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UNIVERSITY OF NORTHERN COLORADO

Greeley, Colorado

The Graduate School

THE RELATIONSHIP BETWEEN EMOTIONAL COMPETENCE AND THE SUPERVISORY WORKING ALLIANCE: A STUDY OF DOCTORAL COUNSELOR EDUCATION SUPERVISORS AND MASTER'S-LEVEL COUNSELORS-IN-TRAINING

A Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy

Elizabeth Gilchrist Tolliver

College of Education and Behavioral Sciences
Department of Applied Psychology and Counselor Education
Counselor Education and Supervision

December 2018

This Dissertation by: Elizabeth Gilchrist Tolliver

Entitled: *The Relationship Between Emotional Competence and the Supervisory Working Alliance: A Study of Doctoral Counselor Education Supervisors and Master's-Level Counselors in Training*

has been approved as meeting the requirement for the Degree of Doctor of Philosophy in College of Education in Applied Psychology and Counselor Education, Program of Counselor Education and Supervision

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ABSTRACT

Tolliver, Elizabeth. *The Relationship Between Emotional Competence and the Supervisory Working Alliance: A Study of Doctoral Counselor Education Supervisors and Master's-Level Counselors-in-Training.* Published Doctor of Philosophy dissertation, University of Northern Colorado, 2018.

Emotional competence (EC) is an individual's ability to skillfully embark into emotionally-laden interactions (Mayer, Salovey, & Caruso, 2008). Counselors rely on EC to build a therapeutic alliance with clients, while supervisors rely on EC to build a supervisory working alliance (SWA) with counselors-in-training. A strong SWA impacts counselor development (Ellis, 2001). Previous research suggests that SWA may be impacted by multicultural competency, supervision style, gender, and age (Bhat & Davis, 2007; Crockett & Hays, 2015; Doughty & Leddick, 2007). EC and SWA have been studied independently, but not in the context of the master's level counselors-in-training (CITs) and doctoral education supervisor (SITs).

Researchers who have investigated the role SITs found that CITs may perceive the hierarchical nature of supervision differently. CITs may be more willing to model themselves after SITs because they perceive doctoral students to be more like them as learners as compared to faculty supervisors (Scarborough, Bernard, & Morse, 2006). SITs collaborate with peers and receive feedback from faculty increasing CIT support, potentially fostering CIT client psychological growth (Fernando, 2013).

This study was guided by the theory of EC, rooted in social constructivism (Saarni, 1999a). Social constructivism posits that human development is the result of social interactions and is a reflection of an individual's cultural values and beliefs (Cottone, 2017). The theory of EC parallels the supervisory relationship in its coming together of two highly individualistic worldviews that engage in emotional and interpersonal interactions with the goal of personal and professional growth.

Purposive sampling was used to recruit 18 CITs and 19 SITs, totaling 37 participants enrolled in counselor education programs recognized by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in the Rocky Mountain Region. The implications of this study support the theory of emotional competence, particularly in regards to the hierarchy of supervision, and the assumption that EC matures with experience. This study informs SITs as how to effectively proceed in supervision, and utilize the unique dynamic to positively impact CIT development. The implications of this study for practice in the field of counselor education and supervision inform the pairing of dyads to maximize the growth of emotional competence. Further, the results of this study support the importance of multicultural competency and the significant impact it can have on both the therapeutic, as well as the supervisory working alliance.

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CHAPTER I

INTRODUCTION

An Overview of the Study

Emotional competence (EC), or an individual's ability to demonstrate confidence and skill when embarking into emotionally laden interactions with others, is critical to the practice of counseling and supervision (Brasseur, Grégoire, Bourdu, & Mikolajczak, 2013; Easton, Martin, & Wilson, 2008; Lambert & Barley, 2001; Mayer et al., 2008). Counselors rely on their EC to empathically engage with clients and build strong therapeutic relationships, which is the foundation for psychological growth and change (Easton et al., 2008; Gutierrez, Mullen, & Fox, 2017; Lambert & Barley, 2001). Counseling supervisors are also tasked with the responsibility of building strong relationships with their trainees, known as the supervisory working alliance (SWA), and rely upon EC to do so (Bordin, 1983; Cooper & Ng, 2009; Gonsalvez & Milne, 2010; Watkins, 1993, 2014).

Independently, EC and SWA are constructs that have been extensively studied in the literature. Research suggests that multicultural counseling competency, supervision style, and gender and age may impact the SWA (Bhat & Davis, 2007; Crockett & Hays, 2015; Doughty & Leddick, 2007; Fernando & Hulse-Killacky, 2005; Gatmon et al., 2001). EC has been attributed to the development of effective counseling skills and also linked with positive outcomes (such as improved relationships and well-being) in the

fields of business, nursing, and pharmacology (Easton et al., 2008; Galal, Carr-Lopez, Seal, Scott, & Lopez, 2012; Gutierrez et al., 2017; Martin, 2015).

In combination, research regarding the relationship between EC and SWA in the field of counseling and supervision is minimal at best. There is one available research article analyzing the impact of EC on the SWA (Cooper & Ng, 2009). In this 2009 study, the authors found that supervisors and supervisees with higher levels of trait emotional intelligence tended to view the SWA more positively. However, there were clear limitations to this study, including limited information provided regarding the variables known to influence the perceived SWA, the training of the supervisors, and EC as a teachable construct. Moreover, this study did not account for the unique role of the doctoral counselor education supervisor, referred to as the supervisor-in-training (SIT).

It may seem merely anecdotal that the supervisory relationship between master's level counselors-in-training (CITs) and SITs are perceived differently than the relationships between CITs and faculty supervisors; however, research in the field of counselor education and supervision supports the impression that CITs may be more willing to model themselves after SITs and may be more comfortable with the hierarchal nature of supervision when paired with an SIT (Fernando, 2013; Scarborough, et al., 2006). Nevertheless, this comfort may pose problems, as the role of the SIT forces doctoral students to navigate boundary ambiguity differently than faculty, putting them at higher risk of boundary and ethical violations when entrenched in multiple roles including that of student, educator, employee, and professional (Fernando, 2013; Kolbert, Morgan, & Brendel, 2002; Scarborough et al., 2006). Thus, additional research regarding EC and SWA specifically focused on CITs and SITs may provide insight into pairing

CITs and SITs for the greatest learning potential. Further, CITs may display an increased willingness to model their practice after SITs, developing EC more efficiently. SITs will have the opportunity to navigate multiple roles with increased awareness, and support from peers and faculty.

This study contributes to the counselor education and supervision literature as it investigated the relationship between EC and the SWA, taking into account the unique hierarchy of SITs and CITs.

Background and Context

Supervision in the field of counseling is imperative to the development of competent clinicians (Emilsson & Johnson, 2007; Watkins, 2014). Supervision is defined as an intervention provided by a more senior professional to a less experienced clinician (Bernard & Goodyear, 2014; Muse-Burke, Ladany, & Deck, 2001), and in a setting such as a training clinic that is established to foster skill acquisition and promote personal and professional development to ensure client safety (Muse-Burke et al., 2001). In the practice of clinical supervision, it is assumed that more experienced practitioners possess higher levels of self-awareness, enabling them to effectively utilize their emotional skills to develop and maintain effective supervisory relationships (Cooper & Ng, 2009). It is the responsibility of supervisors to effectively model and practice the skills being fostered in supervision (Bambling & King, 2014; Ronnestad & Skovholt, 1993). Recognizing that supervision is essential in ensuring counselor competency and client safety, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) has developed and revised educational standards to improve the quality of counseling

programs by emphasizing the importance of doctoral training in supervision (CACREP, 2016).

CACREP (2016) is recognized as the training standard for professional counselors, as it defines an educational pathway for counseling programs, thus unifying the profession of counseling. CACREP-accredited counselor education and supervision programs define guidelines specific to the training of doctoral students to be advanced clinicians, educators, and supervisors. In CACREP-accredited programs, doctoral students are required to supervise master's level counselors-in-training (CITs) during their doctoral experience while being supervised and evaluated by university faculty (CACREP, 2016). Doctoral counselor education student supervisors (SITs) must exhibit satisfactory clinical supervision skills to promote the development of effective and ethical CITs (CACREP, 2016).

Within the supervisory relationship, the supervisory working alliance (SWA) is described as the mutual goals, tasks, and bond between supervisor and supervisee (Bordin, 1983). A strong SWA has been deemed the most significant factor contributing to supervision success (Ellis, 2001; Goodyear & Bernard, 1998; Watkins, 1993) and has been associated with effective communication and professional growth in counselors (Bordin, 1983). Literature suggests that multicultural competence positively impacts the SWA for CITs. Multicultural competence includes the willingness of supervisors to engage in cultural discussions with supervisees and to recognize cultural differences and broach conversations regarding race, ethnicity, and gender (Ancis & Marshall, 2010; Gatmon et al., 2001). SITs have a unique opportunity within the supervisory relationship to develop the SWA with CITs.

Fernando (2013) suggested that supervision provided to CITs by SITs is rewarding, and at times, more satisfying than supervision by faculty members because SITs will have more recently been under supervision themselves (compared with faculty members), thereby reducing the perception of the supervisory hierarchy (Fernando, 2013; Scarborough et al., 2006). CITs may find it easier to view the SITs as role models and similar to themselves, resulting in the imitation of behaviors and attitudes (Fernando, 2013). While engaged in a supervisory relationship with CITs, SITs are in the parallel process of being supervised by faculty and observing and collaborating with other SITs; because of these relationships, they have a strong support system acting on behalf of the best interest of CITs and their clients (Nelson, Oliver, & Capps, 2006).

However, while SITs are learning and being evaluated on their clinical supervision skills, they must also simultaneously navigate multiple roles within their supervisory relationships (Herlihy & Corey, 1997; Kolbert et al., 2002; Scarborough et al., 2006). SITs may concurrently be members of professional organizations, take classes, and work in the same clinical establishment as their CITs. Therefore, SITs are more vulnerable to boundary violations with CITs because of coexisting and/or prior personal and/or paraprofessional relationships, where intimacy may be higher than that between a student and faculty member (Scarborough et al., 2006).

One means by which SITs can navigate their role as a supervisor and thereby strengthen the SWA is through EC. Emotional competence (EC) is defined as the way an individual navigates emotional information and interactions (Brasseur et al., 2013; Mayer et al., 2008; Salovey & Mayer, 1990). It can be expressed by how an individual perceives, assimilates, regulates, processes, and manages emotions (Mayer & Cobb,

2000; Mayer & Salovey, 1997; Schutte et al., 1998). EC is also defined as an individual's ability to perceive the feelings of others in a nonverbal way and engage in empathic understanding of their unique experiences, while also emotionally self-regulating and managing challenges with others in intrapersonal situations (Salovey & Mayer, 1990).

Previous research provides insight into the impact of EC on an individual's overall quality of life. It has been associated with increasing overall psychological well-being, self-esteem, and physical health, and decreasing burnout, physical illness, and the adaptation of maladaptive coping skills, such as smoking and drug use (Martins, Ramalho, & Morin, 2010; Schutte, Malouff, Simunek, Hollander, & McKenley, 2002). EC also has been associated with increased academic achievement (Petrides, Fredrickson, & Furnham, 2004) more satisfying interpersonal relationships, and advanced job performance (Lopes, Salovey, Cote, & Beers, 2005). The benefits have the potential to positively impact multiple domains of an individual's life.

The landmark document *20/20: A vision for the future of counseling* defines counseling as "a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals" (Kaplan, Tarvydas, & Gladding, 2014, p. 366). This definition emphasizes the professional relationship as one intended to empower individuals to live healthy and meaningful lives (Kaplan et al., 2014). While having the potential to positively impact the lives of those they counsel, counselors are frequently ineffective if they are unable to establish a strong therapeutic alliance (Lambert & Barley, 2001). In fact, substantial research has been devoted to the idea that the therapeutic alliance is the most important curative factor in the entire counseling process (Lambert & Barley, 2001).

Researchers suggest that EC is imperative to the development of a strong therapeutic relationship because it lays the foundation for empathy, warmth, encouragement, and acceptance—all factors contributing to the client's perception that the counselor understands and values them (Easton et al., 2008; Young, 2013). For example, in one study, counselors with perceived higher levels of EC used a more empathic approach when interpreting the verbal and nonverbal cues of others (Odaci, Gegerli, & Bolat, 2017). Besides taking a more empathic approach, counselors with higher EC displayed more adaptability and effective counseling skills overall (Odaci et al., 2017). It is clear that EC is an important trait in competent and effective counselors, largely because it promotes building a strong therapeutic alliance, which is an essential component of successful counseling.

Because the supervisory relationship is understood to be parallel to the counseling relationship, it is reasonable to suggest that EC is also critical to CITs developing a strong therapeutic alliance with their SITs, also known as the SWA. While there is a wealth of research on SWA and EC independently, there is minimal research investigating the relationship between SWA and EC. As previously noted, Cooper and Ng (2009) found that both supervisors and CITs with higher EC reported a stronger SWA. However, more research into the relationship between EC and SWA is needed to inform counselor training efforts; the unique relationship of SITs with CITs creates another layer of complexity that necessitates further research. This study addressed a gap in the literature by using the theory of EC development as a model to investigate the relationship of EC on SWA as reported by SITs and CITs.

Unifying Theory and Constructs

As described above, emotional competence (EC) is defined as an individual's ability to demonstrate confidence and skill when embarking into emotionally laden interactions with others (Brasseur et al., 2013). Keeping interactions with others in the foreground, Saarni (1999a) proposed an understanding of EC rooted in social constructivism. Social constructivism posits that all human development can be understood in the context of social interactions because knowledge is constructed through interactions with others (Cottone, 2017). Saarni's theory centered on the idea that EC is a reflection of an individual's cultural values and beliefs impacted by the meaning an individual places on cultural values and beliefs, and the interactions an individual has with others in their culture.

Saarni (1999a) believed that two primary factors contribute to an individual's development of EC within the context of interactions with their culture: the role of self and moral disposition. The self is goal-directed, adaptive, strives to establish meaning, and guides one through the process of initiating, modifying, or terminating relationships, while an individual's moral disposition is defined by self-control, truth-seeking, and fairness (Campbell & Christopher, 1996; Colby & Damon, 1992; Flanagan, 1991; Saarni, 1999b; Wilson, 1993). Saarni's theory suggested that an individual's sense of self and their moral disposition together create EC because these two factors guide all of an individual's interactions with others within the context of culture.

Using this theory of EC as a foundation, this study investigated the relationship between EC and the supervisory working alliance (SWA) for doctoral counselor education supervisors (SITs) and master's level counselors-in-training (CITs). Each

member of a supervisory relationship brings a unique worldview comprised of interactions between the self and moral disposition with experiences, relationships, and culture (Crockett & Hays, 2015; Inman, 2006; Walker & Hennig, 1997). When these perspectives connect, communication, both verbal and nonverbal, occurs and emotional responses are elicited (Schutte et al., 2001). The supervisory relationship, hierarchical in nature, assumes that an SIT will have more experience, and therefore possess mature EC compared with CITs (Borders et al., 2014; Saarni, 1999a). One can conclude that SITs can influence the EC in CITs and that the ability of CITs to apply EC to the supervisory relationship increases the SWA.

Statement of the Problem

While previous studies have suggested that emotional competence (EC) is a necessary component of building an effective therapeutic alliance between a client and a counselor, little is known about the effect of EC on the supervisory relationship (Easton et al., 2008; Gutierrez et al., 2017; Martin, Easton, Wilson, Takemoto, & Sullivan, 2004; Odaci et al., 2017). Similar to the therapeutic alliance within the counseling relationship, the supervisory working alliance (SWA) is known to promote the success of supervision in a collaborative relationship between supervisor and supervisee based on mutual agreements on goals, tasks, and bond (Bordin, 1983; Ellis, 2001). While the supervisory relationship is recognized as similar to the counseling relationship, there is a different focus (on training versus on treatment) which limits generalizing the existing counseling research directly to the context of supervision. With only one primary study to date (Cooper & Ng, 2009), and given the study's previously described limitations, the relationship between EC and SWA remains unclear.

While there is a wealth of literature available regarding other potential variables that affect the SWA, such as empathy, multicultural competency, gender, and supervision style (Bernard & Goodyear, 2014; Bhat & Davis, 2007; Bodenhorn & Starkey, 2005; Crockett & Hays, 2015; Gatmon et al., 2001), only Cooper and Ng's (2009) research has examined the strength of the SWA as relates to EC. Furthermore, EC has not been studied within the unique SWA that exists between doctoral counselor education supervisors (SITs) and master's level counselors-in-training (CITs). Although SITs in CACREP-accredited Counselor Education and Supervision programs are trained in clinical supervision and must supervise master's level CITs (CACREP, 2016), the available literature regarding the SIT and CIT supervisory relationship is nearly nonexistent. Despite the importance of the relationship between SITs and CITs, little is known regarding the possible factors, including EC, that may contribute to a positive SWA between SITs and CITs.

Purpose of the Study

The first purpose of the study was to examine the relationship between master's level counselors-in-training (CITs') emotional competence (EC) and supervisory working alliance (SWA) (as perceived by CITs). The second purpose of the study was to examine the relationship between doctoral counselor education supervisors (SITs') EC and SWA (as perceived by SITs). The third purpose of the study was to determine whether SITs possess significantly higher EC than CITs. In summary, the results of this study provide insight into the relationship between CIT and SIT EC *and* SWA.

Research Questions and Hypotheses

Q1 Is there a predictive relationship between CITs' EC and SWA (as perceived by CITs) when controlling for multicultural competency?

H1 There will be a significant ($p < .05$) positive relationship between CITs' EC and SWA (as perceived by CITs), as measured by the Profile of Emotional Competence (PEC) and the Supervisory Working Alliance Inventory - Trainee (SWAI-T) after controlling for multicultural competency using Multicultural Competencies Inventory (MCI) scores in the multiple regression analysis. This will have a medium effect size using Cohen's f^2 conventions ($f^2 > .15$).

Q2 Is there a predictive relationship between the SITs' EC and SWA (as perceived by SITs) when controlling for multicultural competency?

H2 There will be a significant ($p < .05$) positive relationship between SITs' EC and SWA (as perceived by SITs), as measured by the PEC and the Supervisory Working Alliance Inventory – Supervisor (SWAI) after controlling for multicultural competency in the multiple regression analysis. This will have a medium effect using Cohen's f^2 conventions ($f^2 > .15$).

Q3 Do SITs possess significantly higher EC than CITs, as measured by the PEC survey?

H3 SITs will report significantly higher EC than CITs, as measured by the PEC. To examine the research question, an independent sample *t*-test will be conducted to assess whether differences exist on EC when comparing SITs and CITs. The *t*-test will be one-tailed with the probability of rejecting the null hypothesis when it is true set at $p < 0.05$. This ensures a 95% certainty that any differences will not occur by chance (Creswell, 2014).

Significance of the Proposed Study

Supervision is critical to the development of effective counselors; it is a requirement of CACREP-accredited programs to ensure adequate training and skill acquisition that will positively impact clients seeking counseling services (CACREP, 2016; Lambert & Barley, 2001; Watkins, 2014). The SWA is considered a critical factor of supervision success, and it is fostered by the interactions that take place between supervisor and supervisee (Bordin, 1983; Ellis, 2001). Supervisors with emotional competence (EC) are better able to model empathy through effective emotional

regulation, integration, and accurate perception, both verbally and nonverbally (Cooper & Ng., 2009; Mayer et al., 2008). EC, connected to overall well-being, as well as academic and professional success, parallels the primary goal of counseling, which is to empower clients to live their best life (Gutierrez et al., 2017; Martins et al., 2010; Schutte et al., 2002).

With experience and exposure, EC can increase, further fostering personal and professional growth (Brasseur et al., 2013; Saarni, 1999a). Assuming that doctoral counselor education supervisors (SITs) have higher EC based on experience, they are in a unique position to interact with master's level counselors-in-training (CITs) in a supervisory working relationship (Fernando, 2013; Saarni, 1999a). Anecdotally, it may seem that the role of SITs is similar to that of any supervisory relationship; however, research suggests that CITs find SITs more relatable (Fernando, 2013). In addition, their role as SIT may impact the perception of the power differential in the supervisory working relationship, making CITs more open to modeling skills and behavior because the SIT seems more like them (Scarborough et al., 2006).

Exploring the relationship between EC and the supervisory working alliance (SWA) may lead to information regarding CITs' and SITs' perception of SWA. Knowing that supervision is an interpersonal process, including emotionally laden interactions, it makes conceptual sense that EC impacts the SWA. Additional insight into the relationship between EC and SWA may inform SITs of how to proceed in supervision, knowing there is potential for them to have greater impact than faculty supervisors based on the CITs' perception of the power differential.

There is limited available literature about differences in the EC of CITs and SITs. Investigating the differences in EC will provide additional data to support the maturation of EC with experience (Saarni, 1999a) and inform the pairing of CITs and SITs. The data yielded in this study will inform Counselor Educators of the role of EC in the supervisory relationship between SITs and CITs, promoting personal and professional growth. On a larger scale, this research may affect supervision for mental health professions outside of counseling, as EC literature is limited in the counseling literature.

