Quality Parameters of Supervision in a Correctional Context

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This paper outlines research into the effectiveness of supervision provided by Department of Corrections clinical psychologists to Department of Corrections probation officers, where the topic for supervision was learning to use the Criminogenic Needs Inventory (CNI; Coebergh, Bakker, Anstiss, Maynard, & Percy, 1998). Quality parameters of supervisory practice and process were examined from both the supervisors' and the supervisees' perspectives. The Supervisory Working Alliance Inventory-Supported Practice (SWAI-SP) was adapted from the Supervisory Working Alliance Inventory (SWAI; Efstation, Patton, & Kardash, 1990) to the specific CNI supervision context and was used to assess *CNI Focus, Identification, Rapport, Satisfaction,* and *Attribution.* Use of the CNI represented a change in probation officers' assessment practice parameters from intuitive judgement and a social work perspective to an assessment protocol focussed on the evidence-based *psychology of criminal conduct* (Andrews & Bonta, 1998). Hence, change associated organisational issues were identified as they impacted on supervision. Overall supervision was shown to be effective; it was associated with a 21% improvement in probation officers' skilful use of the CNI over four individual supervision sessions. In addition, the SWAI-SP was found to be useful in assessing the quality parameters of supervision (i.e., task focus, identification with the evidence-based cognitive behavioural model, supervisory relationship, supervisees' satisfaction with supervision and supervisees' attribution for their learning). Finally, issues related to organisational change (e.g., resistance to changes in professional or organisational identity, power bases and paradigms, shift from social work to psychology) were found to reduce the impact of supervision. Specific recommendations were made to the organisation as a result of this research project.

Supervision is a well recognised method of enhancing skill development in professional practice. Supervision was defined by Bernard and Goodyear (1992) as a training mode wherein an experienced practitioner guides the learning of a less experienced practitioner. The supervisory relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the less experienced member(s), monitoring the quality of professional services offered to the client(s) and serving as a gatekeeper for professional membership.

Holloway (1987) found that, across all models of supervision, the super-visory relationship was considered to have an important role in bringing about change within supervisees. A parallel finding is that the quality of the therapeutic relationship is a central contributor to therapeutic progress (Beutler, Machado, & Neufeldt, 1994). Efstation et al. (1990) combined both elements of supervision, in defining the supervisory working alliance as "the relationship between [supervisory] participants in which supervisors act purposefully to influence trainees [supervisees] through the use of technical knowledge and skill and in which trainees act willingly to display their acquisition of that knowledge and skill" (p. 323).

Supervision occurs within an organisational context and hence consideration of the ecological perspective is important. When either supervisees or supervisors are required to adopt a role within the organisation that conflicts with their personal or professional identities they are likely to experience discomfort. This can be manifested as a drop in their performance level, a deterioration of collegial relationships, or even by leaving the organisation. When examining supervision outcomes, it is therefore important to look beneath the initial layer of skill development to the level of the supervisee interaction with the organisation and specifically the degree of fit between the organisational context and the supervisee and/or supervisor (Ringer & Robinson, 1996).

Measurement of supervision quality has typically focussed on supervisory relationship dimensions such as clinical, personal or

organisational focus, rapport, and supervisee identification or acceptance of the model of practice being taught within the supervision (e.g., cognitive behavioural evidence-based assessment). Supervisor quality can also be evaluated by measuring the skill development of the supervisee. Satisfaction with supervision is perhaps the most common informal measure of the supervisory working alliance, that is, the supervision relationship between the supervisor and the supervisee (Ladany, Ellis, Myrna, & Friedlander, 1999). However, greater satisfaction is not necessarily associated with improvement in self efficacy in supervisees. Kolb's (1984) study of the supervisory alliance found that for optimum learning to occur there was a need for a well managed level of discomfort within the relationship. Ladany et al. (p. 454) stated: "It is quite possible that effective supervision is not always the most satisfying supervision (i.e., the struggle inherent in learning may not always be experienced as the most satisfying)". Nevertheless, higher levels of interpersonal complementarity, where the need of one participant is met by the other's behaviour in the interaction were associated with supervisor/supervisee dyad satisfaction (Chen & Bernstein, 2000).

