UNDERSTANDING THE DIAGNOSIS PHENOMENON OF NEW PROFESSIONALS IN STUDENT AFFAIRS

by

JANICE KATHLEEN DAVIS

(Under the Direction of Diane L. Cooper)

ABSTRACT

This study examines the factors contributing to the ways new professionals diagnose their needs in a work environment in order to better serve this population and the profession in general. The purpose is to gain an advantage in understanding the experience of new professionals and add to the literature relating to this topic. As a means to fulfill these purposes, the author created two questions for research and a mixed-design methodology to answer them.

Presently there is a noticeable gulf in literature regarding supervision of new professionals, which leads to a deficiency in understanding their experiences and needs. This study presents information that will be useful in enhancing the experiences of new professionals. Findings from this study will also become part of a small body of knowledge pertaining to the diagnosis phenomenon that exists with new professionals.

Answering the two research questions began with the creation of the *Developmental Needs Inventory* that includes (a) a *Skill Set Form* which measures proficiency and training level on critical skills, (b) a *Reflection Form* which measures the level of self-diagnosis, and (c) the *Myers Briggs Type Indicator* which measures individual cognitive and personality style.

Collected data was analyzed using multiple regression, correlation studies, and descriptive statistics.

Results also show that new professionals lack the ability to diagnose their needs. Results also show that new professionals lack the training and necessary proficiency in skill areas deemed as critical to professional success. As such, findings support the premise that alteration of current supervision practice may benefit new professionals, their supervisors, and the institutions for which they work. This document recommends a model for professional development that will assist supervisors in constructing a professional development curriculum to meet the individual needs of staff. This document also addresses implications for faculty, administrators, and new professionals and recommends areas for future research.

INDEX WORDS: New Professional, Supervision, Management, Student Personnel Services, Higher Education Administration, Self-Diagnosis

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DEDICATION

Through the years, I have been so blessed with the continual love, support, and encouragement of my parents Mr. Charles Thomas Edwards and Mrs. Pamela C. Edwards. It is for this reason I dedicate this document in their honor. Thank you Mom and Dad for never wavering in your belief in me. You always taught me I could accomplish anything to which I set my mind. As always, you were right! This journey has been long and often times unbearable, but you always helped me refocus, find my grounding, and carry on. The words, "In all your ways acknowledge Him, and He will make your paths straight" often became the foundation for your advice. Your wisdom and God's promise encouraged me to keep my eyes on God and to trust in his supremacy. I am certain I would have never completed this journey without you! I also dedicate this manuscript in honor of Mr. David Edward Barham, my future husband. Ed, from the moment we met, you not only encouraged me to reach for the stars, but you lifted me up so I could reach them. At every point in this journey you were there challenging me to do my best and remain true to myself. You prayed with me, cried with me, and celebrated with me. Lastly, I dedicate this document to my Lord Jesus Christ. He afforded me the opportunity to attain this degree. I pray that in all ways I will give Him the credit He so richly deserves!

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CHAPTER ONE

INTRODUCTION

Student affairs is an emerging profession under constant scrutiny both internally and externally. It is a profession that in part lies in the hands of individuals who are now entering the field. As in most career fields, individuals frequently known as new or emerging professionals are the critical element to the profession's future success. It is somewhat disturbing then that studies show new professionals leaving the field at a rate of 60% within the first six years (Holmes, Verrier, & Chisholm, 1983). While more current research shows the attrition rate of new professionals to be less dramatic than previous studies, the rate is still between 39% and 68% (Ward, 1995). Because new professionals will be the keystones for the future success of student affairs, a more thorough examination of this population is necessary.

Researchers speculate why large numbers of emerging professionals have left the field. Some blame the problem on job satisfaction (Bender, 1980) while others claim the lack of autonomy in entry-level positions, as well as the stringent structure of these positions as potential causes (Wood et al., 1985). There is little research that substantiates a sole cause. Thus, one can speculate. Could it be lack of institutional fit, poor career decisions, overly idealistic or unrealistic expectations of the first position, or unmet needs? Other factors could exist, for example, low starting salaries, difficulty in moving beyond entry-level, the need to be geographically mobile, the low regard in which student affairs is held on many campuses, and unfulfilling or frustrating work experiences (Winston & Creamer, 1997).

Anecdotal evidence suggests that the nature of the supervisory relationship between new professionals and their supervisors may be a major factor. Some new professionals report that they have left the field because they became disillusioned about the purpose of student affairs and the kinds of duties they were expected to perform (Winston & Creamer, 1997).

Stamatakos (1978) stated that supervision is critical to the success and performance of a new professional. Coleman and Johnson (1990) further support this notion by saying, "Effective supervision is essential to the development of a new professional" (1990, p.13). What constitutes effective supervision? Although the research regarding supervision in student affairs is limited, it appears even more limited when examining the literature regarding the supervision of new professionals. Hence, there is no clear definition as to what constitutes effective supervision. If the future of student affairs lies in the hands of new professionals, and their success depends on good supervision, this suggests that supervisors should provide adequate support, intentional and constructive supervision, and purposeful professional development programs (Marsh, 2001). The first step in this process of intentional development begins with supervisors having a full understanding of the specific needs, followed by strategies that directly attend to those needs.