Finally, the relationship is a critical component to supervision, and insight into factors promoting the success of supervision can have lasting implications for counselor development and ultimately client outcomes. EC impacts relationships, as well as people's success and overall well-being—and the goal of counseling is to promote overall well-being. Therefore, it makes sense that insight into EC and SWA in SITs and CITs informs counselor preparation, the role of EC, and the promotion of EC for SITs and CITs.

To conclude, this study is guided by the theory of EC, a social constructivist perspective that values an individual's emotional experiences and consists of exposure to context, social history (beliefs, models, reinforcement), and cognitive functioning (Cottone, 2017; Saarni, 1999a). It provides space for chance events and unplanned relational developments (Saarni, 1999a). The theory of EC parallels the supervisory relationship in its coming together of two highly individualistic worldviews that engage in emotional and interpersonal interactions with the goal of personal and professional growth.

Definitions of Terms

Council for Accreditation of Counseling and Related Educational Programs (CACREP): The accrediting body whose mission is to promote professional competence through the development of standards and ongoing program advancement in counseling and related educational fields (CACREP, 2016).

Doctoral Counselor Education Supervisor (SIT): Counselor education student and SIT in a CACREP-accredited program who supervises or has supervised master's level CITs, while also being supervised by a faculty member in the same program within the last four weeks.

Emotional Competence (EC): An individual's ability to be attuned to his or her own emotions and the emotion of others, both verbal and nonverbal (Gardner, 1983; Goleman, 1995; Salovey & Mayer, 1990; Mayer et al., 2008).

Master's Level Counselor-in-Training (CIT): Counseling student who is supervised or has been recently supervised by a doctoral level counselor education student within the last four weeks.

Supervision: An intervention, hierarchical in nature, provided by a more senior clinician to a less experienced member of the counseling profession with the goal to train, guide, and foster the development of counseling skills (Bernard & Goodyear, 2014).

Supervisory Working Alliance (SWA): A collaborative relationship based on mutual agreements on goals, tasks, and bonds between supervisor and supervisee (Bordin, 1983).

Organization of the Study

This study is presented in five chapters. Chapter 1 introduced the literature pertaining to EC, counselor supervision, SWA, and the role of SITs. It also provided the statement of the problem, purpose of the study, significance of the study, research questions and hypotheses, and construct definitions. Chapter 2 presents a more thorough literature review of the SWA and EC. It also summarizes additional literature related to key constructs and a rationale for the hypothesized outcomes. Chapter 3 describes the methodology for this study, including assessment descriptions, participant demographics, data collection procedures, research questions and hypotheses, and analytic strategies accompanying the research questions. Chapter 4 presents the study results including data analysis procedures, demographic information and descriptive statistics. In addition, the research questions of this study are answered, including regression analysis, and t-test procedures and outcomes. Chapter 5 is an interpretation of the results of this study in relation to existing literature, implications for the field of counselor education, and suggestions for future research.

CHAPTER II

LITERATURE REVIEW

Introduction

This chapter provides a more thorough literature review of the history of emotional competence (EC), current research about EC, counseling supervision, the supervisory working alliance (SWA), and the role of doctoral counselor education supervisors (SITs). In addition, summaries of additional relevant literature related to key constructs and a rationale for the hypothesized outcomes are discussed.

Emotional Intelligence and Competence

Emotional Intelligence (EI)

EI is defined as an individual's ability to manage "intrapersonal or interpersonal emotional information" (Brasseur et al., 2013, p. 1; Gardner, 1983). It is described in relation to emotion and is expressed in the ways individuals perceive, assimilate, regulate, process, and manage emotions (Mayer & Cobb, 2000; Mayer & Salovey, 1997; Schutte et al., 1998). Further, EI is defined as an individual's ability to perceive the feelings of others nonverbally and engage in empathic understanding of another's unique experience, while emotionally self-regulating and managing challenges with others (Mayer et al., 2008; Salovey & Mayer, 1990). Researchers consider EI to be a characteristic that requires a higher level of processing, discrimination, clarity of feelings,

and mood regulation strategies (Goleman, 1995; Mayer et al., 2008; Salovey & Mayer, 1990).

The concept of EI gained traction in the 1980s and 1990s with the work of Gardner (1983), Salovey and Mayer (1990), and Goleman (1995). Introduced as "personal intelligences," Gardner (1983) identified two socially constructed intelligence terms: interpersonal and intrapersonal. *Intrapersonal intelligence* is the ability to know oneself, requires self-introspection, and informs behavior (Gardner, 1983). *Interpersonal intelligence* requires that an individual look outward to identify and distinguish the emotions of others, as well as attend to and understand the intentions and moods of others (Gardner, 1983).

Throughout the 1990s, the definition of EI evolved through the work of Salovey, Mayer, and eventually Caruso. In 1990, a three-prong model of EI was introduced. This model included: (a) an individual's ability to perceive the feelings of others in a nonverbal way and engage in empathic understanding of their unique experience, (b) personal regulation of emotion, in regards to self, and how challenges with others are managed, and (c) the utilization of emotions in effective problem-solving (Salovey & Mayer, 1990). In 1997, they expanded their definition of EI to include the cognitive capacity associated with how one manages, understands, and uses emotions, as well as meaning making (or making sense of a circumstance) within relationships (Mayer & Salovey, 1997; Mayer et al., 2008).

While Gardner, Salovey, and Mayer provided the foundation for EI, it was Goleman (1995) who built the structure for its application to the general population. Goleman (1995) presented EI as a model consisting of five dimensions: self-awareness,

emotional management, self-motivation, empathy, and handling of relationships (social skills) (Goleman, 1995). He believed that EI makes the difference with regard to failure and success in personal and professional relationships (Goleman, 1995). His perspective on EI led to further research providing evidence of the impact of EI as previously described.

Trait and Ability Intelligence

In its infancy, Emotional Intelligence (EI) was defined simplistically in relation to self (intrapersonal) and others (interpersonal) (Gardner, 1983). Over time, literature around the concept of EI expanded to trait EI and ability EI (Ackerman & Heggestad, 1997; Digman, 1990). Trait EI is considered a personality characteristic as it pertains to an individual's behavioral dispositions and self-perceived abilities measured through self-report (Petrides & Furnham, 2001). It is defined as the nature of an individual's ability to identify, process, and integrate emotionally charged information (Petrides et al., 2004).

Trait EI provides the framework for how much an individual can utilize his or her awareness and emotional skills. It assists with building relationships, and in turn, impacts the quality of those relationships (Mikolajczak, Petrides, Coumans, & Luminet, 2009). Ability EI is studied in relation to an individual's psychometric intelligence, or intelligence based on assessment (Petrides et al., 2004). It is an individual's ability to apply knowledge in an emotional circumstance and implement a learned strategy (Mikolajczak et al., 2009; Petrides et al., 2004). Ability EI is not assessed through self-report measures, but rather is measured by his or her knowledge base, such as an IQ test (Mikolajczak et al., 2009).

Shift from Intelligence to Competence

Emotional Competence (EC), as defined by Saarni (1999a), "is the demonstration of self-efficacy in emotion-eliciting social transactions" (p. 3). The concept of EC requires that individuals apply their knowledge of emotions when responding to others, while emotionally regulating themselves and "negotiating their way through interpersonal exchanges" (Saarni, 1999a, p. 3). EC, although synonymous with EI, is the ability or tendency to perceive, understand, regulate, or harness emotions adaptively in the self and in others (Mayer & Salovey, 1997; Mayer et al., 2008; Schutte et al., 1998). Therefore, researchers such as Brasseur et al. (2013) preferred the term EC over EI, as "competencies" imply that something can be taught or learned, rather than genetically predetermined by nature (Brasseur et al., 2013).

To elaborate, Hunt, Mortensen, Gorsuch, & Malony (2013) stated that quantitative behavior genetics studies conclude that intelligence is highly attributed to genetics and heredity, particularly in the developed world. The use of the word "intelligence" describes a concept that is generally stable over time after an individual enters his or her early teens (Hunt et al., 2013; Plomin & Deary, 2015). However, two studies (initial and validation) concluded that the EC of adults who engaged in an emotional competency training course resulted in lasting improvement to their EC score when tested one year after the intervention (Kotsou, Nelis, Grégoire, & Mikolajczak, 2011; Nelis et al., 2011). The concept of EC is valuable to the field of counselor education and supervision because it refers to emotional interactions, and emotions are the primary component to counseling.

Common Factors and Therapeutic Change

In the absence of theoretical orientation, counselors bring a unique worldview into the counseling relationship, consisting of personality characteristics and individual experiences (Carver & Scheier, 1992; Hovarth & Bedi, 2002). The literature supports that personality characteristics serve as the basis for what are considered to be effective skills that support therapeutic change (Lambert & Barley, 2001). These skills include empathy, genuineness, congruence, acceptance, and encouragement (Lambert & Barley, 2001). The following will define three perspectives of foundational counseling skills.

Carkhuff and Berenson (1977), Ivey, Normington, Miller, Morrill, and Haase (1968), and Rogers (1957) described empathy as a core characteristic of effective counselors and a core condition that contributes to client change (Grencavage & Norcross, 1990; Lambert & Barley, 2001; Norcross & Lambert, 2011). Empathy is related to the German word *Einfihlung*, which means "feeling oneself into another person's experience" (Young, 2013, p. 58). Further, it is defined as the ability to view a situation through the lens of another, and convey a sense of understanding and care regarding the other's experience (Egan, 2002; Rogers, 1975).

Empathy is multifaceted, and essential to counselor development (Egan, 2002; Rogers, 1957; Young, 2013). It is communicated by the counselor verbally and nonverbally and involves the experiences of the counselor and client (Odaci et al., 2017; Young, 2013). Master's level counselors-in-training (CITs) are challenged to improve upon their ability to empathize throughout their academic studies (Martin et al., 2004; Young, 2013). Prior to working with clients one-on-one, counseling courses provide opportunities for empathic development through exercises such as case studies, film,

journaling, group work, and role plays (Koch & Dollarhide, 2000; Young, 2013). Investing in empathic development of CITs also increases the propensity for students to increase their multicultural competency, which research indicates has a substantial impact on the counseling relationship and therapeutic change (Jun, 2010; Owen et al., 2011).

Although distinctive, the foundation of the supervisory relationship is built upon the same concepts as the therapeutic relationship (Ronnestad & Skovholt, 1993). Empathy, when conveyed by the supervisor, has been linked to more effective supervision (Shanfield, Mohl, Matthews, & Heatherly, 1992). It has been determined that empathy is a teachable skill, positively correlated with the therapeutic relationship and fundamental in the supervision of CITs and Emotional Competence (EC) (Mayer & Salovey, 1997; Shanfield et al., 1992; Young, 2013).

Besides empathy, another condition of therapeutic change, according to Ivey et al. (1968), and Carkhuff and Berenson (1977), is the concept of genuineness. Genuineness has been described as an individual's words and actions being consistent with how they really feel (Carkhuff & Berenson, 1977; Ivey et al., 1968). Genuineness in the counseling relationship is synonymous with Rogers' (1975) concept of congruence, which implies that the therapist is authentic, open, and integrated during interactions with their client(s).

Ivey et al. (1968) contended that accurate empathic understanding leads to additional core counseling skills, including reflection and summarization, and the ongoing improvement of attending skills, such as nonverbal and verbal cues. Further, when viewed from a skill development perspective, all of the aforementioned researchers believed that facilitative change skills can be taught to CITs (Carkhuff & Berenson, 1977; Ivey et al., 1968; Rogers, 1957). Clearly, there is a link connecting EC to foundational

counseling skills in that both can be taught or learned, and it includes emotionally laden interpersonal interactions that require self-introspection.

Therapeutic Working Alliance

The literature has already established that foundational counseling skills, such as empathy, congruence, encouragement, and acceptance, are relationship factors that contribute to positive change within the counseling relationship (Lambert & Barley, 2001; Norcross & Goldfried, 2005). Besides relationship factors, extratherapeutic change factors, models or techniques, and expectancy factors have also been determined by researchers to impact client change; they have been referred to as common factors (Hubble, Duncan, & Miller, 1999; Lambert & Barley, 2001; Norcross & Goldfried, 2005; Sprenkle & Blow, 2004). Of the four common factors, the relationship factors, which include the therapeutic working alliance, or bond between the client and counselor, account for 30% of client change (Muran, Segal, Samstag, & Crawford, 1994).

An aspect of the relationship factors is the therapeutic working alliance, which has been defined as a "quintessential integrative variable" because the alliance, regardless of the theory, technique or approach utilized by the clinician, is a strong predictor of positive counseling outcomes (Muran et al., 1994, p. 185; see also Hubble et al., 1999). The therapeutic working alliance, as described by Bordin (1979), is a collaborative relationship, based on mutual goals agreed upon by the counselor and client, the tasks of both parties to meet the goals, and the bond between the counselor and client. This study takes into account the impact of empathy, not only as a foundational skill in counseling but also its role in the therapeutic alliance, as well as supervision and emotional competence (EC).

Emotional Competence and the Counseling Profession

Cooper and Ng (2009) investigated the relationship between counselors in training and site supervisors and found that both supervisors and supervisees with higher emotional intelligence (EI) scores reported a stronger supervisory working alliance (SWA). However, they were unable to conclude that the EI of the supervisor and supervisee impacted the SWA (Cooper & Ng, 2009).

Given the previous description of relational counseling skills, in combination with the constructs of emotional competence (EC) (identifying, describing, understanding, and managing the emotions of self and others), there is a clear link tying EC to the development of effective core counseling skills. For example, EC includes traits such as empathy, and those with perceived higher levels of EC will use a more empathic approach when interpreting the verbal and nonverbal cues of others (Odaci et al., 2017).

Besides an empathic approach, counselors with higher EC will provide more accurate content and feeling reflections as a result of their emotional awareness, and thus they will display more adaptability and effective counseling skills overall (Odaci et al., 2017). Emotions are an important component of directing thoughts and behaviors, therefore those who have insight into their emotions are more able to display adaptive responses when working with others (Beck, 2011). Given this information, EC is an important factor in the training competent and in making effective counselors and supervisors.

Emotional Competence and Varying Fields of Study

In the business field, emotional competence (EC) is related to the concept of followership. EC plays an important role in the facilitation of the establishment of the

leader–follower relationship and is based on mutual understanding and trust (Martin, 2015). Courageous followers assume the responsibility to serve, challenge, participate in transformation (Martin, 2015), and take moral action (Chaleff, 2009). Leadership involves morality, relational transparency, and the ability to objectively analyze a situation before coming to a conclusion (Martin, 2015). Tee, Paulsen, & Ashkanasy (2013) suggested that followers look to leaders as a point of reference in interpreting their emotions in social contexts, much like a master's level counselor-in-training (CIT) looks to his or her supervisor with regard to client interactions.

Research by Galal et al. (2012) supported the need for additional pedagogy focusing on EC for pharmacy students. While curriculum increases student knowledge and technical skills, it is the social skills of the pharmacist that may play an even more critical role with regard to patient compliance and adherence to taking medication as prescribed (Galal et al., 2012). EC was measured during simulated patient encounters and an improvement in self-reflection and peer assessment was found, suggesting that pharmacists should strive to have an emotional connection and integrated strategies in an effort to improve practice competencies (Galal et al., 2012).

Within the practice of law, Silver (2006) found that emotions innately affect how lawyers interact with people and directs their practice. Lawyers who understand their own emotions and the emotions of their clients more accurately display empathy, along with a heightened perspective of cultural awareness (Silver, 2006). EC is essential to ethical practice and representation, as a lack could result in hindering an individual's ability to provide impartial legal counsel (Silver, 2006).

From a systems perspective, parenting practices have been shown to predict children's EC. Specifically, the amount of time and play between parents and children enhances the children's emotional regulation and is linked to more positive emotional and social outcomes (Alagre, 2012). In addition, adolescent mental health and reduced tendency to engage in risky behavior is associated with emotionally competent parenting practices (Alagre, 2012). This in turn supports the findings of Ciarrochi, Wilson, Deane & Rickwood (2003), whose research concluded that adolescents with lower EC were less likely to seek support from family and friends, particularly when it comes to suicidal ideations.

Emotional Competence in Relation to Other Constructs

With respect to emotional competence (EC), wisdom is a comparable construct. However, there are distinct differences between the two. There are numerous multifaceted definitions of wisdom, which include characteristics such as age, expert knowledge, insight, expertise, values toward achievement, balance, and in some early conceptualizations, a religious or spiritual component (Ardelt, 2004; Baltes & Smith, 1990). As a result of the increasing presence of literature about wisdom, researchers sought to derive a more cohesive and inclusive definition (Jeste et al., 2010). Jeste et al. (2010), at the completion of a two-phase Delphi study, proposed that wisdom is a rare human quality that can be learned, measured, and increased over time (age) and experience (cognitive and emotional development). They also concluded that religion and spirituality are not a necessary component, but that wisdom may increase with such an affiliation (Jeste et al., 2010).

When a comparative search was completed, it was found that some believe wisdom is more than EC and that EC is a characteristic of wisdom (Adams, 1998). Other researchers, such as Berthrong (2008), inferred that wisdom is the rationale or judgment that results from EC and informs how individuals respond to interpersonal situations. What can be concluded is that the concepts are separate entities, and the literature on wisdom suggests that EC is a domain within the larger construct of wisdom.

Perspicacity is another construct that seems to be linked to EC. However, upon further review, there is limited support of this assumption, not to mention limited research on perspicacity overall, particularly with regard to the field of counselor education. Perspicacity is defined as an individual's mental ability to understand information clearly or understand what is not obvious (Stewart, 1998). Although one can hypothesize that EC is a necessary component of perspicacity, there is no direct reference to EC in the literature.

Finally, to ensure EC was the best use of constructs for research purposes, cognitive complexity was also investigated. Rather than a personality characteristic, as EC is considered, cognitive complexity is regarded as a psychological and exists on a continuum. Burleson (2007) defined cognitive complexity as a series of interpersonal constructs, making up cognitive schemas (internal messages) varying from person to person and based on individual experience. In addition, cognitive complexity refers to an individual's ability to perceive and analyze information, and it distinguishes nuances while processing complex interactions with others (Burleson, 2007; Burleson & Waltman, 1988).

While examining the definitions of EC and cognitive complexity, a major difference is that EC is considered to be a personality characteristic, while cognitive complexity is a psychological characteristic (Burleson & Waltman, 1988; Gardner, 1983; Mayer et al., 2008; Mayer & Salovey, 1997). Further, the foundation of EC is not the understanding and analysis of cognitions or ideas, but an understanding, analysis, and interpretation of emotion (Mayer et al., 2008).

Supervision

Realizing that supervision is vital to counselor development, the standards for the CACREP requires that students in an accredited master's level counseling program complete a practicum and internship. Practicum is defined as a course experience during which time a master's level counselor-in-training (CIT) is supervised while engaging in an experiential, clinical experience (Stupart, 2009). Internship, although similar to practicum, is differentiated by the expected involvement of a CIT (CACREP, 2016), such as hours spent at a site (e.g., mental health clinic, school setting) and lack of doctoral counselor education supervisor (SIT) supervision. It is during a practicum experience that the CITs may be supervised by SITs (CACREP, 2016). The following information provides insight into the concept of supervision and the role of SITs.

Defining Supervision

Supervision is defined as a unique intervention provided by a more senior clinician to a less experienced member of the same profession with the goal to train, guide, and foster the development of counseling skills (Bernard & Goodyear, 2014; Gonsalvez & Milne, 2010; Ramos-Sanchez, Ensil, Goodwin, Riggs, Touster, Wright, et al., 2002). It is hierarchical in nature and comprised of many layers; it is an interpersonal

process between individuals that reflects the feelings and attitudes of those involved, and how those feelings and emotions are expressed (Muse-Burke et al., 2001). It is assumed that more experienced practitioners possess a higher level of self-awareness, thus enabling the more senior practitioner to effectively utilize their emotional skills to develop and maintain the supervisory relationship (Cooper & Ng, 2009). The art of fostering emotional awareness is critical within the supervisory relationship, as it provides space for the identification of limitations and nurtures the empathic bond between supervisor and supervisee (Cooper & Ng, 2009). It is ultimately predictive of the supervisee's therapeutic alliance with his or her client(s) (Patton & Kivlighan, 1997).

Gard and Lewis (2008) described the role of the supervisor has having an impact on the master's level counselor-in-training (CIT's) ability to master the therapeutic process. He further stated that supervisees are acutely aware of feedback, want to be seen as competent, and believe they are, in fact, the therapeutic tool for change (Gard & Lewis, 2008). During the early stages of the supervisory relationship, the self-esteem of the supervisee is at risk (Mollon, 1989; Reifer, 2001). An appropriate balance of mentoring, evaluation, and modeling in supervision will positively foster the supervisory relationship (Gard & Lewis, 2008). It is within this relationship that the SWA is formed and can have a substantial impact on counselor development (Bernard & Goodyear, 2014; Gonsalvez & Milne, 2010).