This study focused on Psychological Service staff's supervision of probation officers who were learning to administer and interpret the *Criminogenic Needs Inventory* (CNI). The CNI was part of a much broader programme of Integrated Offender Management implemented throughout New Zealand to advance the goal of reducing re-offending by ensuring that all services within the Department of Corrections were working from the same broad principles and practices and had access to the same information. Coebergh et al. (1998) developed the CNI, a structured interview, as a means of identifying the criminogenic needs of New Zealand offenders. The term *criminogenic needs* refers to those offender characteristics that if altered will reduce offenders' risk of reconviction (e.g., alcohol abuse, antisocial attitudes). The CNI also identifies offenders' motivation to address their needs and other issues that

might impair their ability to respond to intervention (e.g., low intelligence), and provides guidelines for prioritising interventions targeting the identified needs. The reliability of the CNI is high ($r = .82$), and it has good convergent validity in comparison with other instruments that measure needs and risk. The CNI also included assessment of Māori culture-related needs on the basis that in addition to criminogenic needs, Māori offenders may have some culture-specific unique factors that need to be identified and addressed in order to reduce their likelihood of re-offending. The aim of the tool was to provide a single, nationally consistent assessment of targets for rehabilitation and barriers to change, at the start of an offender's sentence, that would inform management and reviews of progress throughout that offender's sentence (prison or community) and parole.

The CNI enables probation officers, trained in its use, to advise the Courts about appropriate sentencing and programme referrals (e.g., for substance abuse counselling, violence prevention programmes) using sound empirically-based information. Some prison officers were also trained in CNI use. However, this study was limited to supervision of probation officers so that one factor, organisational environment, could be held constant. Supervision of limited clinical practice (e.g., use of the CNI) across services (for instance, Psychological Service and Community Probation Service) has not previously been systematically evaluated within the Department of Corrections.

The probation officers in this study were trained to use the CNI, and both individual and group supervision of their practice was provided by Department of Corrections clinical psychologists (referred to, herein, as psychologists). Evaluation of the implementation of the CNI was important to assess whether the Department's principle of *best practice*, (i.e., providing the best service to offenders, Departmental Services, and the community) was being followed. During the piloting of the CNI, Coebergh et al. (1998) established that it had sound psychometric properties in terms of reliability and validity. As with

all psychometric instruments, the reliability and validity and, therefore, the power and usefulness of the CNI, are dependent upon strict adherence to the manualised protocols for administration of the instrument. Few probation officers have training in psychometric assessment and so most were relatively new to psychometric use, and to the need for strict adherence to the test protocols. It was necessary to ensure that the probation officers using the CNI maintained the *integrity* of the instrument by using it according to the manual, thus maintaining its power to identify targets for intervention. The purpose of the supervision was to assist in the development of probation officers' *skill* in administering the CNI.

Within the Community Probation Service and among other interested parties (e.g., the CNI project team) there appeared to be the belief that *supervisees' satisfaction* with the supervisory process was a good measure of supervision quality. However, the literature did not support a functional relationship between supervisee satisfaction and skill development (Ladany et al., 1999). So, the study sampled supervisee satisfaction and examined its correlation with skill development.

Previous research and writing showed that three factors were associated with quality of supervision and supervisee skill development (Bernard & Goodyear, 1992; Chen & Bernstein, 2000; Efstation et al., 1990; Holloway, 1987). These three factors were: (a) the topic upon which supervision sessions *focused*, (b) *identification* with the assessment model being taught and, (c) the *rapport* between supervisor and supervisee. An existing instrument that measured these factors, the Supervisory Working Alliance Inventory (Efstation et al., 1990) was adapted to the CNI to enable these parameters to be measured here.

The Department of Corrections' CNI implementation team designed a schedule of training in CNI administration which included block courses, individual and group supervision. They planned for the provision of four individual sessions of supervision, judging this to be sufficient

to allow probation officers to gain enough skill to be able to move into group supervision. However, during the authors' involvement with implementation of this supervision protocol it was observed that some probation officers required considerably more individual supervision input. Consequently, it was decided to collect data across the sample about the number of individual sessions required by probation officers to reach acceptable skill levels and to compare this with the standard number (four) set by the CNI implementation team. Finally, two of the authors (Norrie & Eggleston) through their supervisees became aware of many organisational issues that were either highlighted by or associated with the CNI implementation. Many of the probation officers were feeling disgruntled about the change of practice imposed upon them. Data were collected about these issues, particularly as they impacted on supervision and CNI implementation within Community Probation Service and the Psychological Service.