A recent study (Davis, 2002) examining the needs of new professionals from the perspective of the new professional and their direct supervisor yielded a fascinating finding. The study brought attention to a phenomenon in which new professionals were unable to articulate their needs. Consequently, the supervisors experienced the same problem in that they were unable to diagnose the needs of their staff. Thus, the first step of intentional development of new professionals, understanding their needs, poses an interesting challenge.

Results give rise to several questions: (a) Who is diagnosing the needs of new professionals, (b) how are these met when they are not identified, (c) how are professional development programs structured for staff when there is not a clear understanding of needs, (d) how are supervisors able to meet the needs of their staff if they are unable to diagnose the needs, (e) how can new professionals plot their professional path when they are unable to state their needs, and (f) how is the supervisory relationship, believed to be critical to success, affected by this phenomenon? Answers to each of these questions are very important for intentional and successful supervision of new professionals but such questions cannot be answered without first understanding the variables contributing to one's inability to diagnose needs.

The ability of both the supervisor and the new professional to do a needs assessment impacts many aspects of the new professional's career. Job satisfaction, retention in student affairs, professional development, and supervisory relationships are just a few areas affected by this phenomenon. For new professionals, "…their [new professional's] ability to seek greater self-awareness within the context of the working world is central to the developmental process and obtaining vocational maturity" (Coleman & Johnson, 1990, p. 2). Marsh (2001) states that a supervisor needs to, "understand the developmental processes to be able to assist staff members in coping with…issues and accomplishing developmental tasks, thereby enhancing performance in the workplace" (p. 47). Thus, understanding the inability to diagnose has far reaching implications for the field of student affairs.

Statement of the Problem

Much of the literature regarding supervision in student affairs is directed towards professional development programs (Newton & Richardson, 1976; Wood, Winston, & Polkosnik, 1985; Young, 1985) and the desired competencies of new professionals (Barr, 1998;

Rosen, Taube, & Wadsworth, 1985; Schuh & Carlisle, 1991; Wood et al., 1985). Although there is little research on the supervision of new and emerging professionals, we do see a call for continued professional development, and programs and models to further the growth of professionals (Winston & Creamer, 1997; DeCoster & Brown, 1991; Coleman & Johnson, 1990; Newton & Richardson, 1976). One is left without an understanding of the foundation for professional development programs. As supervisors create professional development programs, is there a full understanding of the new professionals' needs? Based on what is reported in the literature, the answer is "no." Findings from a recent study support the conclusion that needs of new professionals are not fully understood (Davis, 2002). Hence, the field of student affairs is left with a significant void that certainly impacts professional practice.

We cannot understand the phenomenon of diagnosing needs by studying the construct from a single perspective. It is a multidimensional process that requires the examination of several interrelated factors. The research not only neglects the assessment of needs diagnosis from a multidimensional perspective, but also the inspection of needs from a single characteristic approach. Fully understanding the single and confounding variables that play into individuals' ability to diagnose problems is paramount to establishing a synergistic supervisory relationship that considers the needs of both the individual and the institution. By investigating the diagnosis phenomenon, new professionals and the staff charged with their supervision can develop programs for professional development that purposely meet the stated and unstated needs of emerging professionals. Thus, this research project examined the interlaced threads that contribute to one's ability to diagnose needs.

The purpose of this study was to gain a greater understanding of the needs diagnosis phenomenon that currently exists with new professionals. The researcher administered an open-ended diagnosis instrument and a closed-ended scaled instrument to new professionals. This mixed model approach allowed the researcher to sample a wide range of new professionals with varying years of experience, preparation, and styles. Both analysis of variance and multiple regression were used to determine the factors and characteristics contributing to the ability to diagnose needs. The information in this study could be used to make recommendations for better supervision of student affairs professionals.

Research Assumptions

Based on recent findings (Davis, 2002), the researcher operated from the general assumption that new professionals were (a) unable to identify problems as needs, and (b) were unable to meet those needs through developmental means.

Research Questions

The key research questions (RQ) are:

RQ 1: What single factor contributes most to a new professional's ability to diagnose needs?

RQ 2: What combination of factors contributes to a new professional's ability to diagnose needs?

Limitations and Biases

There were several limitations in this study. The researcher used a mixed model approach. For the quantitative data, the regression model analysis may have presented a limitation. The variables used for the study appear to be interrelated, for example years of

experience and cognitive style. "If two variables are correlated with one another and with the outcome measure, the variable with the higher correlation with the outcome measure will be selected [as the most important] and the other will not" (Upcraft & Schuh, 1996, p. 231). This limitation is discussed further in chapter three.

A second limitation exists with the instrument itself. The open-ended survey allowed individuals time to reflect and examine their responses. In the study that originally reported the diagnosis phenomenon, individuals were asked about needs in a semi-structured interview. Participants for this study, however, had the ability to reflect and construct responses. This and the order of questions may pose limitations. Lastly, the researcher read, examined, and analyzed the open-ended portion of the survey. By serving as the instrument for analysis, the researcher may therefore present some personal biases.

The Researcher

I am in my first five years of professional experience and would be defined as a new or emerging professional. I received my undergraduate degree in Speech Communications at the University of North Carolina Chapel Hill, Masters of Human Development and Psychological Counseling at Appalachian State University, and am in the fourth year of the Ph.D. program in Student Affairs Administration at the University of Georgia. Work experience has been limited to Residence Life and Housing as a Graduate Resident Director at Appalachian State University, Hall Director at the University of Tennessee, Area Coordinator at Wake Forest University, and Doctoral Intern at the University of Georgia. Supervision experience includes supervising undergraduate staffs of sixteen to graduate staffs of six. Additionally, I have had five different supervisors at four institutions.