Supervisory Working Alliance

As previously mentioned, Bordin (1979) reported that mutual goals, delegated tasks, and a relational bond are key components of the therapeutic working alliance, or "collaboration for change," between counselor and client. The framework of the

therapeutic working alliance is the foundation for the supervisory working alliance (SWA) (Bordin, 1983), which has a profound impact on the effectiveness of supervision (Watkins, 2014). Similar to the therapeutic working alliance, Bordin (1983) described the SWA as a collaborative relationship based on mutual agreements regarding goals, tasks, and a bond between the supervisor and supervisee. However, explanations of the goals, tasks, and bonds differ as they pertain not only to the supervisory relationship but also the experience of the supervisee in relationship to the client (Gard & Lewis, 2008).

The SWA, pan-theoretical in nature, allows for a vast array of goals to be addressed in supervision (Bordin, 1983; Watkins, 2014). Goals must be understood by both the supervisor and supervisee, and typically they include the mastery of specific skills (e.g., empathic understanding, genuineness), increasing awareness of a client's perspective and process issues, broadening observation and communication channels, increasing awareness about self and personal impact on the counseling relationship, overcoming obstacles impacting learning, and deepening theory integration and understanding (Bordin, 1983). An alliance-based model of supervision not only provides clarity surrounding goals for novice counselors, it also sets the stage for a compassionate atmosphere in which the power differential, innate in nature, is decreased and counselor development is increased, making it more likely for supervisees to reach the goals of supervision (Gard & Lewis, 2008; Stoltenberg, 2005).

The tasks of the SWA are established to meet the goals stated previously, and each party is responsible for his or her assigned task (Bordin, 1983). For example, the supervisor may directly observe the supervisee in a counseling session to assess skill

development, or the supervisor may engage in a discussion with the supervisee regarding their feelings or actions with regard to a particular client interaction (Bordin, 1983).

Bordin (1983) believed the "bonds required in the supervisory working alliance fall somewhere between those of teacher to class members and therapist to patient" (p. 4) and parallels the therapeutic relationship (Patton & Kivlighan, 1997). In addition, Gard and Lewis (2008) believed the way a supervisor attends to the "development of an authentic and quality supervisory alliance parallels the supervisee's ability to attend and develop the therapeutic alliance" (p. 43). Parallel process is defined as patterns in the client–counselor relationship that later occur between supervisor and master's level counselor-in-training (CIT) (Rock, 1997; Searles, 1955). When parallel processing occurs in an alliance-based supervisory relationship, supervisors have the opportunity to gain insight into what is it like to be in a counseling session with the supervisee, validate the human experience of the supervisee, and minimize the shame that can accompany vulnerability for the supervisee (Arkowitz, 2001; Gard & Lewis, 2008).

To restate, the SWA is based on the shared characteristics defined by Bordin (1983) as goals, tasks, and bonds, and it is commonly defined as the relationship between supervisor and supervisee. The SWA parallels the counseling working alliance (Patton & Kivlighan, 1997). Possible factors contributing to the SWA between supervisor and supervisee include supervision style, gender, and multicultural competency. The following section will further examine literature on the factors impacting the SWA.

Supervision Styles

The "style" of supervision is described as an interactional process (Holloway & Wolleat, 1981), which emphasizes the interpersonal relationship between supervisor and

supervisee, how supervision is executed, and responses to supervisees are formed (Fernando & Hulse-Killacky, 2005).

Friedlander and Ward (1984) referred to three types of supervision styles: attractive (warm, friendly, flexible), interpersonally sensitive (invested, therapeutic, trainee centered), and task oriented (goal orientated, structured, pragmatic). Supervisors who described their personal supervision style as attractive and warm reported a stronger supervisory working alliance (SWA) (Ladany, Walker, & Melincoff, 2001).

Norcross and Halgin (1997) reported that supervisors with a more attractive supervision style tend to self-disclose more often, which trainees found to be effective in fostering trusting relationships and resulted in a stronger perceived SWA for the master's level counselor-in-training (CIT). Supervisors can utilize self-disclosure as an intervention technique to foster an emerging relationship. Supervisor self-disclosure models vulnerability and may make a supervisee more open to learning opportunities (Ladany & Lehrman-Waterman, 1999).

Multicultural Factors

Several researchers have examined the role of multicultural competence and its impact on the SWA. When cultural differences were not broached in supervision or a supervisor presented as multiculturally incompetent, supervisees reported a weak SWA (Constantine, 2001). Conversely, when supervisors displayed multicultural competency, such as acknowledging, validating, and discussing cultural differences, it positively impacted the perceived SWA of the supervisee (Burkard, Knox, Hess, & Schultz, 2009). The findings are reasonable given the increasing diversity of master's level counselors-in-training (CITs) and clients (Crockett & Hays, 2015).

Helms (1990, 1995) developed racial identity models based on the sociopolitical climate of society, focusing on the interactions between individuals in dominant and nondominant cultures. Cook (1994), applying similar constructs to supervision, developed four types of racial identity interactions in supervisory relationships: progressive (supervisor has high racial identity development; supervisee has low), regressive (supervisee has high racial identity development; supervisor has low), parallel high (both supervisor and supervisee have high racial identity development), and parallel low (both supervisor and supervisee have low racial identity development). In a random sampling of 119 counseling supervisors, Bhat and Davis (2007) found that racial identity development is a facet of multicultural competency that has a direct impact on the SWA.

Specifically, when supervisors rated the supervisees they worked with most recently as having parallel high racial identity interaction, they perceived the supervisory working relationship as stronger than those who perceived the supervisee as having parallel low racial identity interaction (Bhat & Davis, 2007). In the same study, the matching of dyads based on race was not found to be of significance (Bhat & Davis, 2007) and speaks directly to Helms's (1990) perspective that an individual's racial identity attitude, rather than race alone, has a significant impact on relationships.

A multicultural factor potentially impacting the SWA is gender, although the research available is conflicting. However, a charge exists for researchers to investigate the role of gender in relation to the SWA (Doughty & Leddick, 2007). To clarify, gender is defined by society, is complex in nature, and refers to the psychological, social, and cultural characteristics of an individual (Gilbert & Scher, 1999). Within the supervisory relationship, supervisors who presented as more masculine tend to be regarded as

"experts," while more feminine supervisors, particularly those possessing more nurturing qualities, are perceived as more caring (Doughty & Leddick, 2007). Further, expectations based on gender, gender roles, and the integration of two differing experiences and worldviews influences the process of supervision and consequently the SWA (Doughty & Leddick, 2007; Rarick & Ladany, 2013). If addressed early in the supervisory relationship through dialogue about how gender differences and expectations could hinder the success of supervision, the use of confrontation may enhance the SWA and provide scaffolding for CITs to address cultural differences with clients (Rarick & Ladany, 2013; Walker, Ladany, & Pate-Carolan, 2007).

Doctoral Counselor Education Student Supervisors

This study addresses the gap in the literature in exploring the relationship between Emotional Competence (EC) and the supervisory working alliance (SWA) when doctoral counselor education supervisors (SITs) and master's level counselors-in-training (CITs) are assessed. While the literature regarding EC and counseling is minimal, one study exists that investigates EC in relation to the SWA between counselors in training and their clinical metal health supervisors (Cooper & Ng, 2009). Cooper and Ng (2009) found that both supervisors and supervisees with higher EC also reported a stronger SWA. Odaci et al. (2017) found that counseling students with higher EC scores also had more proficient counseling skills, such as empathy and reflection.

However, neither Cooper and Ng (2009) nor Odaci et al. (2017) account the role of an SIT. Although these studies present a rationale for exploring the constructs of EC and SWA, there are no studies to date that explore these constructs with regard to CITs

and SITs. Furthermore, research regarding SITs with regard to SWA is vastly underrepresented in the literature.

SITs have the task of balancing multiple relationships while earning their doctorate degree (Herlihy & Corey, 1997; Scarborough et al., 2006). Pearson and Piazza (1997) categorize the potential multiple roles as circumstantial (e.g., student and supervisor), structured multiple professional roles (e.g., master's student in internship and doctoral student in advanced practicum), shifts in professional roles (e.g., supervisor to group co-facilitator), personal and professional role conflicts (e.g., doctoral students identify as students and therefore form social relationships with master's students), and predatory professional relationships (e.g., exploiting others to meet personal needs). As a result, SITs are vulnerable to boundary violations with CITs because of previous personal and paraprofessional relationships, where intimacy is higher than that of a student and faculty member (Scarborough et al., 2006).

As previously stated, the supervisory relationship is of a hierarchical nature (Bernard & Goodyear, 2014; Ramos-Sanchez et al., 2002). For this reason, it is imperative for SITs to understand the power differential and remain mindful during interactions with CITs where multiple relationships are present (Scarborough et al., 2006; Watkins, 1993). At any given time, an SIT may not only be in a supervisory relationship with a CIT but also may be a member of state, regional, or national organizations, including the Colorado Counseling Association, American Counseling Association, and the Rocky Mountain Association for Counselor Education and Supervision. Leadership opportunities are also instances where multiple roles are present, such as Chi Sigma Iota, the international honor society for counselors. With the many roles to consider, SITs are

faced with the fluidity of their peer relationships, and they must manage their behavior and interactions accordingly (Scarborough et al., 2006).

While it is a task for SITs to navigate multiple roles, the literature indicates that CITs find the supervision rewarding, and at times, more satisfying than supervision with faculty members (Fernando, 2013). For instance, the length of time since the SIT had been supervised, which is assumed to be shorter than that of faculty supervisors, may impact how the supervision hierarchy is perceived by the CIT (Fernando, 2013). CITs may also find it easier to view the SITs as models (Fernando, 2013). Viewing the supervisory relationship through the lens of Bandura's (1977) social learning theory, individuals learn through observing the behaviors and attitudes of others, in conjunction with the outcomes of those behaviors (Bandura, 1977). Further, modeling by a one who is perceived as similar to the learner will result in imitation of behaviors and attitudes (Fernando, 2013).

In addition to the literature presented, there is also research that describes the potential benefits of counselor development when CITs are supervised by SITs (Nelson et al., 2006). During the supervision training process, SITs are engaged in a relatable parallel process with the faculty member training the doctoral level student and engaging in supervision of supervision (Nelson et al., 2006). Doctoral supervisors are also watching and collaborating with peers, which provides additional insight into navigating interactions with CITs (Nelson et al., 2006). SITs, particularly those in CACREP-accredited programs, are trained using the most current multicultural literature (Bjornestad, Johnson, Hittner, & Paulson, 2014; DeKruyf & Pehrsson, 2011), which, as previously described, has a positive impact on the SWA. SITs have consistent contact

with faculty for support, collaboration, and when gatekeeping concerns arise (Freeman, Garner, Fairgrieve, & Pitts, 2016).

While it may seem that the differing role of an SIT is anecdotal, there is solid literature suggesting that SITs are unique and that their role is complex. The use of EC in this relationship not only promotes growth and learning from a developmental perspective, as SITs are more like CITs than faculty, but also from the perspective of managing multiple relationships and emotion-filled interactions. This study investigated the unique role of SITs in relation to EC and SWA.

Conclusion

This chapter provided a comprehensive overview of the literature pertaining to foundational counseling skills, supervision, the supervisory working alliance (SWA), factors contributing to the SWA, and the unique role of the doctoral counselor education supervisor (SIT). In addition, the chapter summarized the literature regarding the history of emotional competence (EC), EC as a teachable construct in relation to foundational counseling skills, and previous studies using EC as a construct within the counseling field and other professions. It also included information regarding seemingly similar constructs, including wisdom, perspicacity, and cognitive complexity, to differentiate the concept of EC as a unique, measureable construct.

The next chapter describes the methodology utilized in the current study. The research design and descriptions of the research procedures are discussed. An overview of the instruments, including current validity and reliability estimates are discussed. Finally, a description of the research questions is provided, along with the analytical strategy useded to answer each question.

CHAPTER III

METHODOLOGY

Research Design

Emotional competence (EC) and the supervisory working alliance (SWA) are topics primarily studied using quantitative research methods and a postpositivist philosophical stance (Creswell, 2014; Gatmon et al., 2001; Mayer et al., 2008). Postpositivism posits that while there is *truth*, the truth cannot be fully known (Creswell, 2014; Heppner, Wampold, & Kivlighan, 2008). Probabilistic statements made from the postpositivist perspective are common in the field of social science, use statistical tests to test a theory, and either accept or reject a null hypothesis (Creswell, 2014; Heppner et al., 2008). Through the theoretical lens of EC, a postpositivist approach is utilized by implementing assessments to obtain data and conclude whether a relationship exists between EC and SWA when comparing master's level counselors-in-training (CITs) and doctoral counselor education supervisors (SITs) (Phillips & Burbules, 2000).

Procedure

The following describes the rationale of the intended sample, purposive sampling strategy, participant recruitment, sample size (as suggested by an a priori power analysis), and the process of disseminating incentives. In addition, data collection, data handling, and data analysis procedures are provided. All study procedures underwent a thorough

review by the University of Northern Colorado Institutional Review Board Committee (IRB). A copy of the IRB approval letter is located in Appendix A.

Inclusion Criteria

Eligible doctoral counselor education supervisors (SITs) were over 18 years of age and enrolled in a CACREP-accredited Counselor Education and Supervision program. SITs had previously completed, or were simultaneously enrolled in, supervision training, while under the supervision of a university faculty member. SITs had completed more than half of the supervision sessions (e.g., a half-semester or more *or* supervision experience is considered to be more than half complete) if study assessments are completed during the current supervisory experience. Supervision research suggests that the SWA is considered stable after this point (Burk, Goodyear, & Guzzard, 1998; Ladany, Brittan-Powell, & Pannu, 1997; Ligiero & Gelso, 2002).

SITs were eligible to participate if their most recent supervision experience ended within the past six weeks. The six-week timeframe was selected to control for recall bias, which is the deterioration of event details when reflecting on an experience (Coughlin, 1990). Participants were asked to reflect on their experience with the master's level counselor-in-training (CIT), and were provided unlimited time to complete the survey; participant data were collected in the same way to minimize recall bias (Hassan, 2005). SITs were asked to indicate the date of their most recent supervision session to ensure the parameter was met.

Eligible CITs were over 18 years of age and currently enrolled in a CACREP-accredited Counselor Education and Supervision master's program. CITs had completed more than half of the supervision sessions (e.g., a half semester or more *or* experience

was considered to be more than half complete) if study assessments were completed during the current supervisory experience, as the SWA is considered stable after this point (Burk et al., 1998; Ladany et al., 1997; Ligiero & Gelso, 2002). CITs were currently be in enrolled in a practicum and under the supervision of an SIT, or they had completed their practicum experience within the past six weeks and were primarily supervised by an SIT. The six-week timeframe was selected as an attempt to control for recall bias, as the time since the experience can impact the accuracy of participant recall (Coughlin, 1990). In addition, participants were asked to reflect on their experience with the SIT and provided unlimited time to complete the survey; participant data were collected in the same way to minimize recall bias (Hassan, 2005). CITs were asked to indicate the date of their most recent supervision session to ensure this parameter was met.

Sample Size

A power analysis was performed for sample size estimation based on data retrieved through PASS software, comparing emotional competence (EC) to the supervisory working alliance (SWA), with the inclusion of potential demographic variables (version 15.0.2) (PASS 15 Power Analysis and Sample Size Software, 2017). PASS software was used to analyze the inputted data, including the statistical procedure (e.g., multiple regression or *t*-test), type of power analysis, significance (α) level, number of explanatory variables, and effect size (small, medium, large), to determine a sample size required to obtain the statistical power of a test. The significance criterion, or $\alpha = .05$, was selected to minimize the chance of committing a Type I error, defined as mistakenly rejecting the null hypothesis (Cohen, 1992). A power of .80 ($\beta = .20$) was selected to

reduce the probability of committing a Type II error or failing to reject the null hypothesis when it is false (Cohen, 1992). An effect size is the relationship between two variables (Cohen, 1992).

For this study, an ES = .20 was selected as a d = .20 would indicate at least a .20 difference in the degrees of freedom, resulting in more than a trivial difference in the mean scores between groups (Cohen, 1992). With an $\alpha = .05$, power = .80 and effect size = .20, a sample size of 50 total participants, 25 per group will detect a difference of -.414 between the null hypothesis when both group means are 3.37 and the alternative hypothesis that the mean of group 2 is 3.784 with an SD of .5 for both groups. Essentially, a difference of .414 indicates more than the considered .20 trivial difference in degrees of freedom.

To explain, as a sample size decreases, researchers run the risk of a Type II error, or rejecting the null hypothesis when it is true. A small sample size can also reduce the confidence level of a study, potentially leading to less conclusive results. However, the sample size achieved in this study can be justified. Degrees of freedom (n), is defined as the variance estimate between data points, or the number of individual pieces of data obtained. The standard deviation (SD) is defined as the distance from the mean, and is .5. Since 98% of all data can be plotted within two standard deviations of the mean, a change in the degrees of freedom of n=.414 is considered moderately significant (Glass & Hopkins, 1996).

Sampling Strategy

A purposive sampling strategy is used when a subset of a specific population is used to represent a specific need or purpose (Remler & Van Ryzin, 2010). In this study, a

purposive sampling strategy was used to secure participants. The CACREP website (cacrep.org) indicated there are seven universities in the Rocky Mountain region (Colorado, Montana, Idaho, Wyoming, New Mexico, and Utah) that house a master's counseling program (School Counseling or Clinical Mental Health) and a Doctoral Counselor Education and Supervision program.

Participant Recruitment

The target population of this study were current SITs and CITs in CACREP programs in the Rocky Mountain region of the United States, currently or who had recently engaged in a supervisory relationship. An initial email was sent to program coordinators or chairs of the seven CACREP accredited programs in the Rocky Mountain region, that included both master's and doctoral programs. In addition, thirteen faculty members in the Rocky Mountain region were sent the second recruitment email. Of the thirteen faculty, six were those sent the initial participant request, and seven faculty were those who were tenured, coordinators, or head of specialty areas within the target CACREP programs.

An initial recruitment email was sent to ten doctoral CES students in the Rocky Mountain region. The final recruitment effort included personalized emails to seven faculty members. Two recruitment emails over a two-week period were sent nationally via CESnet, the Counselor Education and Supervision Network listserv.
Potential participants used the link in the email to access the survey materials. Potential participants who identified as a master's level counselors-in-training (CIT) who were currently enrolled or who had completed a practicum experience within the past six weeks and had a SIT were notified of a demographic questionnaire and three research

instruments (PEC, SWAI-T, and MCI), which would take approximately 30 minutes to complete. Potential participants then proceeded to the informed consent. A copy of the informed consent is located in Appendix B.

After reading the informed consent potential participants checked either "I agree to participate in this study" or "I do not agree to participate in this study." Potential participants who elected to participate in the study were directed to the demographic questionnaire and three research instruments (PEC, MCI and SWAI-T) through the secure Qualtrics link. Potential participants who did not elect to participate in the study were directed to a page thanking them for their time.

Potential doctoral counselor education supervisors (SITs) participants who were currently supervising and/or had recently completed supervising a practicum within the past six weeks were notified of a demographic questionnaire and three research instruments (PEC, SWAI, and MCI), which would take approximately 30 minutes to complete. Potential participants then proceeded to the informed consent and checked either "I agree to participate in this study" or "I do not agree to participate in this study." Potential participants who elected to participate in the study were directed to the demographic questionnaire and the three research instruments through the secure, Qualtrics link. Potential participants who elected to not participate in the study were directed to a page thanking them for their time. For CITs and SITs who elected to participate in the study, they were directed to the survey (CIT or SIT specific) in Qualtrics.

To maximize participant completion of surveys, the researcher offered an incentive to receive one of eight $25 Visa gift cards to those who choose to be entered in

the drawing, using their email address. The researcher was awarded the Rocky Mountain Student Researcher Grant for $250, which was used to provide participant incentives. In total, 37 participants were secured for this study, which included 18 CITs and 18 SITs.

Potential Threats to Validity

Heppner et al. (2008) define internal validity as the confidence a researcher has that a causal relationship exists between the independent and dependent variables of an experimental study. As previously stated, recall bias is a threat to internal validity in regards to the accurate recall of events after the event has ended (Coughlin, 1990). History is an event that occurs during the implementation of a "treatment" (Heppner et al., 2008, p. 93) and is a potential threat as participants may participate in this study at different times (e.g., during or after their practicum experience). In an initial effort to control for history and recall bias, the following describes randomization procedures.

Knowing that it was possible for participants to be in a supervisory relationship with more than one doctoral counselor education supervisor (SIT) or master's level counselor-in-training (CIT), they were asked to click on a randomizing link, https://www.random.org/lists/. Through this free service, participants could have entered the initials of their CITs or SITs, and then clicked "randomize." When the randomization was complete, they were asked to continue with the survey keeping in mind the SIT or CIT in the number one spot. In addition to the randomization, participants were given unlimited time to complete the survey, and have access to the survey through Qualtrics resulting in consistent administration, which research indicates lowers the chances for recall bias (Coughlin, 1990).