The aims of the study were

(1) To identify how well the integrity of the CNI was being maintained through the probation officers' adherence to the manualised protocol for administration of the CNI.

(2) To measure probation officers' CNI skill development over the duration of supervision, by observing change in their CNI report writing skill.

(3) To measure level of supervisee satisfaction with supervision and extent to which supervisees attributed change in CNI skills to supervision.

(4) To measure the degree to which the other quality parameters associated with the supervisory working alliance, including *focus* of supervision on the assessment tool, shared *identification* with the evidence-based cognitive behavioural model of criminal conduct being taught, and *rapport*, were perceived to be present within the supervisory relationship.

(5) To examine whether there was difference between the number of supervision sessions planned by the project managers and the actual number of individual supervision sessions probation officers required before their supervisors recommended their progression to group supervision.

(6) To identify issues arising from the impact of the broader organisational context (Department of Corrections) on the supervisory process that could be potentially damaging to the implementation of the CNI.

Method

Participants

Twenty-three probation officers from Community Probation Service Centres (supervisees) and six psychologists (supervisors) from Psychological Service offices in four New Zealand cities took part in the study. After a two-week block course and one *Supported Practice* session (where the psychologist observes and advises, *in vivo*, a probation officer administering the CNI), supervisees then attended individual sessions before moving into group supervision. No demographic information relating to participants was collected.

Measures

The Supervisory Working Alliance Inventory – Supported Practice (SWAI-SP)

The SWAI-SP is designed to measure supervisors' and supervisees' perception of the level of the factors identified by Efstation et al. (1990) as important to the success of the working relationship within supervision. These factors are *Client Focus* (supervisor form 9 items, supervisee form 6 items), *Rapport* (supervisor form 7 items, supervisee form 13 items) and *Identification* (supervisor form 7 items). Each item was rated between 1 (*almost never*) and 7 (*almost always*). Each subscale score was the average score across the items included in that scale. Efstation et al. found that the SWAI has strong reliability (Cronbach α, range .71 to .90) and that its convergent and divergent validity were supported by correlations with the Supervisory Styles Inventory and Personal Reactions Scale-Revised (Holloway & Wampold, 1983). For the present study, the SWAI was adapted to focus on the CNI rather than an individual client, and was converted to an electronic format (SWAI-SP). The *Client Focus* subscale became *CNI Focus*, and measured the degree to which the CNI was the main topic of the supervision. Two additional items were added to the supervisee form to assess supervisee *Satisfaction* with supervision and the supervisee's *Attribution* to their supervisor for their learning. These two items are not included in calculations for the other three subscales.

Other Measures

The CNI is a semi-structured interview. The assessor presents the findings in a Sentence Planning Indicator report referred to in this paper as the *CNI report*. Supervisees' skill development was measured by their ability to conform to the prescribed format, including evidence that they identified all of the relevant criminogenic needs and offenders' motivation to change. Four parameters of the CNI report were evaluated. They were the *Offence Chain* (a narrative of behaviour, thoughts and feelings on the day before and the day of the offence, and identification of the criminogenic needs present during that period), *Severity* (motivation to change level for each criminogenic need), *Additional Information* (additional factors related to the commission of the crime or acting as responsivity barriers to treatment, for example, current drug and/or alcohol use), and *Syntax* (quality of English expression in the report). An electronic checklist was developed by the authors in collaboration with the master trainer (see Coebergh, 2001) to evaluate the CNI Report compliance with the prescribed format.

Procedure

First, the SWAI-SP (an Excel™ file) was emailed to each participating supervisor who then explained the purpose of the study to their supervisees and obtained their consent to participate. For each supervisor and supervisee pair the SWAI-SP (Excel™ file) was completed and then emailed to an administrator in the Psychological Service, Rotorua, in order to maintain respondents' anonymity with the researchers.