It is also important to note that I recently completed research on "Supervision of New Professionals: Needs Versus Perceived Needs." It was during this study that the diagnosis phenomenon emerged. It was also during the analysis phase that individuals' cognitive levels began to surface as a potential predictor; however, the results were not conclusive enough to report. Regardless, I believe the individual's cognitive development plays a significant role in their ability to diagnose needs. I recognize this as a built in bias that will be watched carefully during the research process.

<div align="center">Operational Definitions</div>

There are several terms that are critical to understanding this study. The following definitions serve as the foundation of this research project.

New Professional

Ostroth (1981) defines entry-level professionals as individuals who have a master's degree and no more than one year of experience. Coleman and Johnson (1990) further detail the definition of a new professional as a recent graduate from a master's degree program who represents various ages and educational backgrounds. They also define a new professional as someone who is in the first five years of professional experience. For the purpose of this research project the term "new professional" describes individuals in the first three years of their professional careers. They are individuals from a professional preparation program in student affairs and working in traditional student affairs functional areas such as student activities, residence life, and Greek affairs.

Supervisor

The term supervisor is defined by Schuh & Carlisle (1991) as the "first line managers who work with classified, union, or production personnel" (p. 497). Supervision implies overseeing, motivating, teaching, and/or instructing. The expanded definition includes the responsibility of one individual offering direction, information, support, evaluation and motivation (Schuh & Carlisle, 1991). Winston and Creamer (1997) suggest that supervision is a "management function" that focuses on both the institution's goals and the personal and professional development of staff.

There are various styles and techniques that further define to term supervisor; however, for the purpose of this study, the term refers to the individual responsible for the evaluation and oversight of the new professional. There is no minimum education requirement for supervisors, and they may or may not be graduates from a student affairs preparation program.

Synergistic Supervision

Winston and Creamer (1997) put forth the concept of "synergistic supervision" as the best form of supervision and the most efficient type of supervisory relationship. Synergistic supervision is "the cooperative effort between supervisor and staff members that allows the effect of their joint efforts to be greater than the sum of their individual contributions" (Winston & Creamer, 1997, p. 196). Although this is the ideal supervisory relationship, it is not the form most represented in daily practice.

Diagnosis Phenomenon

The term "diagnosis phenomenon" describes the inability of new professionals to directly state what they need to be successful (Davis, 2002). The researcher examines this concept using a regression model, which serves as the foundation for the present research project.

Professional Preparation

The term "professional preparation" describes the educational experience of each participant. The master's degree type (e.g. Student Affairs, Counseling, and Administration) and the degree earned are factors of interest for the study.

Number of Direct Reports

The term "number of direct reports" indicates the number of people and individual supervisees.

Needs

In general, the term "need" in this study defines characteristics and requirements necessary for professional success.

Implied Need

One component of the study has new professionals reflect on their experiences. Within the descriptions of struggles and frustrations are "needs" that would improve their ability to perform job duties. Because these areas are not directly stated, they are defined for the purpose of this study as an implied need.

Stated Need

The term "stated need" describes the identification and articulation of a skill that is important to new professionals' overall success.

Significance

Not only is there a significant void in the literature regarding new professionals, there is greater deficiency in understanding the needs of new professionals. The information gathered in this study may be useful to enhance awareness of new professionals' and their needs.

Findings may also begin to explain the diagnosis phenomenon that currently exists. Through this study, the researcher can recommend supervision techniques and activities that may improve retention and success of new professionals.

Chapter Summary

Seeing that new professionals are critical to the future success of student affairs, understanding the factors that contribute to their diagnosis phenomenon is essential if supervisors are to develop staff adequately. This study assesses this complex issue by: reviewing the literature on self-diagnosis, assessing the current diagnosis level of new professionals, reviewing the literature on skills needed by new professionals, and assessing the skill and proficiency level of new professionals. The researcher anticipates this study will help close the information gap concerning the diagnosis ability, proficiency, and skill level of new professionals.

CHAPTER TWO

REVIEW OF THE LITERATURE

What do supervisors understand about the needs of new professionals? If the answer is primarily based on what has been discussed in the literature, the answer would be very little. Thus supervisors have limited information to guide their practice. How are professional development programs created? Are practices derivations of theoretical principles such as Chickering and Reisers' (1993) vectors of psychosocial development, Marsh's (2001) writing on adult learning theory, or Winston and Creamer's (1997) concept of synergistic supervision (Winston & Creamer, 1997), or do supervisors use their own perceptions and experiences to guide their staff? Current literature simply does not address these questions.

Only in recent years have student affairs researchers begun studying those known as new professionals. Historically, the literature has postulated on the needs, perceived experiences, and potential frustrations of this population; therefore, the literature is limited in scope and depth. This chapter reviews information on new professionals, supervision, and professional needs. There is an examination of the needs diagnosis phenomenon as well as current models for professional development, and research related to the role of the Myers-Briggs Type Indicator in diagnosing needs.