External validity is defined as the generalizability of the population sampled in a study (Heppner et al., 2008). A potential threat to the external validity of this study was selection bias, or the possibility that the sample studied may not be generalizable to the population. Selection bias is reduced when a diverse representation of the population is sampled, typically through random sampling (Heppner et al., 2008). Although this study utilizes purposive sampling, through the recruitment of participants throughout the Rocky Mountain region, rather than one university, it was expected that the sample would be more generalizable. Future studies will need to be completed and participants sought from a larger demographic region in the to maximize external validity.

With regard to validity and reliability, the use of self-report measures administered via the Internet raises concerns with that need to be addressed. Using self-report measures, particularly via the Internet is a way to expand the study regionally and potentially access participants who would not have been included otherwise, as it would be difficult to visit each of the six universities.

A potential disadvantage to the use of self-report assessments are intentional or unintentional distortions by the participant (Heppner et al., 2008). Distortions can be the result of a participant having a favorable opinion of the person they were working with, and this opinion impacting the way they respond to an assessment. Negatively skewed distortions may result in participants responding to assessments less favorably than they would if assessing the relationship with a different SIT or CIT. Participants may or may not know they have memory distortions when it comes to their experiences working with an SIT or CIT (Heppner et al., 2008). As previously described, randomization

procedures, unlimited time to complete the survey, and consistent administration of the survey were used to minimize participant distortions.

Anonymity

Internet data collection, while providing access to a wider range of potential participants and simplifying data collection and analysis, also raised confidentiality concerns (Heppner et al., 2008). By using Qualtrics (a secure website), de-identifying data, and maintaining all data on a device secured by and in the possession of the researcher, this potential threat was reduced by keeping answers anonymous. Although their responses were not confidential, the responses remained anonymous. Now that the study is complete, the research advisor will maintain possession of data for three years. The study assessments and data have been deleted from Qualtrics since the study is complete.

Instrumentation

Five instruments were used to answer the guiding research questions of this study. The instruments were (a) a demographic questionnaire, (b) supervisor version of the Supervisory Working Alliance Inventory (SWAI), (c) trainee version of the Supervisory Working Alliance Inventory (SWAI-T), (d) the Profile of Emotional Competence (PEC), and (e) the Multicultural Competencies Inventory (MCI).

Expressed written permission to use the PEC and both versions of the SWAI was granted to the researcher for data collection purposes. A request to use the MCI and check for $100 was been sent to the author of the instrument. The author provided permission in the form of a letter.

Demographic Questionnaire

The researcher developed a demographic questionnaire for the purposes of this study. The questionnaire asked participants to provide their age, gender, ethnicity, if they participate in face to face supervision (e.g., on-site clinic), if supervision is conducted in-person face to face or virtually face to face (i.e., via Skype, FaceTime, Zoom), the date of their last supervision session, practicum of supervision experience (e.g., 1st, 2nd) perceived supervision style, and preference of faculty or SIT as a supervisor. Demographic information was collected in order to run descriptive statistics, and account for variables such as gender, and ethnicity, as well as gain insight into perceived supervision style, which has been determined to influence SWA, and supervisor preference to compare to previous research regarding the role of doctoral counselor education supervisors (SITs) in relation to faculty. The copy of the demographic questionnaire is in Appendix E.

The Supervisory Working Alliance Inventory

The SWAI assesses the perceived bond between supervisor and supervisee (Efstation, Patton, & Kardash, 1990). The Supervisory Working Alliance Inventory (SWAI) is a self-report instrument used to measure the working alliance in the supervisory relationship (Efstation et al., 1990). It is currently the only published instrument available that studies the perceived SWA of both doctoral counselor education supervisors (SITs) and master's level counselors-in-training (CITs). The SWAI measures the perceived SWA of supervisors, while the SWAI-T measures the perceived SWA of CITs.

The supervisory working alliance inventory – supervisor version. The SWAI supervisor version is a 23-item self-report measure, with a 7-point Likert response format, ranging from "1 = almost never" to "7 = almost always," with higher scores indicating an increased strength of the SWA. There are three factors loadings in the supervisor form of the SWAI: "Client Focus," "Rapport," and "Identification." The nine items loaded on the Client Focus factor relate to the emphasis the supervisor places on the supervisee's understanding of the client, and accounts for 19% of the known variance (Efstation et al., 1990). The seven items loaded on the rapport factor relate the supervisor's efforts to encourage and support the supervisee and accounts for 9% of the known variance (Efstation et al., 1990). The remaining seven items are loaded to the identification factor, which represents the supervisor's perception of the supervisee's identification with the supervisor, and accounts for 8% of the known variance (Efstation et al., 1990).

Mean scale scores for the supervisor form were created by summing the ratings for each factor and then dividing these sums by the number of items for each factor, resulting in mean scale indices for the three scales as: Client Focus (M = 5.48, SD = .63), Rapport (M = 5.97, SD = .58), and Identification (M = 5.41, SD = .65) (Efstation et al., 1990). Two examples of items from the SWAI forms are, "My style is to carefully and systematically consider the material that my trainee brings to supervision" and "My trainee seems to be comfortable working with me" (Efstation et al., 1990)

The supervisory working alliance inventory – trainee version. The 19-item, SWAI-T version is also a self-report measure, with a 7-point Likert response format, ranging from "1 = almost never" to "7 = almost always," with higher scores indicating an

increased strength of perceived SWA. The SWAI-T assesses two factors: “Rapport” and “Client Focus.” The Rapport factor represents the trainee’s perceived support from the supervisor, and accounts is measured by 12 items, accounting for 30% of the known variance. The Client Focus factor was measured by seven items, and were labeled Client Focus as a result of being analogous to seven of the nine items loaded on the supervisor version of the SWAI. The Client Focus factor accounts for 8% of the known variance (Efstation et al., 1990).

Mean scales for the SWAI-T form were also created by summing the ratings for the individual items and dividing the sums by the number of items, resulting in mean scale indexes for the three scales as: Client Focus (M = 5.44, SD = .84), Rapport (M = 5.85, SD = .83) (Efstation et al., 1990). Two examples from the SWAI-T form are “I feel free to mention to my supervisor any troublesome feelings that I may have about him/her/them,” and “My supervisor makes the effort to understand me.” Using Chronbach’s alpha, with N = 178, to test the reliability of the three factors for the Supervisor form, and two factors for the Trainee form, the Alpha coefficients for the Supervisor form were .71 for Client Focus, .73 for Rapport, and .77 for Identification, while the Alpha coefficients for the trainee form were .90 for Rapport and .77 for Client Focus.

Additional validation of the SWAI by Patton and Kivlighan (1997) for the supervisor form reported that Identification accounted for 20%, Rapport for 13%, and Client Focus 8% of variation. Initial findings of validity of the trainee form reported Rapport as the first factor, accounting for 30% of the found variance and Client Focus accounting for 8%. The two scales of the trainee form in Patton’s validity test indicate

43% (Rapport) and 11% (Client Focus), respectively. Additional publications, upwards of 50 peer-reviewed studies, have used the SWAI to measure the working alliance supervision topics, including bibliosupervision (Graham & Pehrsson, 2009), attachment in supervision (Gunn & Pistole, 2012), and telehealth supervision (Reese et al., 2009).

Overall, the three-prong and two-prong models of the SWAI suggest that both supervisors and supervisees experience their relationship as "multidimensional," although the supervisor's perception is considered to be more complex (Efstation et al., 1990, p. 328).

Profile of Emotional Competence

The Profile of Emotional Competence (PEC) is a 50-item assessment that measures five competencies of EC: identification, expression, comprehension, regulation and utilization. To further define, (1) identification is the ability to perceive an emotion and define it, (2) expression is the ability to express an emotion in a socially acceptable manner, (3) comprehension is the ability to understand the causes and consequences, and distinguish factors and causes, (4) regulation is the ability to regulate stress or emotions when contextually inappropriate, and (5) utilization is the ability to use emotions to improve reflection, decisions and actions (Brasseur et al., 2013). The five competencies are linked to two macro-competencies, which are interpersonal and intrapersonal EC. The PEC has 10 scores: five for the subscales linked to the interpersonal EC (others) and five to the intrapersonal EC (self).

Brasseur et al., (2013) found that when the two factors (interpersonal and intrapersonal) were extracted, this accounted for 53.5% of the total variance determined by Olbimin with Kaiser normalization. The factorial solution in two factors was

statistically satisfactory (.85), as indicted by the Kaiser–Meyer–Olkin index, which measures the adequacy of sampling of each variable in the model, as well as the model of factor analysis (Kaiser, 1974). There is evidence of convergent validity as the global PEC score is highly correlated with the TEIQue (Petrides et al., 2004) a widely used measure of EC.

Criterion validity was assessed using Pearson correlations and EC global scores were positively associated with happiness, social relationships, and job performance (Brasseur et al., 2013). Important to note is that neither global EC (intra or interpersonal) is related to cognitive ability, indicating divergent validity. The PEC has been utilized in six additional studies to measure the EC of more than 22,000 individuals, including migraine sufferers, gifted students, charity workers, and psychology students. The PEC is a valuable instrument to be utilized in this study as it provides a detailed profile of EC for research purposes and has the potential to identify areas for interventions (Brasseur et al., 2013) in supervision. The PEC is the only published instrument that measures EC rather than the outdated concept of EI.

Multicultural Competency Inventory

The Multicultural Competencies Inventory (MCI) is a 40-item, self-report inventory designed to measure the multicultural competency of counselors. The MCI uses a 4-point Likert scale response format, indicating the degree counselors describe their practice in multicultural counseling situation, ranging from “1 = very inaccurate” to “4 = very accurate.” The MCI measures four subscales— “Multicultural Knowledge,” “Multicultural Awareness,” “Multicultural Skills,” and “Multicultural Counseling

Relationship"—with the sum of the subscales equaling a global score with higher scores indicating higher levels of competence.

The Multicultural Knowledge subscale is described as the practice of using culturally relevant information and research, as well as conceptualization and treatment interventions, and consists of 11 items. The Multicultural Awareness subscale measures multicultural life experiences, intentional multicultural sensitivity, advocacy and desire to work with diverse clients, and it consists of 10 items. The Multicultural Skills subscale measures the ability to maintain minority clients, accountability and remediation when multicultural mistakes are made, the utilization of nontraditional methods of assessments, and it consists of 11 items. The Multicultural Counseling Relationship subscale refers to the interactions with a minority client, such as the counselor's biases, trustworthiness, and comfort level with a minority client, and consists of eight items (Sodowsky, Taffe, Gutkin, & Wise, 1994).

Sample items of the MCI include "When working with minority clients, I keep in mind research findings about minority clients' preferences in counseling" (Multicultural Knowledge), "My life experiences with minority individuals are extensive (e.g., via ethnically integrated neighborhoods, marriage, and friendship)" (Multicultural Awareness), "When working with minority clients, I am able to quickly recognize and recover from cultural mistakes or misunderstandings" (Multicultural Skills), and "When working with minority clients, I find that differences between my worldviews and those of the clients impede the counseling process" (Multicultural Counseling Relationship) (Sodowsky et al., 1994, pp. 141–142).

Reported mean internal consistency reliabilities (Cronbach alphas) were .80 for

the multicultural counseling skills, .77 for Multicultural Awareness, .78 for Multicultural Counseling knowledge, .68 for Multicultural Counseling Relationship, and .87 for the Full Scale (Sodowsky et al., 1994). Content validity of the MCI was demonstrated through expert judgment of item clarity and content, and through high inter-rater agreement (75 to 100%) regarding the relationship of item content to the names given to the four subscales (Sodowsky et al., 1994). Criterion validity was supported by studies reporting higher MCI scores for respondents who had completed multicultural counseling training and who had experience working with ethnically diverse populations (Ponterotto, 1996).

The MCI is the shortest available multicultural competency measure (40 items), and it is the preferred self-report measure MCI has been identified as one of the most widely used and validated scales (Dunn, Smith, & Montoya, 2006; Pope-Davis, Reynolds, Dings, & Nielson, 1995).

Research Questions and Analytic Strategies

The purpose of this study was to determine if a relationship exists between emotional competence (EC) and the supervisory working alliance (SWA), when the EC of doctoral counselor education supervisors (SITs) and master's level counselors-in-training (CITs) are measured and compared to SWA. The goals of this study were to investigate the relationship between CITs' EC and the SWA as perceived by the CIT, the relationship between the SITs' EC and the SWA as perceived by the SIT, and differences in EC when SITs and CITs were compared.

Research Questions and Hypotheses

Q1 Is there a predictive relationship between CITs' EC and SWA (as perceived by CITs) when controlling for multicultural competency?

H1 There will be a significant ($p < .05$) positive relationship between CITs' EC and SWA (as perceived by CITs), as measured by the Profile of Emotional Competence (PEC) and the Supervisory Working Alliance Inventory – Trainee (SWAI-T) after controlling for multicultural competency in the multiple regression analysis. This will have a medium effect size using Cohen's f^2 conventions ($f^2 > .15$).

Q2 Is there a predictive relationship between the SITs' EC and SWA (as perceived by SITs) when controlling for multicultural competency?

H2 There will be a significant ($p < .05$) positive relationship between SITs' EC and SWA (as perceived by SITs), as measured by the PEC and the SWAI after controlling for multicultural competency in the multiple regression analysis. This will have a medium effect using Cohen's f^2 conventions ($f^2 > .15$).

Q3 Do SITs possess significantly higher EC than CITs, as measured by the PEC survey?

H3 SITs will report significantly higher EC than CITs, as measured by the PEC. To examine the research question, an independent sample *t*-test will be conducted to assess whether differences exist on EC when comparing SITs and CITs. The *t*-test will be one-tailed with the probability of rejecting the null hypothesis when it is true set at $p < 0.05$. This ensures a 95% certainty that the differences did not occur by chance (Creswell, 2014).

Analytic Strategies

Multiple linear regression. The analytic strategy for Q1 and Q2 of this study was multiple linear regression. The standard method enters all independent variables (predictors) simultaneously into the model (Wampold & Freund, 1987). Using this model, independent variables (EC), and multicultural competency were evaluated by what they add to the prediction of the dependent variable (supervisory working alliance

(SWA)) (Wampold & Freund, 1987). The *F*-test was used to assess whether the set of independent variables collectively predicts the dependent variable. *R*-squared—the multiple correlation coefficient of determination—was reported and used to determine how much variance in the dependent variable could be accounted for by the set of independent variables (Heppner et al., 2008; Wampold & Freund, 1987).

The assumptions of multiple regression (linearity, homoscedasticity, and multicollinearity) were assessed. Multiple linear regression only accurately estimates the relationship between the independent and dependent variables if the relationship is *linear*. If the relationship is nonlinear, it is possible that the relationship between variables will be underestimated, indicating a Type II error, or overestimated, indicating a Type I error (Berry & Feldman, 1985; Cohen, Cohen, West, & Alkon, 2003). Homoscedasticity assumes that scores are normally distributed about the regression line, or that variance or errors is equal across variables (Cohen et al., 2003). Both linearity and homoscedasticity were assessed by examination of a scatter plot. The absence of multicollinearity assumes that EC, and multicultural competence are not too related and were assessed using variance inflation factors (VIF), as VIF values over 10 will suggest the presence of multicollinearity (Berry & Feldman, 1985; Cohen et al., 2003).

***T*-test.** To answer Q3, an independent sample *t*-test was used to determine if there was a difference in emotional competence (EC) among master's level counselors-in-training (CITs) and doctoral counselor education supervisors (SITs). When an independent samples *t*-test was conducted, there was one categorical or nominal independent variable (e.g., SIT or CIT) and one continuous dependent variable (EC) (Urdan, 2010). A *t*-test compared two means to conclude if there was a difference in the

two, and a *p*-value was obtained. The lower the *p*-value, the more likely the difference did not occur by chance (Urdan, 2010).

Assumptions for a *t*-test includes the scale of measurement, or data collected follows a continuous or ordinal scale, simple random sampling, or data collected is that of a random representative sample of the population, plotted data resembles a bell-curve, or is parametric, appropriate sample size is obtained, and homogeneity of variance, or equal variance across standard deviations is present (Urdan, 2010).

Data analysis. Statistical Package for the Social Sciences (SPSS) software was used to analyze the data when collection was complete (SPSS 25 Statistical Package for the Social Sciences, 2017). Descriptive and differential statistics were extracted from the data for comparison purposes across demographic factors including, age, gender, in combination with the Supervisory Working Alliance Inventory (SWAI) (supervisor or trainee form) and Profile of Emotional Competence (PEC).

Data Entry

The survey was generated and maintained through Qualtrics, and data collection was open for 87 days from initial IRB approval, and closed upon the completion of a second power analysis and committee approval to move into the data analysis phase of this study. A response report was generated using Qualtrics in SPSS format, uploaded to SPSS and examined for errors. SPSS automatically excludes cases with missing data unless otherwise specified by the user.

For this study, cases containing missing participant data were not part of the analysis. When minimal data are missing, substituting the group mean is a reasonable way to replace missing data. However, missing data were considered more than minimal

in this study, as a result of sample size (Cheema, 2014). More than minimal missing data were defined as participants who did not complete at least one of the scales in the survey. Participants who failed complete all of the survey instruments were not included in the analysis of the data.

Multiple linear regression was used to compare EC, and multicultural competence, as measured by the Multicultural Competencies Inventory (MCI), to the SWAI scores in an effort to establish if there was, in fact, a correlational relationship between SIT and CIT EC and SWAI scores. An independent samples *t*-test was used to compare the mean ECs of CITs and SITs.

Summary

This chapter introduced the research design, and methodology of this study. Descriptions of sampling strategy, procedures, instrumentation, and the analytical strategy addressing the research questions were discussed.

CHAPTER IV

RESULTS

Despite the importance of the relationship between master's level counselors in training (CITs) and doctoral counselor education supervisors (SITs), there are gaps in the literature regarding factors, including emotional competence (EC), that may strengthen the supervisory working alliance (SWA) between SITs and CITs. The guiding research questions of this study were:

Q1 Is there a predictive relationship between CITs' EC and SWA (as perceived by CITs) when controlling for multicultural competency?

Q2 Is there a predictive relationship between the SITs' EC and SWA (as perceived by SITs) when controlling for multicultural competency?

Q3 Do SITs possess significantly higher EC than CITs, as measured by the PEC survey?

Participants

A total of 57 individuals started the study survey. After excluding five entries, as the responders did not consent to participate in the study, there were survey responses for 52 individuals. Prior to preliminary analysis, the two groups were comprised of 24 doctoral counselor education supervisors (SITs) and 28 master's level counselors in training (CITs). Five doctoral participant responses and ten master's student participant responses were excluded from data analysis as a result of not fully completing the study assessments, for a total of 37 total responses.

Participant Demographics

Doctoral counselor education supervisors (SITs). Of the 19 doctoral student participants, 15 (78.9%) identified as female, three (15.8%) as male, and one (5.3%) as gender non-conforming. Nine participants (47.4%) were between the ages of 30 to 35 years of age, four (21.1%) were 24 to 29 years of age, three (15.8%) were 36 to 41 years of age, one (5.3%) was 42 to 47 years of age, and two (10.5%) were 48 to 53 years of age. In regards to identified ethnicity, 16 (84%) identified as white, two (10.5%) as Black (African American), and one (5.3%) as Latino. Eighteen (94.7%) participants indicated having more than one supervision experience, while one (5.3%) reported this was their initial experience. Eighteen (94.7%) reported providing supervision face to face, while one (5.3%) provided supervision primarily online. Seven (36.8%) participants reported their supervision "style" as attractive (warm, friendly, flexible), 11 (57.9%) as interpersonally sensitive (invested, therapeutic, trainee centered), and one (5.3%) as task-oriented (goal oriented, structured, pragmatic).

Master's level counselors in training (CITs). Of the 18 master's counselors in training participants, 14 (77.8%) identified as female, one (5.6%) as male, one (5.3%) as transgender, and two (11.2%) as other, further specified transman. Nine participants (50%) were between the ages of 24 to 29 years of age, three (16.7%) were 30 to 35 years of age, four (22.2%) were 36 to 41 years of age, two (11.1%) was 42 to 47 years of age. In regards to identified ethnicity, 14 (77.8%) identified as white, one (5.6%) as Native American (Indigenous Indian), one (5.6%) as Latino(a), one (5.6%) as Asian, and one (5.6%) as other, further specified biracial. Sixteen (88.9%) participants indicated having more than one supervision experience, while two (11.1%) reported this was their initial

supervision experience. Thirteen (76.5%) reported receiving supervision face to face, three (17.6%) received supervision primarily online, and one (5.9%) via phone. Four (22.2%) participants reported their supervisor's "style" as attractive (warm, friendly, flexible), 11 (61.1%) as interpersonally sensitive (invested, therapeutic, trainee centered), and four (16.7%) as task-oriented (goal oriented, structured, pragmatic). Four (22.2%) indicated having more than one SIT, and 14 (77.8%) reported having only one. Table 1 is a visual representation of the participant demographic information.