Secondly, eight of the authors' (Norrie & Eggleston) supervisees consented to their CNI reports being evaluated for evidence of progress in skill development. The data pool for this part of the project was severely limited

because in the other three study areas, CNI implementation was much further advanced and the sampled first and fifth CNI reports for individual supervisees could not be readily accessed. The authors assigned a quality rating to each of these reports using the electronic checklist developed for the purpose. The difference between the ratings for the first and fifth reports of each supervisee constituted the *change* score and was used to indicate progress in level of skill development.

Thirdly, actual supervision attendance data were compared with the proposed supervision timetable. Fourthly, one author (Eggleston) maintained a record of anecdotal information about compliance, integrity, organisational and process issues reported to him by the psychologists in his team who were supervising CNI training. Fifthly, one member of the research team (Ringer) with expertise in organisational dynamics was recruited to provide a view external to the organisation on issues of interest (Kets-de-Vries, 1991).

Results

Cronbach's alpha was used to estimate the internal consistency reliability of each of the three supervisor and the two supervisee SWAI-SP scales. Some similarity between the SWAI-SP and the SWAI psychometric properties was found particularly for the supervisee scales. Alpha coefficients for the supervisor form were .87 for Identification, .35 for CNI Focus and .52 for Rapport. These results represented a wider range compared to the original SWAI scales (Identification = .77, Client Focus = .71 and Rapport = .73; Efstation et al., 1990). The SWAI-SP supervisee form alpha coefficients were: CNI Focus = .72 and Rapport = .92. These were similar to the corresponding SWAI scales Client Focus = .77 and Rapport = .90 (Efstation et al., 1990). In addition the mean scores obtained on the SWAI-SP are within the same range as those found by Efstation et al. (1990) when they were developing the SWAI (see Table 1).

Integrity

The CNI Focus subscale of the SWAI-SP provided strong evidence in support of the *integrity* of the CNI assessment. The means for both forms (supervisor and supervisee) of the inventory were 5.97 and 5.94 respectively (maximum score = 7), and, clearly indicated that the CNI was the main topic focused on in supervision. The CNI Focus subscale means for the supervisors and supervisees were not significantly different; $t(22) = 0.16$, $p = 0.9$. Another finding that supported the integrity of the CNI assessment was the Identification subscale mean 5.42 (SD = 1.01; maximum score = 7), which indicated that the supervisors perceived, in their supervisees, a high level of understanding and compliance with the evidence-based cognitive behavioural model of criminal conduct being taught in supervision. There was a significant difference; $t(22) = 2.74$ $p = .01$ between the Identification and CNI Focus (supervisor form) subscale means. This suggested that focusing on the CNI in supervision was not a *sufficient* condition for the supervisee to adopt the evidence-based cognitive behavioural model of criminal conduct being taught in CNI supervision. The anecdotal evidence gathered by Eggleston during the study suggested that some probation officers' disgruntlement at having the psychology of criminal conduct model imposed upon them and the related need for them to make a major paradigm shift from a social work to psychological focus may have reduced their motivation to learn to use the CNI and to adopt the model upon which it was based.

Skill Development including Satisfaction and Attribution

Analysis of the first and fifth CNI reports of eight of the supervisees, using the electronic checklist, revealed a significant difference between the mean scores, $t(7) = 3.19$, $p = .01$, indicating that there were significant changes in skill development between these two reports. In addition there were significant improvements in Syntax between the first and fifth reports $t(7) = 1.93$, $p < .01$, and, in describing the Offence Chain; $t(7) = 2.50$, $p < .05$ (Table 2). This preliminary finding indicated that there was an increase in supervisee skills with the CNI over the individual supervision sessions. The electronic checklist overall rating of the fifth CNI report (69%) suggested that there was still considerable scope for development of the probation officers' skills in administration of the CNI. It must be noted that the small size ($n = 8$) of the sample limited the robustness of this finding.