New Professionals

Examining the preparation programs in student affairs administration reveals the complexity entry-level professionals face. Students are taught to appreciate and accept challenges. They are taught academic foundations for every day practice and how to research

and solve job related problems. Yet, time spent discussing issues such as institutional culture,
personal transition struggles, and how to put theory into practice can never fully prepare a
student for the challenges that lie ahead. Emerging professionals leave graduate programs where
learning and growth are the raison d'etre, and then go to an environment that may or may not be
interested in that growth process. "It is through the first professional job experience that the
young adult learns about the requirements of work and how they differ from the demands of
graduate school in terms of productivity, reliability, and decision-making" (Marsh, 2001, p.47).
Understanding transitions, issues, and frustrations of new professionals is critical for supervisors;
however, the voice of new professionals is absent from the literature. Few studies have
examined the struggles new professionals face moving from an environment of learning and
growth to one focused on productivity and performance. This is an area needing further research
and exploration.

Some research states it is crucial for the new professional to continue in the learning
process (Barr, 1997). There is a call for increased professional knowledge, enhanced skill
development, and expanded knowledge of the working environment. Other research points to
training programs (Young, 1985) as integral components of professional maturity   (Wood et al.,
1985). "Professional competence begins with an effective training program for entry-level
professionals" (Newton & Richardson, 1976, p. 429). Professional development is critical (Hirt
& Winston, 2003; Winston & Creamer, 1997; Wood et al., 1985; Newton & Richardson, 1976);
however, such programs should be grounded in a full understanding of new professionals needs
from their perspective. A firm understanding of these needs is paramount in creating the
professional development programs the literature recommends.

As discussed, the voice of new professionals is absent from the current student affairs literature. However, the literature does contain various viewpoints on new professionals and their perceived needs. Scholars in the field of student affairs have identified fundamental competencies necessary for successful job performance (Barr, 1998; Schuh & Carlisle, 1991; Rosen, Taube, & Wadsworth, 1985; Wood, Winston, & Polkosnik, 1985). "As a new professional, a great deal of information will need to be mastered in a relatively short period of time" (Barr, 1997, p. 491). The literature includes areas of mastery: an understanding of conditions of employment, realistic expectations of a supervisor, applying theory to practice, understanding institutional culture (Barr, 1997), managing time, communicating effectively, planning leisure time, dealing with physiological stress, gaining control of personal feelings (Wiggers, Forney, & Wallace-Schutzman, 1982), having good interpersonal skills, maintaining quality working relationships, quality administrative and organizational skills (Ostroth, 1981), and technical and functional competence (Wood et al., 1985).

It seems the responsibility to develop the aforementioned skills is unclear in the literature, and often times becomes the sole province of the new professional. While it is important for new professionals to take an active role in their professional development, research shows that a combination of both supervisor and new professional taking responsibility facilitates greater growth. "The likelihood that… [new professionals] continue in the profession is influenced by the extent to which they understand their personal and professional development, as well as what the individual and supervisor do to ensure a satisfactory experience in such development"

(Coleman & Johnson, 1990, p. viii). Janosik and Creamer (2003) state that supervisor and employee must take responsibility for competency development, communication, and professional growth. Again, it is the joint efforts new professional and supervisor that facilitate greater development (Janosik & Creamer, 2003; Marsh, 2001; Schuh & Carlisle, 1991).

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

Supervision is not a subject typically discussed in student affairs literature. As a result, information on the topic is limited. Some speculate that the absence of information and research is because there is not a great deal of reward given to those who excel in this area of professional practice. Providing service to students is primary, and staffing concerns therefore become tertiary (Janosik & Creamer, 2003). Regardless, supervision has been identified as a critical component to the overall success and satisfaction of new professionals (Janosik & Creamer, 2003; Winston & Creamer, 1997; Coleman & Johnson, 1990).

The literature provides multiple perspectives on what effective supervision actually entails. Discussed first is the concept of supervision in times of trouble. "Supervision is often seen as important only when working with employees who have problems or who are new to that specific organization" (Winston & Creamer, 1997, p. 181). Several researchers (Saunders, Cooper, Winston & Chernow, 2000; Winston & Creamer, 1997; Wood et al., 1985) believe effective supervision emphasizes a combination of growth for the individual while fulfilling the goals of the institution. There are others who believe active, intentional encouragement of professional growth and renewal is crucial to realizing positive outcomes from the supervisory

relationship (Saunders et al., 2000). This could be in the form of formal professional conferences, in-house seminars, or information discussions of the skills an employee needs to achieve ultimate career goals. Schuh and Carlisle (1991) also state that effective supervision hinges upon the supervisor understanding the needs of each individual staff member and then responding directly to those needs.

Winston and Creamer (1997) introduce the concept of synergistic supervision into the student affairs literature. This concept calls for "a cooperative effort between the supervisor and the staff member that allows the effect of their joint efforts to be greater than the sum of their individual contributions" (p. 196). Intentional collaboration between the two individuals yields the most successful supervision experience for supervisor and supervisee thus creating the most effective outcome for the institution.

The most recent and probably most comprehensive definition of effective supervision incorporates the previous philosophies. Arminio and Creamer (2001) state effective supervision requires four components. Those are: (a) synergistic relationships between supervisors and staff members, (b) ubiquitous involvement with and constant nurturing of staff members, (c) dual focus on institutional and individual needs, and (d) a stable and supportive institutional environment. "This definition not only places the focus on the individual and the institution but also directly addresses the nature of the relationship that authors believe leads to higher productivity and higher morale" (Janosik & Creamer, 2003, p. 3).