Table 1

Participant Demographic Information

Variable		SIT (N = 19)	CIT (N = 18)
Gender	Female	15	14
	Male	3	1
	Transgender	1	1
	Other		2
Age	24 to 29	4	9
	30 to 35	9	3
	36 to 41	3	4
	42 to 47	1	2
	48 to 53	2	0
Ethnicity	White	16	14
	Black (African American)	2	0
	Latina(o)	1	1
	Nat Amer (Indigenous Indian)	0	1
	Asian	0	1
	Other	0	1
Sup Exp	First sup exp	1	2
	Not first sup exp	18	16
Sup Type	Face to face	18	13
	Online	1	3
	Phone	0	1
Sup Style	Attractive	7	4
	Interpersonal	11	11
	Task-oriented	1	3

Reliability

Internal reliability estimates on all instruments used in this study were conducted on the sample of participants who completed the survey. Cronbach's alpha is used to provide a measure of internal consistency and is expressed in a number between 0 and 1, acceptable values ranging from .70 to .95 (Tavakol & Dennick, 2011). Reliability estimates were executed to determine if the assessments measured the concept intended to measure within each scale. The coefficients for each scale and subscale are presented with the descriptive statistics in Table 2.

Descriptive Statistics

Descriptive statistics are provided to assist in describing, summarizing and making meaning of the raw data obtained in the study. Four scales were used in this study, and the descriptive statistics are explained to provide context as the results of the research questions are explained. Further, descriptive statistics of the assessments indicate internal validity and reflect the intended constructs of the study.

The Supervisory Working Alliance Inventories

Supervisory working alliance inventory – supervisor form (SWAI). Mean scale scores for the supervisor form were created by summing the ratings for each factor and then dividing these sums by the number of items for each factor, resulting in mean scale indices for the three scales as: Global (M = 124.89, SD = 18.88), Client Focus (M = 5.094, SD = .97), Rapport (M = 6.038, SD = .56), and Identification (M = 5.256, SD = 1.2).

Supervisory working alliance inventory – trainee form (SWAI-T). Mean scores and standard deviations were calculated for the subscales. The results of the analysis were: Global (*M* = 103.22, *SD* = 23.70) Client Focus (*M* = 5.103, *SD* = 1.41), Rapport (*M* = 5.625, *SD* = 1.2).

Profile of Emotional Competence

The PEC has 10 scores: five for the subscales linked to the interpersonal EC (others) and five to the intrapersonal EC (self). The macro-competencies were analyzed for reliability, and the mean scores, and standard deviations. The results of the PEC Global score analysis were: *M* = 196.62, *SD* = 26.

Intrapersonal macro-competency. The results of the intrapersonal macro-competency subscale analysis were: Identification (*M* = 3.87, *SD* = .75), Understanding (*M* = 4.02, *SD* = .77), Expression (*M* = 3.96, *SD* = .75), Regulation (*M* = 3.55, *SD* = .82), and Utilization (*M* = 4.02, *SD* = .98).

Interpersonal macro-competency. The results of the interpersonal macro-competency subscale analysis were: Identification (*M* = 4.31, *SD* = .68), Understanding (*M* = 4.62, *SD* = .69), Expression (*M* = 4.4, *SD* = .48), Regulation (*M* = 3.55, *SD* = .62), and Utilization (*M* = 3.06, *SD* = .98).

Multicultural Competency Inventory

Means for the subscales of the MCI were created by summing the ratings for the individual items and dividing the sums by the number of items. Mean scores and standard deviations were calculated for the subscales in this study.

The results of the calculations were: Global (*M* = 123.82, *SD* = 21.08), Skills (*M* = 35.37, *SD* = 7.12), Awareness (*M* = 29.48, *SD* = 7.12), Relationship (*M* = 23.70, *SD* =

2.67), Knowledge (*M* = 35.27, *SD* = 7.45). In addition to sample scores, calculations were also run for SITs and CITs separately for comparison purposes. MCI SIT calculations were: Global (*M* = 128.56, *SD* = 22.39), Skills (*M* = 36.88, *SD* = 7.53), Awareness (*M* = 31.2, *SD* = 7.53), Relationship (*M* = 24, *SD* = 3.09), Knowledge (*M* = 36.5, *SD* = 7.83). MCI CIT calculations were: Global (*M* = 119.35, *SD* = 19.35), Skills (*M* = 33.94, *SD* = 6.30), Awareness (*M* = 27.88, *SD* = 6.52), Relationship (*M* = 23.41, *SD* = 2.26), Knowledge (*M* = 34.18, *SD* = 7.11). A summary table is provided as a visual representation of the data (Table 2).

Table 2

Reliability Estimates and Descriptive Statistics

Scales and Subscales	Number of Items	Cronbach's Alpha (α)	Mean (μ)	Standard Deviation (σ)
SWAI				
Global Score	23	0.93	124.89	18.88
Client Focus	9	0.83	5.09	0.97
Rapport	7	0.69	6.04	0.56
Identification	7	0.94	5.26	1.2
SWAI-T				
Global Score	19	0.96	103.22	27
SWAI-T: Client Focus	7	0.94	5.10	1.41
SWAI-T: Rapport	12	0.94	5.63	1.2
PEC				
Global Score	50	0.93	196.62	26
PEC - Intrapersonal				
Identification	5	0.68	3.87	0.75
Understanding	5	0.77	4.02	0.77
Expression	5	0.71	3.96	0.75
Regulation	5	0.81	3.55	0.82
Utilization	5	0.7	4.02	0.98
PEC - Interpersonal				
Identification	5	0.82	4.31	0.75
Understanding	5	0.68	4.62	0.77
Expression	5	0.48	3.96	0.75
Regulation	5	0.64	3.55	0.82
Utilization	5	0.86	4.02	0.98
MCI				
Global Score	40	0.95	123.82	21.08
Skills	11	0.92	35.37	7.12
Awareness	10	0.89	29.48	7.12
Relationship	8	0.65	23.7	2.67
Knowledge	11	0.93	35.27	7.45

Data Analysis

The following section outlines the data analysis procedures and statistical results for each of the research questions proposed in this study. Also provided is an explanation for the acceptance or rejection of the hypotheses.

Normality and Linearity

Prior to analysis, the assumptions of normality and linearity were tested for each ordinal variable. Skewness and kurtosis normality tests were preformed for CITs and SITs. Emotional competency scores were normally distributed for CITs with a skewness of -0.58 (standard error = 0.55) and kurtosis of 0.28 (standard error = 1.063), SITs with a skewness of -0.248 (standard error = 0.55) and kurtosis of -0.32 (standard error = 1.063). For both CITs and SITs, the skewness and kurtosis was divided by the standard error of each to find the z-value. A z-score within ±2.58 implies that the data are normally distributed. CIT and SIT z-scores for skewness and kurtosis were within ±2.58 (CIT: z = -1.1 skewness, z = 0.26 kurtosis and SIT: z = -0.45 skewness, z = 0.30 kurtosis).

The Shapiro-Wilk test was also reviewed to ensure the data obtained is normally distributed. Emotional competence scores were normally distributed for both CITs and SITs, as the values were greater than $p > .05$ (.681 and .867).

In addition to the Shapiro-Wilk test, skewness, and kurtosis, visual inspections of Normal Q-Q plots were examined. Normal Q-Q plots are located below, and upon inspection, SIT and CIT EC each were normally distributed (Figures 1 and 2).

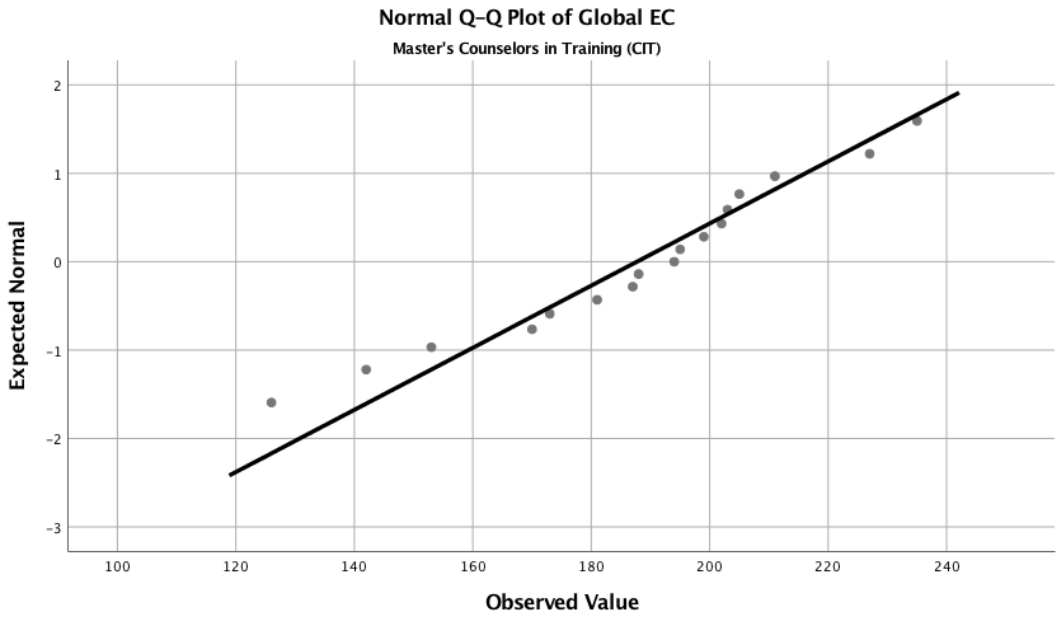

Figure 1. Master's Counselors in Training (CIT) Normal Q-Q Plot

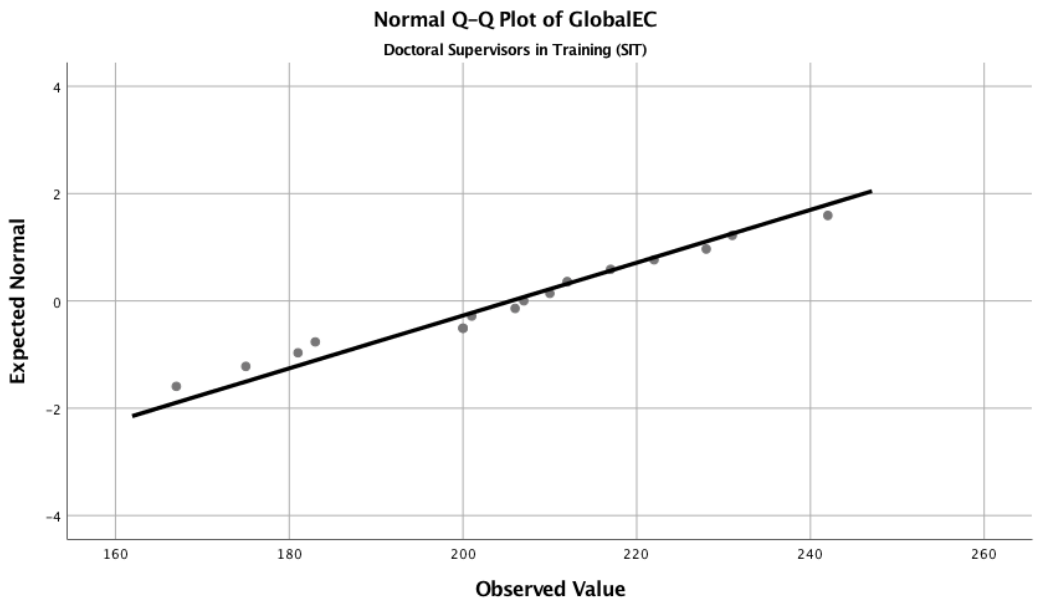

Figure 2. Doctoral Counselor Education Supervisors (SIT) Normal Q-Q Plot

Testing of Hypotheses

Reiteration of research questions and hypotheses, as well as the statistical results, are detailed in this section. A discussion of these results in reference to previous literature, limitations to this study, and implications for practice are provided in Chapter V.

Counselor in Training (CIT) Perceived Supervisory Working Alliance (SWA)

Q1 Is there a predictive relationship between CITs' EC and SWA (as perceived by CITs) when controlling for multicultural competency?

H1 There will be a significant ($p < .05$) positive relationship between CITs' EC and SWA (as perceived by CITs), as measured by the Profile of Emotional Competence (PEC) and the Supervisory Working Alliance Inventory - Trainee (SWAI-T) after controlling for multicultural competency using Multicultural Competencies Inventory (MCI) scores in the multiple regression analysis. This will have a medium effect size using Cohen's f^2 conventions ($f^2 > .15$).

This research study question was used to assess if the emotional competency of a master's level counselor in training (CIT) impacted the supervisory working alliance (SWA), particularly when working with a doctoral counselor education supervisor (SIT). Taking into account previous literature suggesting SWA is impacted by a counselor's multicultural competency, a regression model was conducted to determine the impact of the predictor variables on the dependent variable.

Assumptions of multiple regression. Prior to running the multiple regression analysis, the assumptions for the model were examined. Independence of observations is the first assumption. Since there was no reason to be concerned that a first order autocorrelation (lack of independence) existed, it was not required that the Durbin-Watson statistic be interpreted. However, the Durbin-Watson statistic was examined for assurance of independence. The Durbin-Watson statistic can range from 0 to 4, with values of approximately 2 indicating no correlation between residuals. For this research question, there was independence of residuals, as assessed by a Durbin-Watson statistic of 1.805.

The second assumption of multiple regression is linearity. There was linearity, as assessed by partial regression plots and a plot of studentized residuals against the predicted values through visual inspection. These plots are located in Appendix F.

Homoscedasticity is the third assumption of a regression model. If there is homoscedasticity, the spread of residuals will exhibit no pattern. Upon visual inspection of a plot of studentized residuals versus unstandardized predicted values, homoscedasticity was confirmed. The plot of studentized residuals versus unstandardized predicted values is located in Appendix F.

Next, the fourth assumption of multicollinearity was assessed. Multicollinearity occurs when two or more variables are highly correlated with one another. This can lead to issues with understanding which variable contributes to the variance explained. To test this assumption, the correlation coefficients, as well as Tolerance and VIF were consulted. When reviewing correlation coefficients, the presence of a correlation greater than .7 may indicate multicolinearity. Unfortunately, Global MCI score and Global EC score appeared to be correlated (.8). As a result, the VIF statistic was inspected. AVIF score greater than 10 indiciates a collinearity problem may exist. The VIF = 2.90 indicated collinearity may not a problem in this dataset.

The fifth assumption of a multiple regression is that there are no unusual points that need to be addressed. For this dataset no outliers were presented, as no values were greater than ± 3 standard deviations from the mean. Leverage values for the data set were also inspected. Leverage values of .20 are considered safe, values of .20 to .50 are considered risky, and values above .50 are considered dangerous. Within this dataset, two leverage values (.34 and .48) were considered risky. There were no leverage values above .50. All others were considered safe. Cook's Distance is a measure of influence, and values above 1 should be investigated. For this dataset the Cook's Distance value was less than 1.

Finally, the sixth assumption of normality was investigated. Normality of the residuals (errors in prediction) was assessed by the visual inspection of the histogram and P-P Plot. The assumption of normality was met. Both the histogram and P-P Plot for normality are located in Appendix G.

After ensuring the six assumptions of multiple regression were assessed, a multiple regression analysis was used to measure the impact of emotional competency, measured by the PEC, and multicultural competency, measured by MCI, on the perceived CIT supervisory working alliance (SWA). In this regression model, Global SWAI-T scores were entered as the dependent variable. Since a multiple regression, rather than hierarchical regression was utilized, both the global emotional competency scores, and multicultural competency scores were entered simultaneously. The independent variables were not entered in a hierarchical manner (i.e., multicultural competency followed by emotional competency), as this analysis procedure was not consistent with the original research question. The regression equation for this research question can be expressed in the following form:

$$\text{Predicted CIT SWA} = b_0 + (b_1 \times \text{EC}) + (b_2 \times \text{MCI})$$

In this model, b_0 is the intercept (constant), and b_1 and b_2 are the slope coefficients (independent variables), and the values of EC and MCI can be substituted and predict SWA.

$$\text{Predicted CIT SWA} = 23.34 + (-.118 \times \text{EC}) + (.861 \times \text{MCI})$$

While the intercept and slope coefficient for EC, were not statistically significantly different from zero, the slope intercept, MCI, is statistically significant ($p < .012$), indicating that an increase in MCI score positively impacts CIT perceived SWA with 95% confidence there is a linear relationship that exists between MCI scores and perceived SWA.

The value of the multiple correlation coefficient, "*R*" indicates the strength of the linear relationship between the dependent and independent variables, and goodness of

model fit. The value of R can be between 0 – 1; values closer to 1 indicating a stronger relationship. The values of R (.288, .667) indicate a moderately strong relationship within the model, however, a much more common measure to indicate the strength of the relationship is R^2.

R^2 for the overall model was 31.9% with an adjusted R^2 of 27.4%, a medium effect size (f^2 = .377) according the Cohen (1988). Overall, the model containing EC and MCI scores was statistically significant in predicting CIT SWA, $F(2,13) = 5.02$, $p < .02$.

A simple linear regression was also performed to measure the impact of EC on the SWA of CITs. Again, global SWAI-T scores were entered as the dependent variable in the model, and global EC scores was the independent variable. R^2 for the overall model was 2% with an adjusted R^2 of .05%, a small or virtually no effect size using Cohen's f^2 conventions (Cohen, 1988). A summary of the model fit and regression model statistics are provided in Tables 3 and 4.

Table 3

Summary of Model Fit for Q1

Model	Variable	R	R^2	Adj R^2	% Var
1	EC	.565	.319	.274	27.4
2	MCI	.613	.376	.286	28.6

Table 4

Summary of Regression Model for Q1

ANOVA				
Model		**df**	**F**	**Sig**
1 (EC)	Regression	1	1.265	0.28
	Residual	14		
	Total	15		
2 (EC and MCI)	Regression	2	5.204	0.022
	Residual	13		
	Total	15		

In summary, the statistical conclusion of the first research question is that master's level counselor's in training (CIT) emotional competence does not statistically impact the perceived supervisory working alliance. Therefore, the results of this study indicate that there is failure to reject the null hypothesis.

Supervisor in Training (SIT) perceived Supervisory Working Alliance (SWA)

Q2 Is there a predictive relationship between the SITs' EC and SWA (as perceived by SITs) when controlling for multicultural competency?

H2 There will be a significant ($p < .05$) positive relationship between SITs' EC and SWA (as perceived by SITs), as measured by the PEC and the Supervisory Working Alliance Inventory – Supervisor (SWAI) after controlling for multicultural competency in the multiple regression

analysis. This will have a medium effect using Cohen's f^2 conventions ($f^2 > .15$).

This research study question was used to assess if the emotional competency of a doctoral counselor education supervisor (SIT) impacted the supervisory working alliance (SWA), particularly when working with a master's level counselor in training (CIT). Taking into account previous literature suggesting SWA is impacted by a counselor's multicultural competency, a regression model was conducted to determine the impact of the predictor variables.

Assumptions of multiple regression. Prior to running the multiple regression analysis, the assumptions for the model were examined. Independent observations is the first assumption. Since there was no reason to be concerned that a 1st order autocorrelation (lack of independence) existed, it was not required that the Durbin-Watson statistic be interpreted. However, the Durbin-Watson statistic was examined for assurance of independence. The Durbin-Watson statistic can range from 0 to 4, with values approximately 2 indicating there no correlation between residuals. For this research question, there was independence of residuals, as assessed by a Durbin-Watson statistic of 2.35.

The second assumption of multiple regression is linearity. There was linearity, as assessed by visual inspection of the partial regression plots and a plot of studentized residuals against the predicted values, which are located in Appendix H.

The third assumption is homoscedasticity. If there is homoscedasticity, the spread of residuals will exhibit no pattern. Upon visual inspection of a plot of studentized residuals versus unstandardized predicted values, homoscedasticity was confirmed. The

plot of studentized residuals versus unstandardized predicted values is located in Appendix H.

Next, the fourth assumption of multicollinearity was assessed. Multicollinearity occurs when two or more variables are highly correlated with one another. This can lead to issues with understanding which variable contributes to the variance explained, as well as other issues within a regression model. To test this assumption, the correlation coefficients, as well as VIF was consulted. When reviewing correlation coefficients, the presence of a correlation greater than .7 may indicate multicolinearity. Global MCI score and Global EC score appeared to be mildly correlated (.72). As a result, the VIF statistic was inspected. AVIF score greater than 10 is indicative of a collinearity problem. The VIF = 2.09 for this dataset, indicating collinearity is likely not a problem in this dataset.

The fifth assumption of a multiple regression is to determine the presence of unusual points. For this dataset no outliers were presented, as no values were greater than ± 3 standard deviations from the mean. Leverage values for the data set were also inspected. Leverage values of .20 are considered safe, values of .20 to .50 are considered risky, and values above .50 are considered dangerous. Within this dataset, two leverage values (.30) were considered risky. There were no leverage values above .50. All others were considered safe. Cook's Distance is a measure of influence, and values above 1 should be investigated. For this dataset, no Cook's Distance statistic was more than 1.

Finally, the sixth assumption of normality was investigated. Normality of the residuals (errors in prediction) were assessed by the visual inspection of a histogram and P-P Plot. Both the histogram and P-P Plot for normality are located in Appendix I.