Satisfaction

Supervisee satisfaction with the supervision was significantly correlated with the level of rapport or emotional bond they had with their supervisor ($r = .73$, $p < 0.01$). The supervisors and supervisees had general agreement about the level of rapport. There was no significant difference between the supervisor Rapport and supervisee

Table 1. Comparison of SWAI Norms[a] with SWAI-SP Norms

Form	SWAI M (SD)	SWAI-SP M (SD)	Form
Supervisor			Supervisor
Client Focus	5.48(0.63)	5.97(0.84)	CNI Focus
Rapport	5.97(0.58)	5.83(0.56)	Rapport
Identification	5.41(0.65)	5.42(1.01)	Identification
Supervisee			Supervisee
Client Focus	5.85(0.83)	5.94(0.84)	CNI Focus
Rapport	5.44(0.84)	5.77(1.22)	Rapport
		6.35(1.11)	Satisfaction
		6.09(1.24)	Attribution

Notes.
SWAI = Supervisory Working Alliance Inventory;
SWAI-SP = Supervisory Working Alliance Inventory – Supported Practice
Maximum score = 7 for each subscale
n = 23 for SWAI-SP, n =178 for SWAI
[a] Efstation et al. (1990)

Rapport; $t(22)=0.26$, $p=0.8$, but there was no significant correlation between supervisor Rapport and supervisee Satisfaction. In addition, no significant correlation was found between the electronic checklist Change score and Satisfaction.

An important finding was that supervisee satisfaction with supervision did not predict skill development. It was, just as Heppener and Handley (1981) suggested, not a necessary condition for learning to occur in supervision. There was no significant correlation between Identification and Satisfaction. That is, supervisees with high satisfaction were not more likely to have adopted the evidence-based model of the psychology of criminal conduct presented in supervision. However, supervisees who attributed more of their learning to supervision found it more satisfying and vice versa as indicated by the significant positive correlation ($r = .47$, $p = .02$) between Attribution and Satisfaction.

Attribution ($M = 6$, $SD = 1.3$) was a one-item measure of the supervisees' perceptions of the contribution of supervision to their skill development. They attributed over 87% of their learning to participation in supervision, but there was no significant correlation between Attribution and the electronic checklist Change scores from 1st to 5th CNI reports. This finding suggested that supervisees (probation officers) were underestimating their pre-supervision assessment and report writing skills. There was a strong significant negative correlation ($r = -0.8$, $p = 0.02$) between Attribution and skill level following supervision as measured by the electronic checklist score for the fifth CNI report. As the data were gathered after the supervisees had completed individual supervision it follows that supervisees who demonstrated greater skill with the CNI were claiming more autonomy in their learning and had more self-efficacy in relation to their CNI skills. One of the goals of CNI supervision, an increase in supervisee autonomy and self-efficacy, was being achieved.

Planned vs. actual supervision sessions provided

The projected frequency, duration and

Table 2. Supervisee skill levels in writing CNI reports

Checklist Scales	CNI Report 1 M (SD)	CNI Report 5 M(SD)	% change[b]
Offence Chain (10)[a]	5.5 (2.9)	8.1 (1.7)	25%**
Severity (10)	3.4 (2.3)	5.4 (2.4)	20%
Additional Information (4)	1.4 (1.1)	1.9 (.7)	15%
Syntax (9)	5.7 (1.5)	7.0 (1.5)	13%*
Total (33)	15.9(5.36)	22.87(3.56)	21%*

*$p<.05$ **$p\leq.01$, $n=8$
[a]Maximum possible ratings are indicated in parentheses.
[b]calculated by converting the mean difference between Report 1 and Report 5 ratings into a percentage.

intensity of the CNI supervision was set at four, one-hour individual sessions, followed by ongoing two-hour, fortnightly group sessions. Another measure of CNI supervision integrity is the level of compliance between the projected and the actual protocols as illustrated in Table 3. The data show that an average of 5.2 individual sessions, 1.2 above the projected 4 sessions, was required for probation officers to reach a skill standard where they were considered able to progress to the less intense, more peer driven group supervision. Some probation officers required almost twice the number of individual sessions planned (i.e., 7 instead of 4 sessions) before being considered competent enough to join group supervision. This result indicated that the planned protocol (4 sessions) might have been insufficient to promote mastery, at least for some supervisees.

Table 3 also documents the relatively high percentage (35%) of "No Shows" where probation officers did not attend the supervision appointment or did attend but did not bring a CNI report to supervision. The

fact that 35% of supervisees had 1 "no show" and 15% had 2 "no shows" highlighted a serious challenge to the integrity of CNI training programme. Explanations for these 'failures' were identified through the anecdotal records from the supervisors' peer supervision meetings and are discussed in the next section.