It is interesting to note that each of these philosophical approaches to effective supervision operate from the premise that supervisors have knowledge of new professionals, their developmental level, and their needs. The literature however, does not necessarily support this assumption.

Needs

Stein (1988) describes need as "of necessity" (p. 890). He goes further to describe need as, "a requirement, necessary duty…lack of something wanted" (p. 890). Through the years the word has been used to describe the financial condition of an individual, as well as the requirements to function and operate in society (Random House, 1988).

Maslow (1954) wrote that individuals are motivated by different wants that typically take on the form of (a) physiological– need for food, water, health and comfort, (b) safety – need to be safe from attack, threat or harm, (c) belonging and love - need for loving and positive relationships with other people, (d) esteem – value of oneself and to from others, (e) self-actualization – need to reach and "actualize" one's potential. Bolman and Deal (1997) discuss needs as "central elements in everyday psychology….Common sense tells us that needs are important but is less clear about what they are" (p. 103). We learn from this hierarchy that different levels of actualization dictate different levels of individual function.

Additionally, there are inherent needs in professional practice. While there is an understanding that needs are present, the literature rarely mentions them. Research (Davis, 2002) supports the argument that professional needs are not fully understood. The study, which examined the needs of new professionals from the perspective of new professionals as well as their supervisors, found a lack of reflection and recognition of the new professionals' needs by both parties. This study identified the lack of diagnostic ability as an obstacle in understanding new professional needs. Currently this topic is only indirectly discussed outside the profession. With little known about the self-perceived needs of new professionals, models for professional development are not based on formally stated needs, but on conjecture and interpolation of supervisors' earlier experiences.

Diagnosis Phenomenon

There is some literature that indirectly discusses the needs diagnosis phenomenon. Two professional entities, counselor education and teacher education, have done some work in this area by speculating what may contribute to one's ability to self-reflect. The four main areas that surfaced as underlying factors in diagnosing needs are: communication, self-supervision, cognitive ability, and years of experience. The following is a discussion of each.

Communication

One area that indirectly addresses the needs diagnosis is communication literature. Communication was initially thought to be a construct critical to a solid supervisory relationship; however, time and time again the idea of solid communication came forward as integral in diagnosing problems within the work environment, and consequently with staff. According to Humphrey and Stokes (2000) listening permeates everything we do. "Listening is perhaps supervisors' greatest tool for improving performance, assisting employees, and identifying and fixing problems" (p. 29). They go further to lay out components of active listening and the critical elements to consider: (a) active listening begins with respect, (b) active listening takes time, (c) active listening uses the right body language, and (d) active listening involves interaction with the speaker. It is the combination of all four elements that facilitates greater communication, which results in greater understanding of staff, and staff problems (Humphrey & Stokes, 2000).

Although Humphrey and Stokes (2000) did not directly discuss needs diagnosis, they did discuss the importance of listening in the identification and resolution of problems. The "question asking" aspect of communication is important in helping others solve their problems. Humphrey and Stokes (2000) write that when people are given the opportunity to make their

own analysis, they contribute to their own future. Johlke and Duhan (2001) examined

communication and its role with employee ambiguity. They found face-to-face communication

between supervisors and employees afforded a greater exchange allowing for feedback and

clarification. This personalized attention was found to be important in meeting employees

"unique needs." (p. 24). As stated, the literature points to communication as a key component of

supervision, understanding staff and greater ability to diagnose needs.

There has been considerable research on the many types of personalities and their

connection to communication style. More specifically, there is extensive research on the Myers-

Briggs Type Indicator and how the different types affect communication. Psychometrics Canada

Ltd. (2002) present the research of Roger Pearman on MBTI and leadership communication. His

study found that an individual's type preference influences four distinctive communication

styles. Pearman (in Psychometrics Canada LTD., 2002) breaks the 16 types into four categories:

(a) Extraverted-Thinking types as indicated with types ESTJ, ENTJ, ISTJ, INTJ, (b) Extraverted-

Feeling Types as indicated by ESFJ, ENFJ, ISFJ, INFJ, (c) Extraverted-Sensing Types as

indicated by ESFP, ESTP, ISTP, ISFP, and (d) Extraverted-Intuitive Types as indicated by

ENTP, ENFP, INTP, INFP.

According to Pearman (in Psychometrics Canada Ltd., 2002) Extraverted-Thinking types

are decisive action-oriented individuals. They operate from a systematic and logical frame rarely

offering justification for decisions. These types are analytical and critical when participating in

conversations with others; therefore, they often come across as arrogant resulting in

misunderstandings. Extraverted-Feeling types are both supportive and sympathetic to others.

Their warm and sociable style is seen as accommodating, diplomatic, and tactful, but also as self-

dramatic, impulsive, and less thoughtful. Opposed to the Extraverted-Feeling types is the

Extraverted-Intuitive types who are realistic and focus on the practicality of situations. Their pragmatic approach is driven by the specifics of who, what, where, and when. They operate from an efficiency frame, preferring concise communication. They are often viewed as rigid, demanding and impatient. Lastly, Extraverted-Intuitive types are adaptable, versatile, enthusiastic communicators. They have a natural curiosity in situations and are often very perceptive. Flexible and accommodating of others, can also be perceived as restless, impulsive, and full of unrealistic expectations (Psychometrics Canada Ltd., 2002).

