**
(In Masters = 0)					
With MA	.96	5.80	.04		
In Doctoral	2.40	3.23	.13		
With Ph D	6.15	1.08	.25*		
Experience	1.31	.55	.37*	.39	.08**
Dependent Variable: Motivation ($M=36.03, SD=6.58, Range=19-53$)					
Age	.38	.16	.39**	.18	.18**
Education				.19	.01
(In Masters = 0)					
With MA	3.88	3.08	.26		
In doctoral	.08	.09	.01		
With Ph. D	4.01	4.27	.24		
Experience	.74	.40	.30**	.26	.07**
Dependent Variable: Autonomy ($M=44.31, SD=6.83, Range=31-60$)					
Age	.40	.16	.39**	.21	.21**
Education				.25	.04*
(In Masters = 0)					
With MA	1.69	1.32	.11		
In Doctoral	1.30	1.09	.10		
With Ph. D.	1.76	.63	.10*		
Experience	1.03	.40	.41**	.33	.08**

* $p < .05$ ** $p < .01$

explaining motivation. Note that educational level was not a significant factor in explaining motivation.

Collectively, all the variables explained 33% of the variance in autonomy and this was explained by all variables collectively. The positive value for the standardized regression coefficients (β) of age, educational level, and counseling experience indicated that they had positive effects on autonomy. Neither gender nor interactions with gender added significantly to the explained variance.

Discussion

The purpose of this study was to examine the effects of Korean supervisees' age, gender, education, and counseling experience on levels of self-and-other awareness, motivation, and autonomy. Korean supervisees' age, education, and counseling experience had positive effects and gender did not have any effect on the self-and-other awareness, motivation, and autonomy of the participants.

The positive effects of Korean supervisees' education and counseling experience on the three structures of the IDM are consistent with the way the IDM explains counselor development: "more educated and experienced supervisees reported increased self-and-other awareness, motivation, and autonomy" (Stoltenberg et al, 1998, p. 5). Findings from this study support what has been addressed in the literature regarding counselor development (e.g., Chagnon et al., 1995; Shim & Lee, 1998). The developmental changes were true for Korean supervisees who participated in this study. Therefore, these results lend additional support to the IDM incorporating ethnic diversity and wide range with respect to counselors' education and counseling experience, although the effects of education on motivation were not statistically significant.

Korean supervisees' changes in motivation along with their increased education can be seen. Supervisees in doctoral program had scores that were .08 higher in motivation than those with master's degrees, which is much smaller than the differences between supervisees in masters' programs and those with masters' degrees, and between supervisees in doctoral programs and those with doctoral degrees. According to the IDM, in that Level 2 supervisees continue to face new tasks or unfamiliar client concerns, they recognize that counseling or psychotherapy is complex and not easily learned, which probably results in "fluctuating motivation" (Stoltenberg et al., 1998, p.23). In this study, supervisees in doctoral program might show the characteristics of Level 2 supervisees with respect to motivation. One possible

explanation is that doctoral programs in Korea generally do not provide advanced courses such as a supervision seminar or professional ethics, and might fall short of doctoral students' expectations (Lee & Kim, 2002).

The results of this study, supporting developmental models of supervision, have significant implications for both supervisees and supervisors. The developmental models of supervision, including the IDM, emphasize optimal supervision environment to facilitate counselors' development. Supervisees seek and supervisors should provide optimal supervision environment considering supervisees' developmental stages. Consideration should be given to developing guidelines for the university supervisors and site supervisors. For example, supervisors should provide Level 1 supervisees with more structure according to the IDM and Level 3 supervisees should be provided with a more autonomous atmosphere in supervision sessions (Stoltenberg et al., 1998).

In terms of adding to the current literature on counselor development, this study has identified two important findings. The age of Korean supervisees was a significant factor in explaining their self-and-other awareness, motivation, and autonomy while gender was not. Along with education and counseling experience, age and gender, as critical variables in Korean culture, and their effects on the three structures of the IDM were explored. Cultural differences should be examined with the aim of adapting the supervision model established in western culture to Korean counselors. In particular, cultural background has influenced a person's change processes (Berry & Kim, 1988) and supervision is one means by which counselors' may undergo or experience change as professionals.

The age of Korean supervisees was a significant factor in explaining their self-and-other awareness, motivation, and autonomy. The age effect can be discussed in relation to the issues of life experiences, such as parenting, balancing roles in life, and intense personal stress or trauma. These factors were important in their professional development; older graduate students appeared to go through the earlier stages of development more quickly than did younger graduate students (Skovholt & Ronnestad, 1992). Moreover, the dominant Confucian ideology operative in Korea gives rise to an expectation that older people will be more mature, more autonomous, and function as role models for younger persons. These expectations that go with age may cause Korean supervisees to behave more maturely, or at least to respond to the SLQ-R items in a more mature way based on cultural norms (Kim & Kim, 1991).

Gender did not have any statistically significant effect as a mediating or a moderating variable even though the IDM

mentioned the potential moderating gender effect on counselors' development (Stoltenberg et al., 1998). A counselor's gender can produce differences in task or relationship orientation (Romans, 1996; Sells et al., 1997), as well as power differences in supervisory relationships (Nelson & Holloway, 1990; Worthington & Stern, 1985). However, gender did not appear to affect Korean supervisees' self-and-other awareness, motivation, and autonomy in this study.

The age effects on counselors' development have significant implications for supervision practice. The relative ages of supervisees and supervisors should be considered and openly discussed at the onset of the supervision process because counseling supervisees as adult learners bring their life experiences into supervision sessions. It is particularly important when a supervisor is younger than a supervisee in Korea. The social norms surrounding the issue of age in Korea and expected roles of professionals might produce conflicts in supervisory relationships.

Limitations

The study had some limitations. The information regarding non-respondents and supervisees' supervision situations were neither requested nor assessed. Additionally, the study utilized Korean participants exclusively. All these issues limit the ways in which the results of this study may be generalized by future researchers or used by those operating within different research populations.

Another limitation of using only the SLQ-R can be pointed out. The results of this study depend on the accuracy of the SLQ-R and participants' self-evaluation. Future research could include the use of several different simultaneous measures to obtain results that are more objective with respect to counselor development.

Recommendations for Future Study

This study suggests several avenues for further research into supervision. First, developmental process must be measured over time; therefore, longitudinal research is needed to investigate the causal relationships among age, education, and counseling experience, and the three structures of the IDM. The cross-sectional nature of this study precludes causal conclusions regarding the relations found.

Second, research to explore other factors affecting supervisees' development is recommended. The motivation subscale ($R^2=.25$) was less explained by supervisees' age, education, and counseling experience than were the self-and-

other awareness ($R^2=.39$) and the autonomy ($R^2=.32$) scales. Other variables might better predict motivation than supervisees' age, education, and counseling experience. One possible mediator is practical knowledge related to being a counselor or psychotherapist with experience. Compared with novice counselors, more experienced counselors had clearer, more concrete information and knowledge of training programs, workshops, consultation methods, and literature beneficial to their practice, all of which might increase a counselors' motivation.

Finally, research to refine the SLQ-R is recommended. The autonomy scale had low reliability (.66) with Korean supervisees, and in the original study (.64, McNeill et al., 1992). The items making up the autonomy scale or other scales could be refined after examining item content and may benefit from a factor loading.

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