Finally, Table 3 shows that the delay between the provision of Supported Practice and individual supervision was within the limits planned by the CNI implementation team. This was the only part of the actual supervision timetable protocol which did maintain integrity with the predicted protocol.

Organisational and process issues

One of the researchers maintained a record of anecdotal information about compliance, integrity, organisational and process issues reported to him by the psychologists in his team who were supervising CNI training. Examples of the types of issues raised were: excessive time and resources required to complete the CNI assessment and write the report; probation officers' role

Table 3. Projected verses Actual timetable of Individual Supervision

Indicator	Projected	Actual
Weeks to achieve 4 Individual Supervision Sessions	4	5.2 (Range 1–7)
Latency between Supported Practice and first Individual Supervision session (weeks)	1 – 3	2.1 weeks
No Shows (failed to attend or brought no CNI report to session)	NA	Mean = 3.2 1 NS = 35% 2 NS = 15%

conflict between being an advocate or social worker using intuitive assessment and their new CNI role as objective evidence-based assessor of offenders' criminogenic needs; psychologists' role conflict between their roles as supervisor and as champion of the change process (including policing and reporting threats to integrity); psychologists' loss of clinical contact with offenders; difficulties with the computer software; supervisee beliefs and values resulting in intuition-based decisions rather than manual-based decisions both on generic matters and Māori culture-related matters; supervisor dilemmas when presented with plausible arguments for alternatives to the CNI manual prescriptions.

The effects of these types of processes were: integrity reduction and the development of quality-reducing short cuts (e.g., not writing up the results of the assessment in CNI report format); disaffection with the job; supervisees and supervisors seeking alternative employment; verbal aggression; and formation of destructive informal alliances with other employees.

Another member of the research team with expertise in organisational dynamics was recruited to provide an extra-organisational view (Kets-de-Vries, 1991). He highlighted organisational patterns and assumptions which the participants and the other authors tended to take for granted. For instance, the CNI Implementation project under which the supervision was carried out placed the psychologists in the powerful position of effectively controlling a major aspect of probation officers' professional practice and this assumption of power was not negotiated with the probation officers, at least at local level. In addition, as this research was somewhat out of line with the direction ('supervisee satisfaction' focus) that the CNI implementation team were taking to evaluate supervision, there was some political manoeuvring at both national and local levels between the various parties involved and this tended to be disruptive to both the provision of supervision and evaluation of the project.

Discussion

The components of the supervisory working alliance that were found to be strong were a consistent focus on the task, high level of rapport, and agreement between supervisee and supervisor on the practice paradigm. The findings of this study add to the existing body of supervision literature by supporting Efstation et al.'s (1990) findings with the SWAI and they also suggest that the SWAI can be used as a valid tool when adapted to a specific focus (e.g., SWAI-SP) such as CNI administration training.

Supervision was specifically aimed at teaching probation officers to administer the CNI as shown by the strong endorsement given to the CNI Focus subscale (SWAI-SP) by both the supervisors and the supervisees. They indicated that 85% of supervision time was CNI-focused. Supervisees also indicated that they saw CNI Focus as highly related to the rapport they had with supervisors and their satisfaction with supervision. The Identification subscale of the SWAI-SP indicated that supervisors perceived supervisees to have a high level (77%) of understanding and compliance with the cognitive behavioural model of assessment (see Table 1).

Preliminary findings suggest that supervision had a positive impact on skill development that increased from 48% of the maximum possible rating at Report 1 to 69% of total competency at Report 5. A further preliminary finding was that the supervisees viewed input from supervision as having a major impact (87%) on their CNI skill development.

Supervisees still needed support after the initial four sessions of supervision to become competent in the 80-90% range with the tool. It would be sensible to consider supervisees as a series of subgroups with distinct training needs (e.g., those who have never formally interviewed an offender before vs. those who have been writing Court reports for many years) and to target skill development goals accordingly (e.g., interview, interpretation, and report writing skills). Our findings were that supervisees who had greater skills, self efficacy, and autonomy were less likely to attribute

supervision with the increase in their CNI skills. Also tailoring supervision more closely to the skill profiles of individual supervisees would be more consistent with the supervision literature on the need for complementarity between supervisor and supervisee (Chen & Berstein, 2000).