Self-Supervision

Self-supervision is a term that refers to a specific philosophical approach in counselor education (Morisette, 2001), and is a concept that also indirectly informs the needs diagnosis phenomenon. Beginning as a way to identify therapeutic errors, self-supervision has evolved to an approach that calls for a "high degree of insight, rigor, and responsibility…in deconstructing the counseling process to improve self-awareness, clinical skills and quality service to clients" (Morisette, 2001, p. 3). There are two basic assumptions regarding self-supervision, (a) counselors are attentive to conscious and unconscious issues during supervision, and they scrutinize their work with clients and (b) counselors use the same skills they use on others on themselves. The presumption was that counselors were "prepared and competent to execute this task" (Morisette, 2001, p. 3).

The literature regarding self-supervision continues by examining the concept of reflexivity, the process of focusing on principles of self-references. The research discusses the importance of self-examination, self-analysis, and reflexivity that finds its roots in the Socratic

dictum, "know thyself" (Morisette, 2001). Crago (1987) states, "The ability to analyze one's functioning and determine a route for desired change is an essential skill for becoming and remaining a competent professional" (p. 138). Writings, however, do not discuss the functionality and practicality of the concept. Although there is research supporting the importance of self-supervision or self-analysis, there is little information discussing the ability or inability to perform the suggested skill. As stated by Aponte (1994), professionals could benefit substantially from training that teaches individuals how to be introspective.

Cognitive Style

Cognitive development also emerged as a factor potentially influencing an individual's diagnosis ability. Understanding cognitive level and needs diagnosis emerges from the counselor education literature where clinical supervision is often discussed, refined, and examined. Holloway and Wampold (1983) found that counselor trainees who had higher levels of cognitive complexity were better able to problem solve and generate solutions than their colleagues who were operating from a lower cognitive level. Others (Longanbill, Hardy, & Delworth, 1982; Stoltenberg, 1981) discuss the issue that newer supervisees tend to be more dualistic in their thinking, and in turn require more direction and time in supervising sessions; however, they also report a decrease in dualistic thinking when there is an increase in years of experience.

Swanson and O'Shaben (1993) state that understanding the cognitive style of younger professionals can aid significantly in anticipating problems and concerns they may face. This understanding can lead to more satisfying and productive supervision sessions. Much of the

literature on new professionals, counseling educators, and beginning teachers calls for a level of self-reflection typically not possible. Greater discussion follows under models for professional development.

Even in the cognitive literature there seems to be overlap when discussing cognitive style, communication style, and interpersonal relationship. It appears that the interpersonal relationship builds on several factors: (a) communication style, (b) cognitive style, and (c) personality style.

Some scholars identify the interpersonal relationship between supervisor and trainee as the most critical factor contributing to effective supervision (Arbuckle, 1963; Bocknek, 1971; Clark, 1965). Handley (1982) builds on this foundation by saying the cognitive style of those in supervisory relationships plays an important role in the development and nature of the interpersonal relationship. In 1982, a study by Handley examined the relationship between supervisors' and trainees' cognitive styles and the supervision process. The study examined satisfaction with the supervisory relationship, satisfaction with supervision, supervisors' ratings of the relationship, satisfaction with supervision, and the final evaluations of the trainees based on the cognitive style as measured in the Myers-Briggs Type Indicator. Results demonstrate there is indeed a relationship between the cognitive styles of trainees, supervisors, and their level of satisfaction (Handley, 1982). More specifically, "trainees' scores on certain indices, most notable the Sensing-Intuition index [S-N], are related to supervisors' perceptions of trainees' performances, and supervisors' evaluations of trainees" (Handley, 1982, p. 508). Additionally, cognitive style similarity on MBTI scales yielded a more congruent interpersonal relationship. The perceived similarity, "lead to increased interpersonal attraction" (Handley, 1983, p. 513).

This becomes an important finding when examining it in the context of other literature. McLachlan (1972) conducted a study that matched counselors and clients with comparable cognitive styles. Results suggest that when client and therapist have congruent cognitive styles, the client demonstrates greater improvement than a client in an incongruent relationship. The literature hypothesizes that similarity in perception and MBTI style allows for better understanding, greater discourse, and similarity in preferences, yielding the ability to better predict needs (Briggs, McCaulley, Quenk & Hammer, 1998; Handley, 1982). "If the other person differs on cognitive style preferences, he or she could be hard to communicate with and difficult to predict" (Handley, 1982, p. 509). The nature of the S-N "type" naturally leads to a more adversarial dynamic (Briggs, McCaulley, Quenk & Hammer, 1998). Such differences lead to the belief that the inability to predict naturally leads to less understanding of the individual, their problems, and their needs. Handley's (1982) synthesis of the literature also supports this thought. The research examining the cognitive styles of clients and counselors concludes that there is a correlation between style and the supervisory relationship and is therefore an important component in supervision.

Experience Level

Closely linked to cognitive style and cognitive development level is the construct of experience level. Although there is not a great deal of discussion on experience level as a construct contributing to one's ability to diagnose needs, there has been some indirect discussion as to its importance. Experience level and the "newness" of new counselors is a vital element for

supervisors to consider when beginning their work with the supervisee (Swanson & O'Shaben, 1993). Swanson and O'Shaben (1993) believed consideration of experience level was essential if supervision was to be "effective, satisfying, or a growth-promoting experience" (p. 2). When testing their assumptions, they found that individuals with less experience had a greater need for (a) supervision that focuses on specific skills, (b) greater support, and (c) more case utilization to develop skills and competencies. An additional study supports this trend finding that those with more years of experience (10 +) were better able to diagnose needs (Davis, 2002). Therefore, the years of professional experience construct is an important concept to explore.