A multiple regression analysis was used to measure the impact of emotional competency, measured by the PEC, and multicultural competency, measured by MCI, on the perceived SIT supervisory working alliance (SWA). In this regression model, Global SWAI-T scores were entered as the dependent variable. Since a regression, rather than hierarchical regression was utilized, both the global emotional competency scores, and multicultural competency scores were entered simultaneously. The independent variables were not entered in a hierarchical manner (i.e. multicultural competency followed by emotional competency) as this analysis procedure was not consistent with the research question. The regression equation for this research question can be expressed in the following form:

$$\text{Predicted SIT SWA} = b_0 + (b_1 \times \text{EC}) + (b_2 \times \text{MCI})$$

In this model, b_0 is the intercept (constant), and b_1 and b_2 are the slope coefficients (independent variables), and the values of EC and MCI can be substituted and predict SWA.

$$\text{Predicted SIT SWA} = 57.047 + (.686 \times \text{EC}) + (-.324 \times \text{MCI})$$

While the intercept and slope coefficient, EC, were not statistically significantly different from zero, the slope intercept, MCI, is statistically significant ($p < .042$), indicating that an increase in MCI score negatively impacts CIT perceived SWA with 95% confidence there is a linear relationship that exists between MCI scores and perceived SWA.

R^2 for the overall model was 29.2% with an adjusted R^2 of 18.3%, a small effect size ($f^2 = .22$) according the Cohen (1988). Overall, EC and MCI scores were not statistically significant in predicting SIT SWA, $F(2,13) = 2.68$, $p > .05$.

A simple linear regression was also performed to measure the impact of EC on the perceived SWA of SITs. For this model, global SWAI scores were entered as the dependent variable, and global EC scores were entered as the independent variable. R^2 for the overall model was 2% with an adjusted R^2 of .05%, a small or virtually no effect size using Cohen's f^2 conventions (Cohen, 1988). A summary of model fit and regression statistics is provided in Tables 5 and 6.

Table 5

Summary of Model Fit for Q2

Model	Variable	R	R^2	Adj R^2	% Var
1	EC	0.122	0.015	-0.055	<5%
2	MCI	0.54	0.292	0.183	18.30%

Table 6

Summary of Regression Model for Q2

ANOVA				
Model		**df**	**F**	**Sig**
1	Regression	1	0.213	0.652
	Residual	14		
	Total	15		
2	Regression	2	2.679	0.106
	Residual	13		
	Total	15		

The statistical conclusion of the second research question is that SIT emotional competence does not statistically impact the perceived supervisory working alliance (SWA). Therefore, there is failure to reject the null hypothesis.

Comparing Emotional Competence

Q3 Do SITs possess significantly higher EC than CITs, as measured by the PEC survey?

H3 SITs will report significantly higher EC than CITs, as measured by the PEC. To examine the research question, an independent sample *t*-test will be conducted to assess whether differences exist on EC when comparing SITs and CITs. The *t*-test will be two-tailed with the probability of rejecting the null hypothesis when it is true, set at $p < 0.05$. This ensures with a 95% certainty that any differences will not occur by chance (Creswell, 2014).

Assumptions for *t*-test. For an independent samples *t*-test, there are two variables. In this study, the dependent variable is emotional competence (EC), measured by the Profile of Emotional Competence (PEC). The independent variable contains two groups, master's level counselors in training (CITs) and doctoral supervisors in training (SITs). In reviewing the assumptions for an independent samples *t*-test, it was determined that the data set did not violate the first three assumptions. The dependent variable was continuous, the independent variable contained two groups, and the observations were independent. For assumption four, a boxplot was generated to determine if there were any outliers that could potentially skew the analysis or the *t*-test. After assessing the boxplots, there were outliers for values within the two groups that are unique values. The boxplot can be found below (Figure 3).

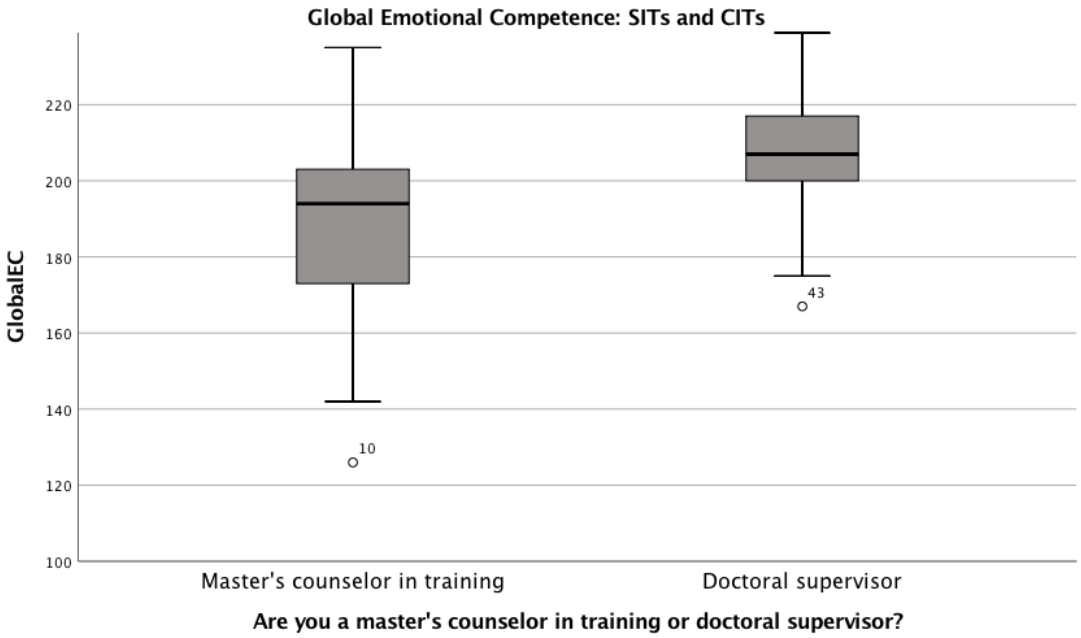

Figure 3. Presentation of Outliers in Data

As a result, a Mann-Whitney U test was run to determine if there were differences in the distributions of emotional competence scores for CITs and SITs. Distributions of EC scores were not similar, as assessed by visual inspection. The population pyramid can be reviewed below (Figure 4).

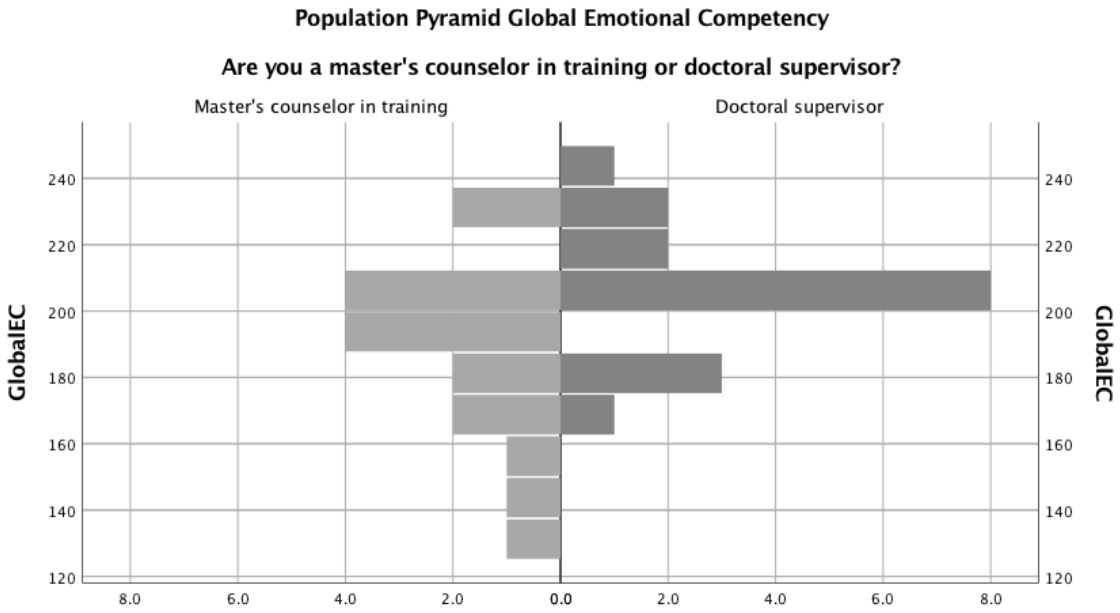

Figure 4. Presentation of Emotional Competence Distribution Across Samples

Emotional competency (EC) scores were statistically significantly higher for SITs (mean rank = 20.97) than CITs (mean rank = 14), $U = 203.5$, $z = 2.033$, $p = .041$.

Upon completing the procedures for the Mann-Whitney U test, the sixth assumption of homogeneity was explored. The assumption for homogeneity states that the variance of each group of the independent variable (CIT and SIT) must be the same. This assumption was formally tested using the Levene's Test for Equality of Variances. Using the SPSS output, the "Sig" column was consulted. A *p*-value greater than 0.05 (i.e., $p > .05$) indicates the assumption of homogeneity has been met. For this study,

homogeneity of variances for emotional competency scores for CITs and SITs was assessed and the assumption was met ($p = .275$).

Since the six assumptions of an independent samples *t*-test were explored, group descriptive statistics, mean and standard deviation, were compared. Group data are presented as mean ± standard deviation. There were 17 SIT and 17 CIT participants. Mean CIT EC scores (187.71 ± 28.46) were lower than mean SIT EC scores (205.53 ± 20.31). The difference in mean EC scores for SIT and CITs is -17.82. Therefore, the mean SIT EC score was 17.82 (95% CI, 35.21 to .551) higher than mean CIT EC scores. In regards to the significance of t-test, there was a statistically significant difference in mean EC scores between CITs and SITs, $t(32) = 2.01$, $p = 0.044$, where $p < .05$. A figure depicting the results of the *t*-test is provided as Figure 5. A summary of the *t*-test model is located below (Table 7).

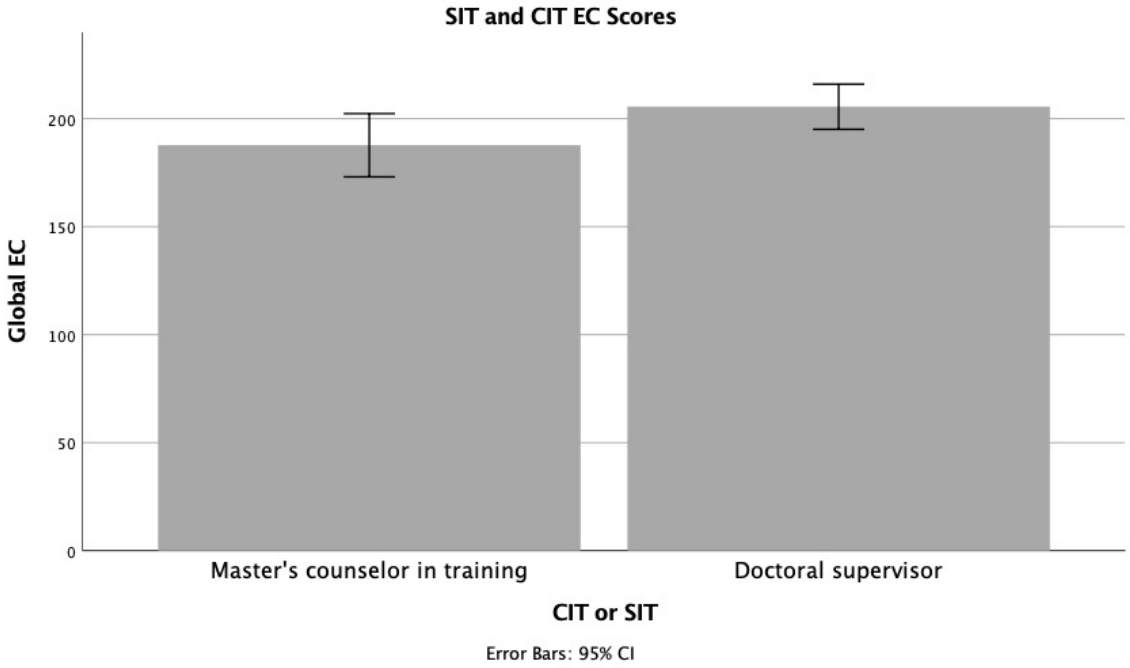

Figure 5. Results of *T*-Test with 95% Confidence Intervals

Table 7

Model Summary of T-Test

				95% Confidence Interval of the Difference		
	N	**Mean**	**SD**	**Lower**	**Upper**	**Sig**
SIT	17	187.71	28.45	-35.09	-0.55	0.04
CIT	17	205.53	20.31	-35.17	-0.48	0.04

The effect size, or Cohen's *d* was calculated to determine if the difference in EC scores among SITs and CITs were more than a chance occurrence. The effect size for this analysis (*d* =.72) indicates a medium to large effect size. Based on the results of this *t*-test analysis the null hypothesis is rejected, and the alternative hypothesis is accepted. In regards to this research question, rejection of the null hypothesis suggests there is a statistically significant difference between SIT and CIT global EC scores.

Post Hoc Power Analysis

Using G*Power software, a post hoc power analysis was used to determine the power achieved for each of the research questions that guided this study. As previously mentioned, a power statistic higher than .20 indicates more than a trivial difference between degrees of freedom. The results of the G*Power analysis indicated a power of .59, .56 and .53, suggesting more than a trivial difference. Provided is a summary of the achieved power in Table 8.

Table 8

Achieved Power for Research Questions

	R^2	Effect Size (f^2)	Err Prob (α)	Sample Size	Predictors	Power
Q1	0.31	0.45	0.05	17	2	0.59
Q2	0.29	0.41	0.05	17	2	0.55
		(d)	**(α)**	**per group**		
Q3		0.72	0.05	17	2	0.53

Summary

The results of this study were reported in this chapter. Emotional Competence (EC) was not determined to be statistically significant factor impacting the supervisory working alliance (SWA) for master's level counselors in training (CITs) or doctoral

counselor education supervisors (SITs). In contrast, a statistically significant difference between the EC scores of SITs and CITs was found.

The following chapter visits the theory of EC presented in Chapter I of this study. The discussion includes the exploration of the research questions in conjunction with previous literature. Chapter V also includes implications for counselor education, recommendations for future research and limitations of this study.

CHAPTER V

DISCUSSION

The purpose of this study was to examine the relationship between emotional competency (EC) and the supervisory working alliance (SWA). Specifically, the impact of EC on SWA when master's counselors in training (CITs) engage in supervision with doctoral counselor education supervisors (SITs). The following chapter describes the outcomes of this study as they relate to the guiding research questions and previous literature. Practical implications for counselor educators and supervisors are explored, as well as limitations of this study and future research considerations are explained.

Summary of Findings

The overarching purpose of this study was to investigate if a relationship between emotional competency (EC) and the supervisory working alliance (SWA) exists. This study was the first of its kind, as it took into account master's level counselors in training (CITs) who engage in supervision with doctoral counselor education supervisors (SITs) in the Rocky Mountain region, enrolled in CACREP programs. The summary of findings for research questions one and two are combined, as the results were similar. As suggested in the results, it can be concluded that EC did not have a statistically significant impact on the supervisory working alliance (SWA).

However, the results of this study were consistent with previous literature suggesting that multicultural competency is correlated to SWA. Although small/medium

in effect, MCI scores explained 27.4% of the variance of SWA for CITs, and 18.3% for SITs. EC had very small effect size on SWA for both CITs and SITs, explaining about 1% of the variance within the regression model when MCI scores were also entered as an independent variable.

The third research question of this study was to determine whether doctoral counselor education supervisors (SITs) possess significantly higher emotional competency (EC) than master's level counselors in training (CITs). Results of the *t*-test comparing the EC scores of CITs and SITs suggest that SITs possess higher EC. Specifically, SITs who participated in this study possessed a mean EC score that was 17.82 higher than the mean CIT score.

Interpretation of Findings

Framing Research Questions with Previous Literature

The literature presented in Chapter II suggested there may be a relationship between emotional competence (EC) and the supervisory working alliance (SWA). Given the previous description of core counseling skills (empathy, genuineness, authenticity), and the subscales of EC (identification, expression, comprehension, utilization, and regulation) there is a clear association of EC to the development of counseling skills (Odaci et al., 2017). Further, it is the core skills that literature has established contribute to positive change within the counseling relationship (therapeutic working alliance) (Lambert & Barley, 2001; Norcross & Goldfried, 2005). The framework for the therapeutic working alliance is the foundation for the SWA, and parallels the counseling relationship (Patton & Kivlighan, 1997). Therefore, it was hypothesized that the EC of CITs and SITs would impact SWA. However, emotional competence (EC) did not have a

statistically significantly impact on the SWA as for CITs and SITs. As logical as the relationship seems, this finding was consistent with Cooper & Ng (2009) who ascertained that the SWA between site supervisors and counselors in training was not impacted by trait emotional intelligence.

Consistent with existing literature were the data analysis results when both EC and MCI were accounted for in the regression model. MCI did have more than a minimal effect on SWA ranging from 18.3% to 27.4% respectively. Strictly for informational purposes, MCI scores were compared between SITs and CITs, and the mean scores of SITs were higher than CITs globally and on each subscale. These findings support previous literature regarding the significance of multicultural competency, such as acknowledging, validating, and discussing cultural differences positively impacting SWA (Burkard et al., 2009; Constantine, 2001). Ideally, SITs will have engaged in additional multicultural competency development opportunities and as a result may more effectively utilize, and model emotional skills, cultural awareness and sensitivity to CITs.

In addition to the impact of MCI on SWA, the higher mean knowledge MCI scores of the participants in this study may indicate movement toward a more comprehensive, inclusive and progressive curriculum in CACREP accredited counselor education programs. Knowing that CACREP programs are the training standard for counseling programs, there is reason to believe that students enrolled in CACREP accredited programs are trained using the most current multicultural literature (Bjornestad et al., 2014; DeKruyf & Pehrsson, 2011). This may account for the higher MCI knowledge scores. However, it is possible the use of a self-report measure to assess multicultural competency resulted in SITs exaggerating their multicultural knowledge.

While additional investigation regarding multicultural competency and the supervisory relationship between CITs and SITs is necessary, group differences in MCI scores in all areas indicate that SITs possess higher multicultural competency than their CIT counterparts. CITs can benefit from engagement with SITs regarding cultural sensitivity, acceptance and overall skill acquisition when working with those who are different from themselves.

The results of the third research question hypothesizing that SITs would possess higher EC than their CIT counterparts, was guided by the theory of EC, a social constructivist perspective. The results of this study support EC theory in that the higher EC scores of SITs indicate that EC can mature with experience and exposure, as postulated by Saarni (1999a). Social constructivism values an individual's emotional experiences and consists of exposure to context, social history (beliefs, models, reinforcement), and cognitive functioning (Cottone, 2017; Saarni, 1999a).

The results of this study further substantiate EC theory as the shift from emotional intelligence to emotional competence, integrating the idea that EC is a personality trait, as well as a teachable competency. The transition of EC development doesn't rely solely on genetically pre-determined factors, but conceptualizes EC as an integration of both nature and nurture. Tying the supervisory relationship of SITs and CITs, it can be assumed that with experience and exposure, EC can increase, further fostering personal and professional growth (Brasseur et al., 2013; Saarni, 1999a).

In addition, the perspective of EC as a construct capable of being learned is an idea previously explored in other professional fields. In the business field, emotional competence (EC) plays an important role in the leader–follower relationship where

followers assume the responsibility to serve, challenge, participate in transformation (Martin, 2015), and take moral action (Chaleff, 2009). Tee et al., (2013) suggested that followers look to leaders as a point of reference in interpreting their emotions in social contexts, much like a master's level counselor-in-training (CIT) looks to his or her supervisor with regard to client interactions.

Galal et al. (2012) supported the need for additional pedagogy focusing on EC for pharmacy students. EC was measured during simulated patient encounters and an improvement in self-reflection and peer assessment was found, suggesting that pharmacists should strive to have an emotional connection as a means to improve practice competencies and patient compliance (Galal et al., 2012). In addition to business and pharmacology, lawyers who understand their own emotions and the emotions of their clients more accurately display empathy, along with a heightened perspective of cultural awareness (Silver, 2006).

In summary, investigating the differences in EC of SITs and CITs provided additional data to support the maturation of EC with experience and exposure, as previously suggested by Saarni (1999a). In addition to EC theory, the results of this study support the goal of supervision, which is to counseling skill acquisition and enhancement, and insight into the emotions of self and others through empathic interactions.

Implications of Findings

The implications of this study are intended to inform and benefit the field of counselor education and supervision in multiple ways. Counselor educators are encouraged to refer to the information derived from this study as a means to inform

counselor skill development, the practice of supervision, and supervision between master's counselors in training (CITs) and doctoral supervisors in training (SITs).

Theoretical Implications

The results of this study support EC theory in the context of supervision. EC theory describes emotional competence as a skill that can be increased with experience and maturation (Saarni, 1999a). The theory of EC also posits that human development can be understood in the context of social interactions, and is significantly impacted by one's cultural background and beliefs (Cottone, 2017). Supervision is a relationship in which counselors are engaged in a hierarchical relationship with a more experienced clinician with the goal of counseling skill development (Bernard, & Goodyear, 2014). Skill development and professional growth in supervision implies that two individuals with different worldviews connect, communicate, both verbally and nonverbally, and emotional responses are elicited (Schutte et al., 2001). There is an expectation that the individual providing supervision discloses their clinical experiences and models the skills (i.e., empathy, authenticity, genuineness) necessary for supervisees to become effective counselors.