Quality measures of supervision should be clearly linked to the goals or learning objectives of supervision, such as the development of skill in performing a CNI assessment and writing the CNI report. Although samples of actual CNI administration skills are taken at the completion of training (the first time assessors administer the tool they do so with a psychologist present) there is no further sampling of the probation officers' CNI administration, for example by video taping further sessions. We hypothesise that failure to monitor the actual administration of the CNI tends to foster a focus on report writing and conceptual errors and neglect assisting the supervisee to develop their CNI administration skills, even when administration skills are the key deficit area.

Satisfaction with the supervision was rated near the top of the range and there was a significant correlation between supervisee rapport and satisfaction. However, consistent with Ladany et al.'s (1999) findings, satisfaction was not found to be predictive of skill development. Low levels of satisfaction may, on occasion, be negatively correlated with skill development if, for instance, satisfaction was equated with comfort by the supervisee. Hence, if satisfaction with supervision is to be a useful quality parameter, it must be clearly defined as either a rating of the pleasantness of the interaction or a rating of the degree to which supervision brings supervisees closer to their goal of competency. Satisfaction may be a variable that can be increased by higher supervisor competency where a challenging learning environment is created in an atmosphere of good rapport between the parties. As Kolb (1984) has suggested, a well managed level of discomfort within the supervisory relationship can be consistent with a high level of satisfaction when the goals

are agreed upon and supervisees recognise that their needs are being met in a supportive and respectful context. Chen and Bernstein (2000) found that supervisee's identification with the model of practice being taught within supervision was rarely endorsed as a factor contributing to satisfaction. Our findings were consistent with the Chen and Bernstein study. We also found that there was no significant correlation between the supervisee's adoption of the model of practice being taught (supervisors' Identification subscale) and the level of satisfaction with supervision expressed by the supervisee.

Hart (2001) suggested that the level of distress and positive morale in the particular site or workgroup where the supervisee works is probably more related to the individual's sense of well-being and job satisfaction than is the broader organisational context. The broad organisational process is interpreted and experienced on a daily basis, at the local level. It is hypothesised, that addressing the distress and morale in the work group or work site is a great deal easier than attempting to address a more global concept of organisational distress. It was clear from the authors' supervision experience, that organisational processes precluded optimum skill development and did impact on the supervisory working alliance. Organisational processes such as the requirement that all probation officers learn to use the CNI impacted on individual probation officers' professional identity, the identity of the organisation ("is this still an organisation that helps people?"), the shift of power (psychologists as 'experts' instead of 'colleagues in a multidisciplinary team'), and the paradigm shift between social work models and psychological models of practice.

Figure 1 illustrates the model that we think best explains the process. The evidence-based nature of CNI practice called into question the attitudes, beliefs and practice paradigm of many probation officers. These attitudes and beliefs, influenced by the culture of the local Community Probation site and the culture of the broader Corrections

organisation were observed to threaten the integrity of CNI practice and inhibit some probation officers' skill acquisition. The CNI is a psychometric tool with established reliability and validity but only if it is administered according to the protocol set out in the manual. Some probation officers demonstrated their disaffection with the organisation at either local or national level by failing to maintain the integrity of the CNI through proper administration. In some instances, individual CNI supervision became an intervention directed at supervisee attitudes that compromise integrity (defined as adherence to the CNI manual). When this happened, supervisors reported difficulty keeping CNI supervision focused on increasing supervisees' skills in CNI administration and reporting. Only modest increases in skill were recorded and it was hypothesised that probation officers' responses to the impact of local and national organisational processes interfered with their learning and practice.

Taking into account such organisational and personal process, it is hypothesised that group-based supervision would have greater influence on paradigm shift through the impact of pro-CNI peers. Hence, we are proposing the adoption of a model of supervision wherein new assessors are encouraged to join the group supervision sessions even before completing their four individual supervision sessions. If this method is

effective, less time and effort will be given to addressing organisational and personal issues in individual supervision and more time and effort can be spent on tasks that relate to skill development. Also group supervision will be more likely to become firmly established as the basic ongoing supervision strategy.