<div align="center">Professional Development Models</div>

One study states professional development is "an essential aspect of effective personnel management" (Dalton, 1989, p. 533). It has a critical role in training and motivating staff as well as enhancing the effectiveness of the organization (Dalton, 1989). As stated by Winston and Creamer (1997), professional development is "the principal staffing mechanism for personnel, program, and organization improvement…" (p. 219). Professional development can aid in the retention of new professionals, serve as "a direct bridge between graduate education and professional practice, and it can help individuals translate the study of a profession into the becoming a professional" (Dalton, 1989, p. 534). Models discussing professional development are important to the field of student affairs and to the development of new professionals.

Carpenter's Model for Professional Growth

The most comprehensive model for new professionals' professional development comes from Carpenter's (1990) work on stages of professional growth, and has become the foundation for other models. Carpenter (1990) presents a model for professional development that is facilitated by intentional awareness of the profession in correlation with personal development

concerns. "A model for professional development and socialization has been postulated in which the new professional is at the early Application Stage" (Carpenter, 1990, p. 64). The focus of this level is on taking previously learned skills and information, and using it to make practical decisions. The new professional is "accepting, adapting, and adopting values" (Carpenter, 1990, p. 64) within the new organization, the field, and through mentors and colleagues. Figure 2.1 presents a profession-occupation continua which provides a structure for the developmental activities that occur at this level.

Figure 2.1

Professional-Occupation Continua

Continuum	Title
Continuum One	Knowledge of Theory and Levels of Skill
Continuum Two	Clarification of Motivation and Relevance to Society
Continuum Three	Decisions Regarding Preparation and Career
Continuum Four	Autonomy of Professional Behavior
Continuum Five	Developing a Sense of Professional Community
Continuum Six	Activities Related to Professional Publications
Continuum Seven	Developing a Sense of Ethical Practice

Within the structure of each, basic competencies emerge. For instance, in continuum one emphasis is not only on the continuance of education, but the application of skills and the understanding of personal philosophies. Individuals need to examine their own skill levels in accordance with the skills needed by the institution and augment those when necessary (Carpenter, 1990). Here we see that skill development and application is an important development piece. In continuum two, there is a focus on the motivation of the new professional. This is the time in which individuals adjust professional values. This should also be a time where individuals work toward informed and practical "idealism, avoiding fighting battles that cannot be won, and guard against building up resentment and frustration" (Carpenter, 1990, p. 65).

The model provides a great understanding and context for the implementation of a professional development program; however, it fails to develop a curriculum that would address the growth that needs to occur at each continuum. It also fails to discuss "how" to determine skills and developmental level of the new professional.

Model Two

Robert Young took the earlier work on Carpenter's model and proposed another framework. He states that, "The professional development of student affairs practitioners might be a subset of general human development, related to age as much as to a particular field of employment" (Young, 1987, p. 20). He begins the model with the three levels of professional growth from Carpenter's model: formative, application, and additive. In short, formative deals with individuals in preparation programs, application with new professionals, and additive with more seasoned student affairs staff. With these concepts serving as the foundation of his model, Young proposes that professionals are in one of three types of positions: student-centered, student/staff centered, or staff-centered. He also states that there are three types of education for professionals: instruction, performance, and inquiry. "Instruction concerns the dissemination of professional knowledge, skills, or sensitivity….Performance concerns the internalization of work concepts and the application of professional practices…. [And], inquiry concerns the integration of ideas, techniques, policies, and strategies into professional fields" (Young, 1987, p.23). This model combines professional development stages, types of personal contact, and modes of education and recommends its use in selecting professional development activities thus making development relevant to the individual while meeting the goals of the institution (Young, 1987).

With this model, we gain another perspective on how to formulate a professional development framework. This model is also beneficial in that it considers other elements such as job type, but it lacks a practical application and does not refer specifically to the development of new professionals nor does it discuss how a supervisor is to diagnose the needs of various staff.

Model Three

In 1989, Jon Dalton stated, "Five fundamental themes that…emerge in the student affairs literature are: mission and philosophy, communication skills, management and leadership skills, professional ethics, and current professional issues" (533). With this in mind, he proposed a model of professional development that had these five elements as the core curriculum. Because many practitioners arrive with varying levels of educational experience, professional development is provided to "ensure that all staff members have minimum competency levels in all five content areas" (1989, p. 543). Dalton goes further to say that the most effective professional development program will address the core knowledge areas within the context of the organization. In this way, the individual will link theory to practice and will be better able to apply skills to their individual practice. With the core curriculum in place, individuals will also be allowed to choose from other interests and needs. Accordingly, a combination of "core" and "electives" gives professionals a structured framework to guide their professional development. It is Dalton's belief that within this context both the individual and the institution will experience success.

Although Dalton's model provides an important and needed component in a professional development model - structured framework, once again, there is little discussion on systematic implementation or the way in which this development is to occur. Furthermore, there is no discussion as to how the model will account for reflection and critical thinking, elements known to be integral in personal development.