The results of this study, specifically that EC scores were higher for doctoral counselor education supervisors (SITs) when compared to master's level counselors in training (CITs), supports the suggestion that EC development as a skill can be learned, and perhaps matures with experience. Further, it is a logical assumption that SITs will utilize and model effective counseling skills in supervision, supporting counselor skill development, promoting the growth of EC through emotionally laden and socially constructed interactions.

The importance of multicultural competency and the supervisory working alliance (SWA) is not only apparent in the data analysis of this study; it can be linked to EC theory. For example, previous literature has suggested time and time again that multicultural competency strengthens the SWA (Bhat, & Davis, 2007; Cook, 1994). The results of this study contribute to EC theory in the support of the necessity of acknowledging that an individual's worldview, cultural background and belief system play an important role, and may have a significant impact on the strength of the supervisory relationship.

Implications for Research

Knowing that multicultural competency was a factor that authors had previously suggested impacted the supervisory working alliance (SWA) (Bhat, & Davis, 2007; Cook, 1994), emotional competency was studied as an independent construct while controlling for multicultural competency, in this sudy. However, when testing the assumptions of the regression analysis, specifically the fourth assumption of multicollinearity, data analysis results indicted that global EC scores were correlated with global MCI scores for both CITs and SITs (.72 and .80). The results of this study suggest that the MCI and PEC are measuring similar constructs.

In this study, testing for multicolinearity indicated that EC and MCI scores were partially collinear, meaning that while they contain some independent variation it is impossible to know how much the analysis can distinguish their causal importance (Montgomery, Peck, & Vining, 2012). Additional research regarding the assessments may provide insight into distinguishing what the assessments are actually measuring, as

well as a way to potentially integrate the subscales to create a more comprehensive assessment that may impact the strength of the supervisory working alliance (SWA).

Implications for Practice

The SIT EC scores in this study were statistically significantly higher than CIT's, and taking into consideration the notion of EC as both a personality trait and teachable construct, it may be beneficial to create SIT and CIT dyads based on EC scores. Intentional pairing of SITs and CITs could facilitate a deeper understanding of self and others within the supervisory or counseling relationship. Specifically, CITs may benefit from working with an SIT that possesses an EC score that is one standard deviation higher than themselves. The rationale of this pairing is supported by previous research suggesting that CITs will look to SITs as models, and find them similar to themselves as learners (Bandura, 1977; Fernando, 2013). Pairing CITs with SITs who possess higher EC will increase the likelihood that the SIT is not only relatable to the CIT, but also facilitates the establishment of realistic expectations for CIT EC growth.

Another implication of this study for counselor educators is the continued intentionality around multicultural competency. On a program level, specifically CACREP accredited programs in which SITs will be supervising CITs, exposure to additional multiculturally sensitive practices in counseling and supervision would be beneficial to the personal and professional growth of CITs and SITs, while also strengthening the SWA.

Emotional competency (EC), one's ability to be attune to the emotional state of themselves and others, mirrors the field of counseling, as it parallels the core counseling skills including empathy, genuineness, and authenticity. Although existing literature

supports the importance of core skills in therapeutic change, there is not a formal assessment readily available for counselor educators, supervisors, or counselors in training. The Profile of Emotional Competence (PEC) is an assessment previously used in many settings. The use of PEC and exploration of the macro-competencies (interpersonal and intrapersonal), and subscales (identification, understanding, expression, regulation, and utilization) could subjectively identify areas counselors in training need to address in course work, prepracticum, when working with clients, or during supervision.

The PEC may also serve as an effective, inexpensive tool that is quick to administer for assessing the emotional competence of applicants interviewing for counseling programs as an additional data point for admission. Those with higher EC may be likely to succeed a graduate student in a counseling program, ultimately improving retention. EC score could also serve as an ongoing monitor of growth throughout a counseling program, identifying gaps to be addressed with direct experiential activities, or learning opportunities.

Future Research

Counseling Profession

Future research in this area has the potential to be extensive, as there is minimal research examining emotional competency and the counseling profession. At times, instructors and supervisors find themselves at a crossroads during student evaluations, particularly during the practicum experience. Unlike other fields where conclusive and concrete answers may exist, counselor educators are challenged with assessing skill acquisition and development without a formalized assessment. Combining subjective

evaluations with the EC self-report assessment can inform students and supervisors of areas of CIT strength and growth. The suggested research would involve intentional training interventions throughout a practicum experience, combined with midterm/final evaluations and PEC scores obtained prior to, at midterm, and at the conclusion of practicum, resulting in information that may inform ways to foster counseling skills in a specific amount of time, such as a semester.

Although the results of this study did not reflect a link between SWA and EC in regards to the supervisory relationship of CITs and SITs, additional research investigating the relationship between SITs and CITs is necessary, as the relationship is vastly underrepresented in the literature. A possible research idea is a qualitative phenomenological study in which pairs of CITs and SITs are interviewed and themes are ascertained to gain insight into factors that contribute to a strong supervisory working alliance (SWA), as this may differ from past research examining site and faculty supervisors. A mixed methods approach could include the themes generated, and the use of the MCI, SWAI and SWAI-T, and supervision "style," as style has previously been determined to impact SWA. Since SITs are believed to be effective models for CITs a study of this kind may provide insight into effectively utilizing the role of SITs to empower CITs in ways that are relationally different when compared to faculty supervisors.

Methodology

While this study provided insight into emotional competency (EC) and multicultural competency in respect to the supervisory working alliance between CITs

and SITs, there are procedures within the methodology that, if changed, may deepen the understanding of EC as it relates to the supervisory working alliance.

This study included both master's level counselors in training (CITs) and doctoral counselor education supervisors (SITs). Since the research questions sought to understand the relationship between emotional competency (EC) and the supervisory working alliance (SWA), the pairing of dyads was not of particular interest. However, the pairing of dyads may have resulted in more comparable variables including EC and MCI scores, the perceived SWA, and supervision styles.

In addition to the recruitment of dyads, rather than multiple regression, hierarchical regression would more effectively control for multicultural competency. The hierarchical regression model would maintain the supervisory working alliance (SWA) as the dependent variable, but would have the independent variables entered with the one being controlled (MCI), followed by the variable being measured (EC).

Limitations

This study has limitations that reduce the generalizability of the findings and the implications of the results. The first limitation was the small sample size. Sampling was purposive, and convenience based. While there are more than seven universities with both a master's counseling and doctoral counselor education program in the Rocky Mountain region, this study focused specifically on the CACREP accredited programs. A more comprehensive and diverse sample may have been obtained if the study were available to all counseling programs in the Rocky Mountain region. As a result, findings may be generalizable to all counselor education programs within the Rocky Mountain region, as well as provide additional comparable data on emotional competence.

The small sample size of this study also impacted the results of the data analysis. Although a post hoc power analysis indicated the actual power of each result to be more than a trivial amount ($1 - \beta > .20$), it did have an impact on the standard deviations of each of the measures utilized in the study (PEC, MCI, SWAI and SWAI-T). The difference in standard deviations suggest that the data obtained may be less generalizable to counseling population.

A limitation of purposive sampling was the unforeseen issue with recruiting participants. This study invitation was intended to be received by all eligible students in the Rocky Mountain region. However, three universities did not confirm distributing the invite to students, while three actively pursued students and encouraged participation. Students not encouraged to participate in the same manner as those who were encouraged by their instructors may not be represented, again presenting an issue with generalizability.

A fourth limitation of this study is the time of year. Participation in this study occurred during the summer months, meaning that CITs who didn't engage in a practicum experience, during the spring, or summer semesters were not eligible to participate in the survey. This requirement for eligibility may have significantly impacted the number of students who would have been able, or interested in participating had it been distributed in the fall, or earlier in the spring semester.

Despite the seemingly obvious link between EC and SWA, the results of this study were consistent with the only other previous study investigating EC and SWA, suggesting that perhaps the assessments used to measure EC are ineffective in

determining the impact on SWA. It is as if a piece of the puzzle is missing, and an additional gap has been brought to light in regards to factors that contribute to SWA.

Conclusion

This study was guided by the theory of emotional competence (EC), rooted in social constructivism, which posits that human development is the result of social interactions, and reflection of an individual's worldview (Saarni, 1999a). The process of supervision requires two individuals to engage in interpersonal interactions with the goal of personal and professional growth. This study sought to explain the relationship between EC and SWA through the use of quantitative assessments.

This investigation provided insight into EC, and the building of the supervisory working alliance (SWA). Commonalities linking EC to core counseling skills, and the importance of such skills within the counseling, and supervisory relationship were explored in the literature. Exploration of the relationship between EC and SWA was investigated, and while there were not statistically significant findings establishing a relationship, this study confirmed the importance of multicultural competency, and revealed that EC and multicultural competency were positively correlated. An additional finding of this study was that doctoral supervisors in training (SITs) had significantly higher EC scores than master's level counselors in training (CITs). This finding, in conjunction with the theory of EC, and process of supervision is a relational occurrence with the potential to influence growth on an interpersonal and intrapersonal level.

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APPENDIX A

INSTITUTIONAL REVIEW BOARD APPROVAL

UNIVERSITY OF
NORTHERN COLORADO

Institutional Review Board

DATE:	May 15, 2018
TO:	Elizabeth Tolliver, MA
FROM:	University of Northern Colorado (UNCO) IRB
PROJECT TITLE:	[1238614-1] THE RELATIONSHIP BETWEEN EMOTIONAL COMPETENCE AND THE SUPERVISORY WORKING ALLIANCE: A STUDY OF DOCTORAL COUNSELOR EDUCATION SUPERVISORS AND MASTER'S-LEVEL COUNSELORS-IN-TRAINING
SUBMISSION TYPE:	New Project
ACTION:	APPROVAL/VERIFICATION OF EXEMPT STATUS
DECISION DATE:	May 15, 2018
EXPIRATION DATE:	May 15, 2022

Thank you for your submission of New Project materials for this project. The University of Northern Colorado (UNCO) IRB approves this project and verifies its status as EXEMPT according to federal IRB regulations.

Elizabeth -

Thank you for your patience with the UNC IRB process. Please note that your application was submitted using an old coversheet and application narrative. Also, all identifiable data needs to be destroyed after three years, rather than the seven noted in your narrative.

Your materials and protocols are verified/approved exempt and you may begin participant recruitment and data collection.

Best wishes with your research and don't hesitate to contact me with any IRB-related questions or concerns.

Sincerely,

Dr. Megan Stellino, UNC IRB Co-Chair

We will retain a copy of this correspondence within our records for a duration of 4 years.

If you have any questions, please contact Sherry May at 970-351-1910 or Sherry.May@unco.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within University of Northern Colorado (UNCO) IRB's records.

Generated on IRBNet

APPENDIX B

INFORMED CONSENT

CONSENT FORM FOR HUMAN PARTICIPANTS IN RESEARCH
UNIVERSITY OF NORTHERN COLORADO

Project Title: The Relationship Between Emotional Competence and the Supervisory Working Alliance: A Study of Doctoral Counselor Education Student Supervisors and Master's level Counselors in Training.
Researcher: Elizabeth G. Tolliver, MA, Counselor Education and Supervision
Research Advisor: Dr. Heather Helm, Chair, Applied Psychology and Counselor Education

I am researching the emotional competence of doctoral Counselor Education supervisors in training and masters counselors in training, and the supervisory working alliance. As a participant in this research, you will be asked to complete three assessments and a demographic questionnaire. The assessments consist of questions intended to measure emotional competence, the perceived supervisory working alliance, and the multicultural competencies of counselors. The assessments will ask you to rate your responses. The supervisory working alliance inventory will ask you to rate your most recent experience with a doctoral supervisor. The assessments and questionnaire should take approximately 30 minutes to complete.

For the assessments and questionnaire, you will not provide your name, but will be asked to provide your email address at the end of the survey if you wish to be entered to receive one of eight $25 Amazon gift cards. After data are collected, your email address will not be connected to your responses. Therefore, your responses will be anonymous. Only the researcher and research advisor will have access to the responses. Results will be presented in group form (e.g., averages) and all original paperwork will be kept secure by the researcher.

Risks to you are minimal. You may feel anxious while completing the assessments, but I am trying to minimize those feelings by ensuring your responses will remain confidential, and anonymous. The benefits to you include gaining insight into the concept of emotional competence, into your personal multicultural competency strengths and growth edges, as well as a way to reflect on your most recent supervisory experience that may lead to professional and personal growth.

Participation is voluntary. You may decide not to participate in this study and if your begin participation you may still decide to stop and withdrawal at any time. Your

decision will be respected and will not result in loss of benefits to which you are otherwise entitled. Having read the above, and had the opportunity to ask questions, please complete the assessments and questionnaire if you would like to participate in this research study. By completing the assessments and questionnaire, you will give me permission for your participation. You may take a screen shot of this form for your reference. If you have any concerns about your selection or treatment as a research participant, please contact Sherry May, IRB Administrator, Office of Sponsored Programs, Kepner Hall, University of Northern Colorado Greeley, CO 80639; 970-351-1910

APPENDIX C

PROGRAM CHAIR CONTACT EMAIL

Participant Recruitment Letter

Dear [university program Chair],

I hope this letter finds you well. I am seeking participants for a quantitative research study, exploring the relationship between emotional competence and the supervisory working alliance.

Criteria for participation:

- Over the age of 18
- Doctoral student currently enrolled or recently completed (within the past four weeks) a supervision experience OR
- Master's level counselors-in-training currently enrolled or recently completed (within the past four weeks) a practicum and currently is/was being supervised by a doctoral student

Participants will be asked to provide responses to four assessments, which include a short demographic questionnaire, the Profile for Emotional Competence (PEC), and the Supervisory Working Alliance Inventory (SWAI), and the Multicultural Competencies Inventory (MCI). The assessments should take no more than 30 minutes to complete.

If participants are interested, Participants will be asked to provide their email address, and will be placed in a lottery to receive one of eight $25 Visa gift cards if they choose to .

If you believe that the masters counselors in training or the doctoral supervisors in training in your program would be interested in participating, please forward the link to the survey assessments – [linktosurveyhere.com].

If you have any questions or concerns regarding the study, please contact the primary investigator, Elizabeth Tolliver (Liz), elizabeth,tolliver@unco.edu, or 304-216-3440. If you choose to forward this email, please feel free to send me a response letting me know, so that I will avoid contacting you in the future regarding this study.

Thank you in advance for your assistance!

Sincerely,

Liz Tolliver

APPENDIX D

PROGRAM CHAIR FOLLOW-UP EMAIL

Program Chair Follow-up Email

Dear [university program Chair],

I wanted to follow-up regarding an email I sent approximately 10 days ago. I am seeking participants for a quantitative research study, exploring the relationship between emotional competence and the supervisory working alliance.

Criteria for participation:

- Over the age of 18
- Doctoral student currently enrolled or recently completed (within the past four weeks) a supervision experience OR
- Master's level counselor in training currently enrolled or recently completed (within the past four weeks) a practicum and currently is/was being supervised by a doctoral student

Participants will be asked to provide responses to four assessments, which include a short demographic questionnaire, the Profile for Emotional Competence (PEC), and the Supervisory Working Alliance Inventory (SWAI), and the Multicultural Competencies Inventory (MCI). The assessments should take no more than 30 minutes to complete.

If participants are interested, Participants will be asked to provide their email address, and will be placed in a lottery to receive one of eight $25 Visa gift cards if they choose to .

If you believe that the master's counselors-in-training or the doctoral supervisors in training in your program would be interested in participating, please forward the link to the survey assessments – [linktosurveyhere.com].

If you have any questions or concerns regarding the study, please contact the primary investigator, Elizabeth Tolliver (Liz), elizabeth,tolliver@unco.edu, or 304-216-3440. If you have already forwarded this email, please feel free to send me a response letting me know, I will avoid contacting you in the future regarding this study.

Thank you in advance for your assistance!

Sincerely,

Liz Tolliver

APPENDIX E

DEMOGRAPHIC QUESTIONNAIRE

Demographic Questionnaire

Note: The demographic questionnaire will be converted to an electronic version via Qualtrics software. The questions are listed below.

Please note that the questions used in this study were taken verbatim from the assessments themselves. While these assessments are accurate for measurements needed within the study, terminology may not be entirely up to date in terms of non-gender binary terms. In the place of "his or her," please include "their/zer" as well.

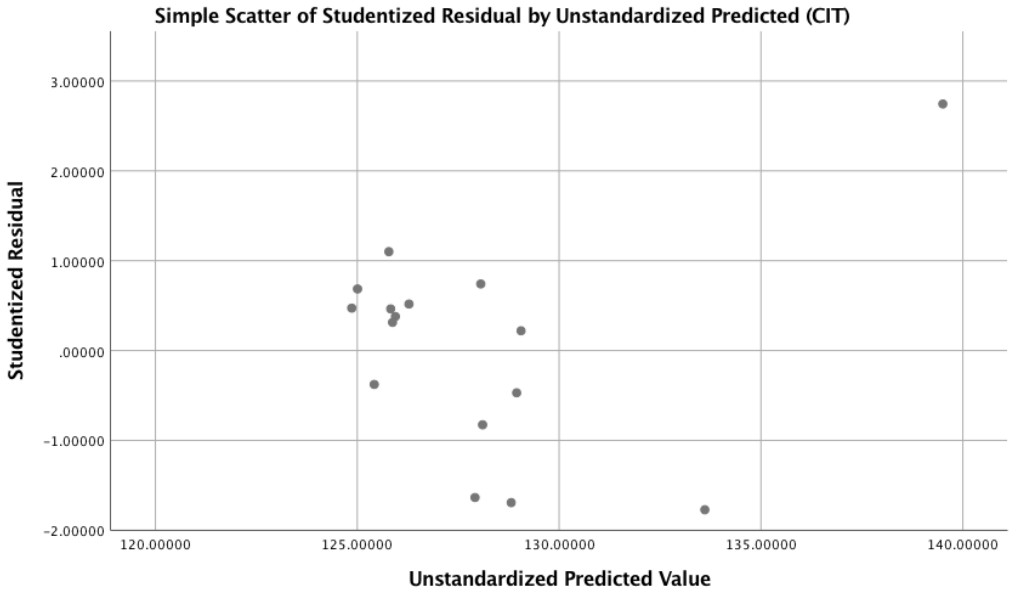
As a reminder, your anonymity will be protected in the results of this study.