There were several important limitations to this study. In the current study of CNI supervision, the sample ($n=23$) was small when compared with Efstation et al.'s (1990) sample ($n=178$) so further investigation with a larger sample is required to determine whether the SWAI-SP supervisor form has the same robust reliability as the original SWAI. Given that the SWAI-SP was scored for several supervisees by the same supervisor there could be a degree of supervisor bias in the findings. Also the informal manner in which data was gathered about the process issues raised in supervision may have reliability problems. It was originally intended to obtain this information by video taping supervision interviews and coding several parameters including, CNI focus, integrity, non-CNI issues discussed, and expressions of discomfort with CNI related change. This still appears to be a valid, albeit difficult, methodology that would be worth considering for future research.

The purpose of eliciting accurate data for the CNI from the offender 'client' requires quite different interactions between supervisee and interviewee than does conducting

Figure 1. Hypothesised relationship of the corrections organisational context with integrity
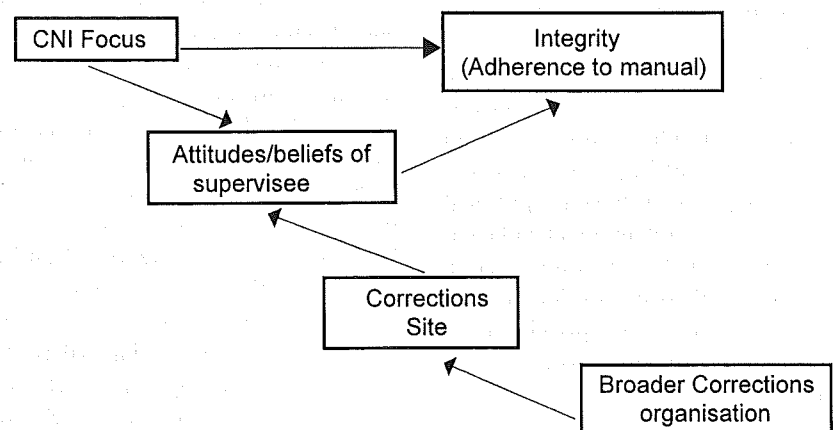
effective therapy between therapist and client. Hence, the researchers were aware that the literature on supervision relates to training therapists in a broader range of skills than the assessment skills being taught during CNI supervision. However, assessment is part of the therapist's tools so it was considered appropriate to position this study within the area of existing knowledge about supervision. This decision was supported by the similarity of findings for the supervision of CNI assessors compared to the therapists in Efstation et al. (1990).

To conclude, key findings and recommendations from this study were: that the SWAI-SP is a valid tool, focussed supervision strengthens integrity, supervision had a modest positive impact on skill development, a developmental approach to supervision is recommended, outcome measurement should be linked to learning objectives, supervisee satisfaction may not be related to good supervision, organisational climate can impact on supervision process and outcomes, and concurrent group and individual supervision may be a better method for addressing resistance to change.

The relatively low reliability for the SWAI-SP CNI Focus subscale indicated a need for revision of some of the items in order to improve its reliability. For instance, items such as "I encourage my supervisee to take time to understand what the client is saying and doing" which measures client focus could be revised to read "I encourage my supervisee to take time to understand what the CNI is measuring" in order to more specifically measure CNI Focus. The item "In supervision, I place a high priority on our understanding the client's perspective" could read "In supervision, I place a high priority on our understanding the CNI protocols and objectives". It is hypothesised that supervisors responding to the SWAI-SP, as it was presented in this study, may have responded to some items with the wrong mental set. That is, when the word "client" was used instead of "CNI" the supervisor may have responded by considering the interaction between the supervisee and the offender being

assessed, rather than by considering how correctly the supervisee was administering the CNI. So revision of the SWAI-SP is an area for future investigation.

This study was carried out in the relatively early stages of CNI implementation. There is now regular quarterly monitoring of the quality of administration of the CNI and it would be interesting to investigate the correlation between supervision, skill development and, level of rigor in adherence to the administration protocol of the CNI. The authors have noted that the level of attendance and commitment to regular supervision sessions varies widely throughout the Community Probation Service and this situation also begs investigation. In addition, part of the original plan was to devolve responsibility for provision of supervision to the Community Probation Service and so the question "how best to achieve this transition?" is another topic for a future study.

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