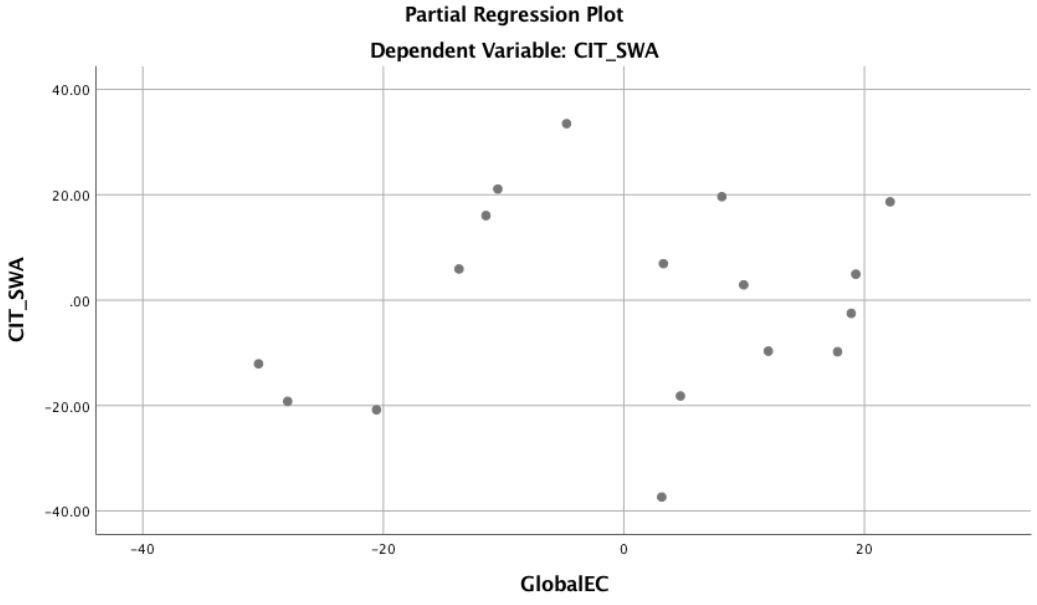
1. (CIT specific) If you are a master's counselor in training, did you engage in supervision with a doctoral student supervisor during your most recent supervision experience?
    a. Yes
    b. No
2. (SIT specific) If you are a doctoral supervisor, did you engage in supervision with a master's counselor in training during your most recent supervision experience?
    a. Yes
    b. No
3. What is the date of your most recent supervision session?
    a. [date will be entered]
4. Please select how you define your gender?
    a. Female
    b. Male
    c. Transgender
    d. Gender non-conforming
    e. Other
        i. [define gender expression]
5. Please select your age range?
    a. 18-23
    b. 24-29
    c. 30-35
    d. 36-41
    e. 42-47
    f. 48-53
    g. 54-59
    h. 60 +
6. How would you describe your ethnicity (please check all that apply)?
    a. African American
    b. Black
    c. Caucasian (white)
    d. Native American (Indigenous Indian)
    e. Asian
    f. Latino/Latina
    g. Other

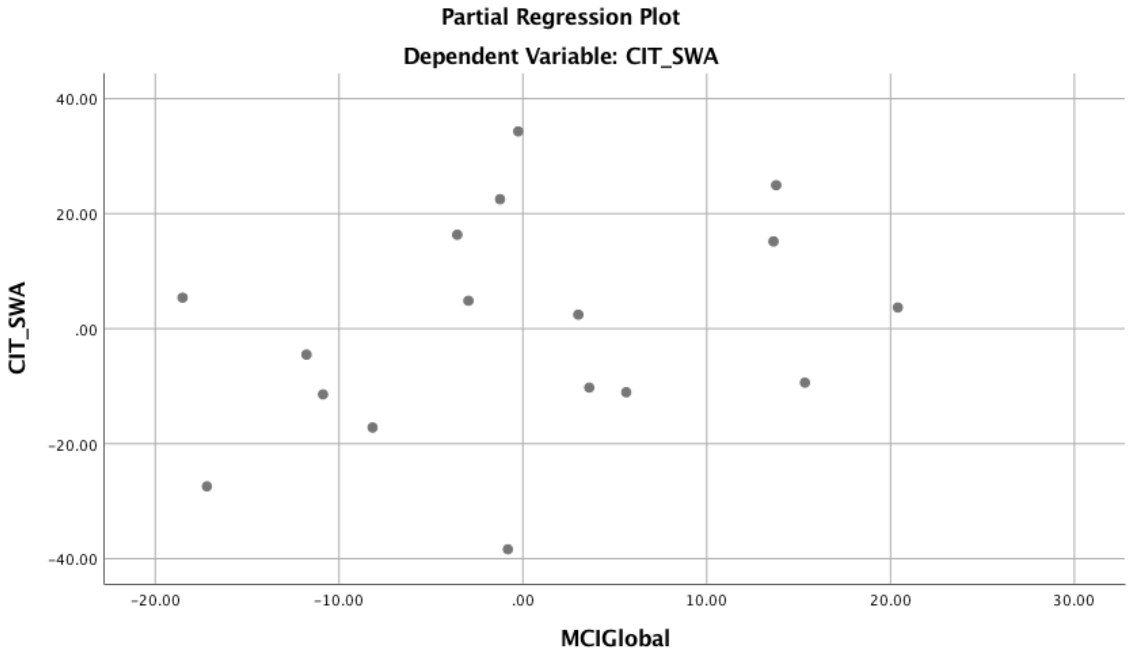
        i. [define ethnic expression]
7. Was this your first supervision experience?
    a. Yes
    b. No
        i. [indicate supervision experience (ex. 2nd, 3rd, 4th, etc.)]
8. What was the format of your supervision?
    a. In-person face-to-face
    b. Online
    c. Phone
    d. Other
        i. [supervision format defined]
9. Did you engage in counseling or supervision within:
    a. An on-site clinic within your university
    b. A field experience
    c. Other
        i. [define clinic atmosphere]
10. (CIT specific) Did you have more than one doctoral supervisor during your most recent supervisory experience?
    a. Yes
        i. [taken through randomization process]
    b. No
11. (SIT specific) Did you supervise more than one master's counselor in training during your most recent supervision experience?
    a. Yes
        i. [taken through randomization process]
    b. No
12. (CIT specific) Which "style" would you say your supervisor most closely identifies with in supervision?
    a. Attractive (warm, friendly, flexible)
    b. Interpersonally sensitive (invested, therapeutic, trainee centered)
    c. Task oriented (goal orientated, structured, pragmatic)
13. (SIT specific) Which supervision "style" would you say you most closely identify with?
    a. Attractive (warm, friendly, flexible)
    b. Interpersonally sensitive (invested, therapeutic, trainee centered)
    c. Task oriented (goal orientated, structured, pragmatic)
14. If you would like to be entered in the drawing for one of eight $25 Visa gift cards, you will be asked to enter your email address at the end of this survey.

APPENDIX F

PLOT OF STUDENTIZED RESIDUALS VS. UNSTANDARDIZED PREDICTED VALUES AND PARTIAL REGRESSION PLOTS: Q1

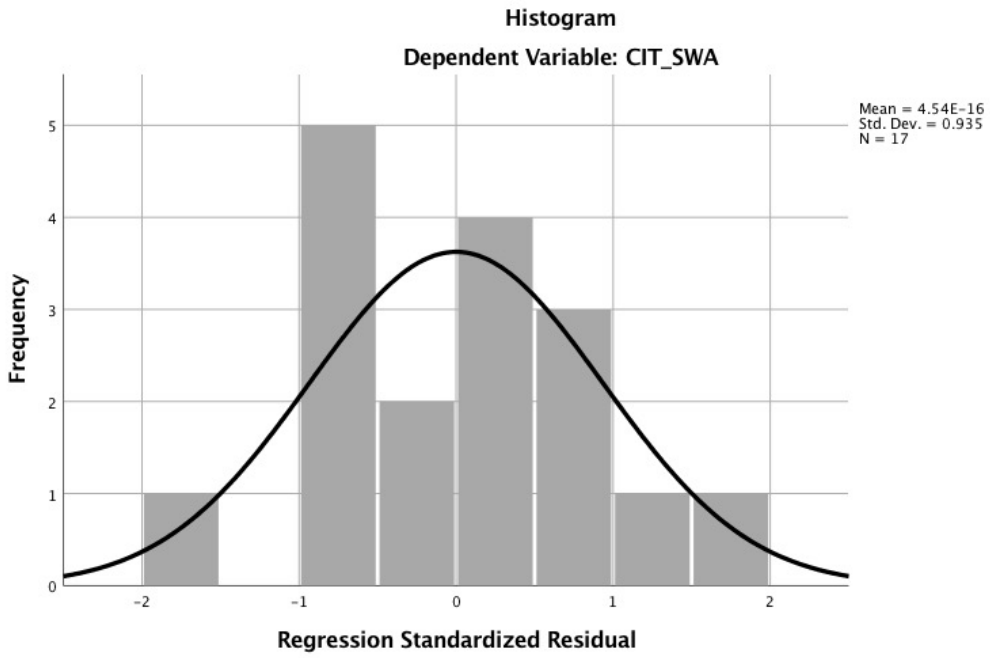

Simple Scatter of Studentized Residual by Unstandardized Predicted (CIT)
Studentized Residual
3.00000
2.00000
1.00000
.00000
-1.00000
-2.00000
120.00000
125.00000
130.00000
135.00000
140.00000
Unstandardized Predicted Value

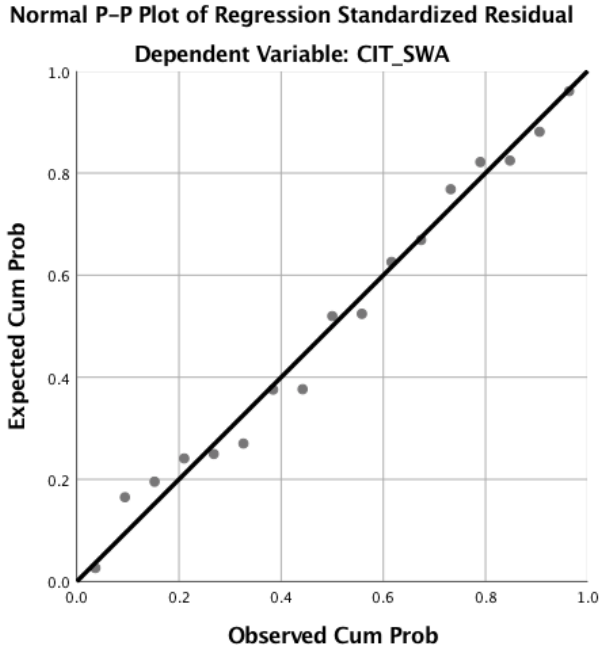

Partial Regression Plot
Dependent Variable: CIT_SWA
CIT_SWA
40.00
20.00
.00
-20.00
-40.00
-40
-20
0
20
GlobalEC


Partial Regression Plot
Dependent Variable: CIT_SWA
CIT_SWA
40.00
20.00
.00
-20.00
-40.00
-20.00
-10.00
.00
10.00
20.00
30.00
MCIGlobal

APPENDIX G

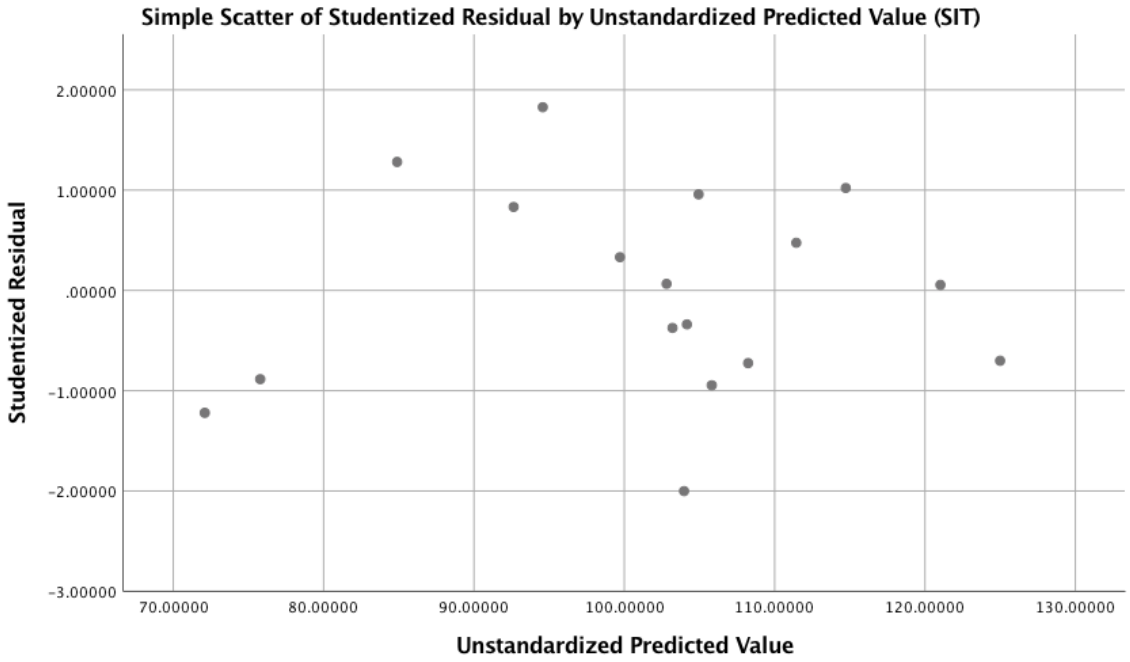
HISTOGRAM AND P-P PLOT OF REGRESSION: Q1

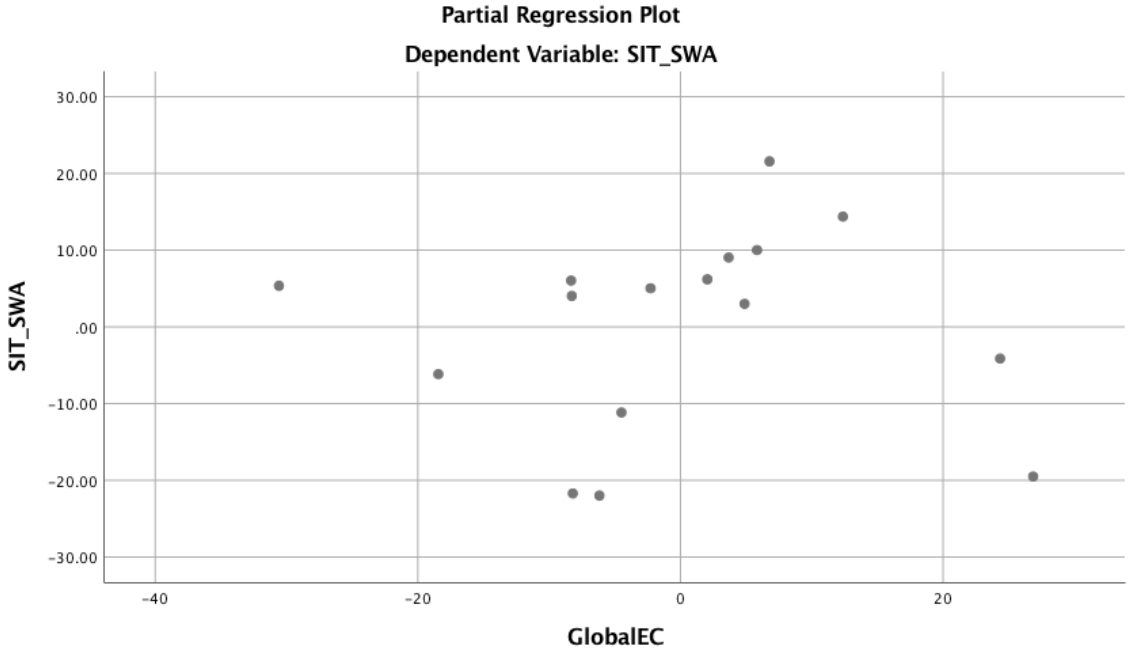

Histogram
Dependent Variable: CIT_SWA
Mean = 4.54E-16
Std. Dev. = 0.935
N = 17
Frequency
Regression Standardized Residual

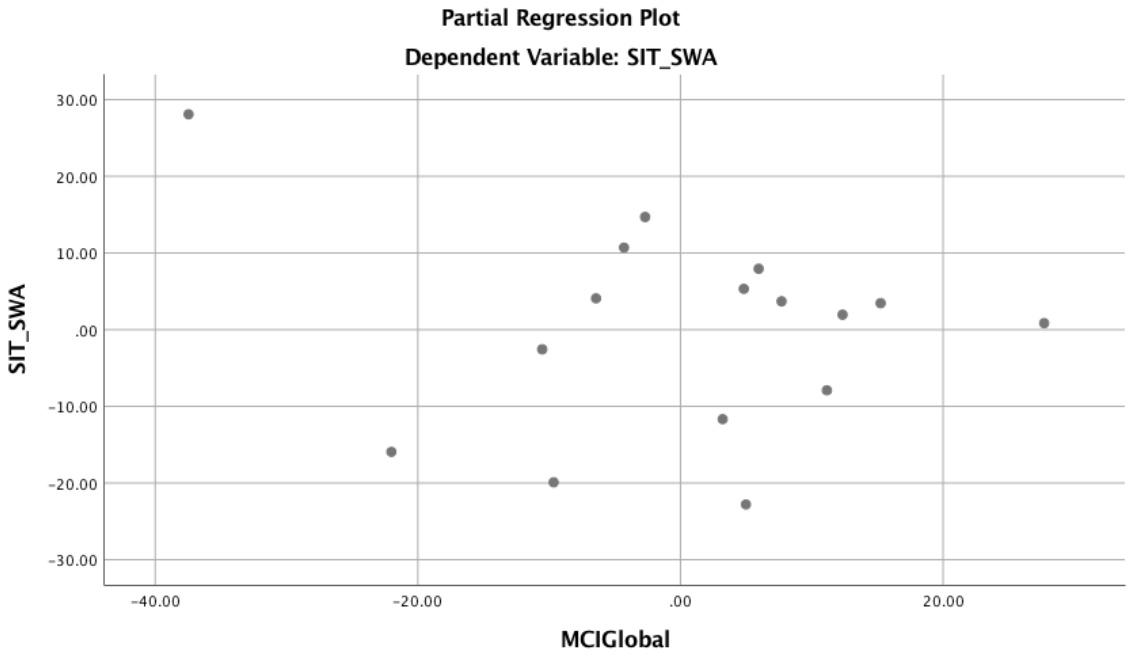

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: CIT_SWA
Expected Cum Prob
Observed Cum Prob

APPENDIX H

PLOT OF STUDENTIZED RESIDUALS VS. UNSTANDARDIZED PREDICTED VALUES AND PARTIAL REGRESSION PLOTS: Q2

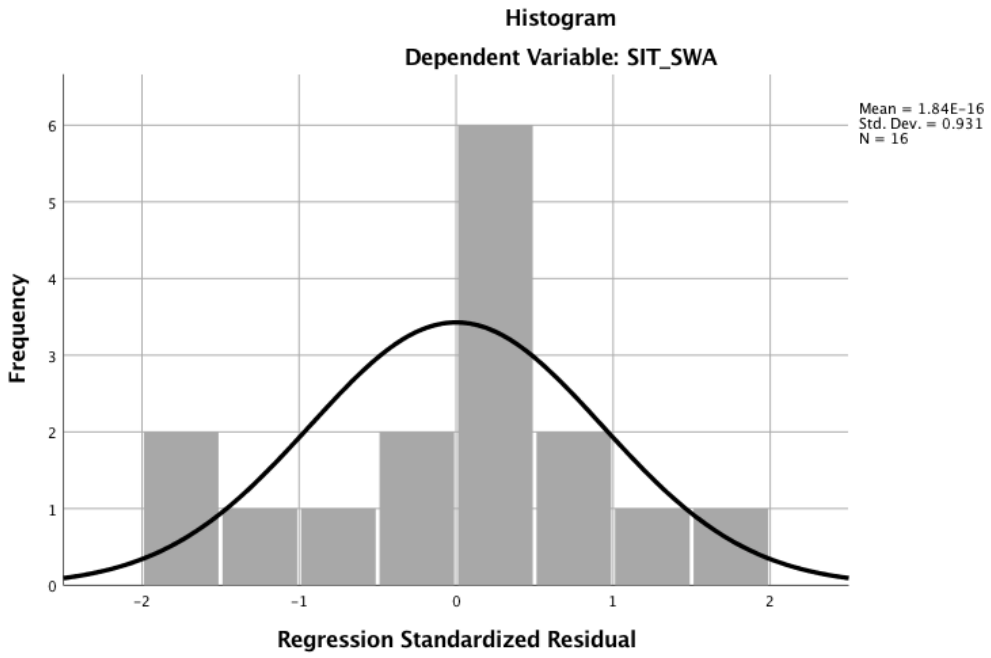

Simple Scatter of Studentized Residual by Unstandardized Predicted Value (SIT)
Studentized Residual
2.00000
1.00000
.00000
-1.00000
-2.00000
-3.00000
70.00000
80.00000
90.00000
100.00000
110.00000
120.00000
130.00000
Unstandardized Predicted Value

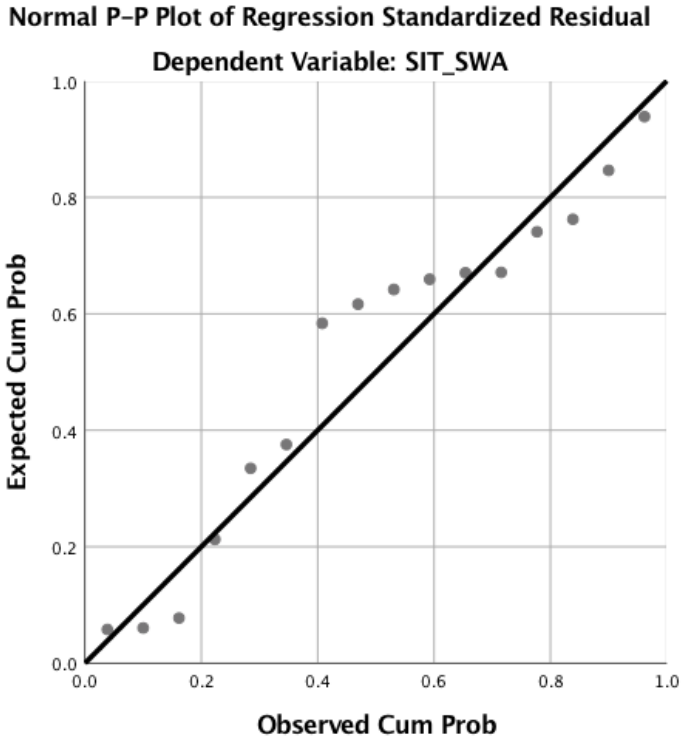

Partial Regression Plot
Dependent Variable: SIT_SWA
SIT_SWA
30.00
20.00
10.00
.00
-10.00
-20.00
-30.00
-40
-20
0
20
GlobalEC


Partial Regression Plot
Dependent Variable: SIT_SWA
SIT_SWA
30.00
20.00
10.00
.00
-10.00
-20.00
-30.00
-40.00
-20.00
.00
20.00
MCIGlobal

APPENDIX I

HISTOGRAM AND P-P PLOT OF REGRESSION: Q2


Histogram
Dependent Variable: SIT_SWA
Mean = 1.84E-16
Std. Dev. = 0.931
N = 16
Frequency
Regression Standardized Residual


Normal P-P Plot of Regression Standardized Residual
Dependent Variable: SIT_SWA
Expected Cum Prob
Observed Cum Prob