Model Four

The last model that emerges comes from *Student Services: A Handbook for the Profession 2nd Edition*. In this book, Ursula Delworth and Gary Hanson does not specifically identify a model for professional development, but identify key skills and competencies for student affairs staff. They state,

> To be competent, the staff member needs certain kinds of knowledge, certain attitudes, emotional qualities, and particular skills….think of competence as a combination of cognitions, affect, and skills. Thus, skills are one component of the larger domain of competence. (Delworth & Hanson, 1989, p. 324)

Skill areas are: assessment and evaluation, instruction, consultation, and counseling/advising. However, key components of a professional development model, as set forth by Carpenter (1990), are absent. There is no dual purpose of developing the individual and developing the institution. Neither is there discussion on the implementation of the concepts.

Student Affairs literature presents several professional development models. An understanding of the concept of professional development and specific professional development models is imperative to fully understanding the phenomenon of needs diagnosis. These models presume a level of reflection, introspection and self-analysis that may or may not be occurring. The models also presume that staff members are at a developmental level to engage in higher

order thinking and analysis. When the literature of professional development models and self-supervision are crossed, an interesting theme emerges. The research shows that younger staff members are not necessarily at a developmental level to perform reflexivity and self-analyses that allow them to directly state a need. Additionally, the literature demonstrates that supervisors may also not be at level to participate in such exercises that would facilitate a deeper understanding of the new professionals needs. Thus we are left with models of professional development that require skill diagnosis, and we have individuals unable to make such diagnosis.

There are formal professional development models presented to aid and guide supervisors; yet, there is an absence of discussion in the literature as to their application and usability. The literature regarding professional development models is interesting in that they consistently discuss an awareness of needs from new professionals' perspective. Each model operates from a frame that staff members can synthesize problems and extrapolate needs; however the absence of literature discussing how to exercise such skills demonstrates unrealistic assumptions about skill level.

<center>Myers-Briggs Type Indicator (MBTI)</center>

A more detailed discussion of the Myers-Briggs Type Indicator is in order because of its potential influence on diagnosis ability.

Development of the MBTI

The MBTI is the culmination of many years of work on the part of several individuals. Carl Jung's book *Psychological Types* so inspired Katherine Briggs that she began a lifelong research project examining the world of human behavior. In later years, her daughter, Isabel Briggs-Myers joined the efforts. "The MBTI was developed slowly, thoroughly and carefully" (McCaulley, 1982, p. 14). A great deal of research went into the development of the MBTI.

Briggs originally tested thousands of high school students and their parents. She later tested

5000 medical students. In 1962, Educational Testing Service (ETS) became aware of her

research, collected their own data to validate the instrument, and then decided to publish the

MBTI as a tool for psychologists and other professionals interested in human behavior

(McCaulley, 1982). "The creation of the MBTI made possible decades of research on type

which has produced vast amounts of information on the behavior and attitude of types in a wide

variety of settings" (Oswald & Kroeger, 1988, p. 2).

Since its inception, the MBTI has gone through multiple "forms" and multiple diagnostic

tests. The result is what is now known as the most widely used personality inventory among

non-psychiatric individuals (Devito, 1985; Oswald & Kroeger, 1988; McVay, n.d.).

Description of the Instrument

According to Lynch (1987), psychological type theory "provides a way of examining

some important personality differences" (p. 5). Although type theory states that individuals have

the capacity to operate from the four functions, two perceiving and two judging functions, there

is a primary type or "dominant type" which they "prefer" to use (Lynch, 1987). This represents

two of the four MBTI continuums, S-N, and T-F. In childhood, individuals begin to develop a

preference in the way they perceive and judge. Over time, the child becomes more comfortable

with the preferred type; thus developing a dominant preference. The dominant, "will be either a

perception process, sensing (S) or intuition (N), or a judgment process, thinking (T) or feeling

(F). The dominant function is the unifying process in one's life" (Lynch, 1987, p. 7). The other

in turn becomes an auxiliary function. The other continuums in the MBTI are Extroversion-

Introversion (E-I) and Perceiving-Judging (P-J). These are defined as attitudes or orientations

(Lynch, 1987). Over time, an individual will develop a balance between the dominant function,

the auxiliary function, and the different attitudes. Myers (1980) described the balance as:

> Balance does not refer to equality of two processes or attitudes; instead, it means superior
>
> skill in one, supplemented by a helpful but not competitive skill in the other. The need
>
> for such supplementing is obvious. Perception without judgment is spineless; judgment
>
> with no perception is blind. Introversion lacking any extraversion is impractical;
>
> extraversion with no introversion is superficial. (p. 182)

Below, there are several figures that describe the functions and orientations (figure 2.1), a

description of each of the specific functions and orientations (figure 2.2), and a preference order

(2.3) that will further explain the intricacies of the MBTI instrument. Figure 2.1 provides a

comprehensive description of each orientation.

Figure 2.2

Myers Briggs Type Indicator Functions and Orientations
(data from Lynch, 1987; Reinhold, n.d.)

Functions

Perceiving Function
Sensing (S) or Intuitive (N)

Variable indicates individuals grounding in the present reality or in the potential or conceptual.

Judgment Function
Feeling (F) or Thinking (T)

Variable describes how information is analyzed in the brain from either a detached objective fashion or from an attached subjective fashion.

Orientations

Attitude Toward Life
Extroverted (E) or Introverted (I)

Variable represents the world in which an individual becomes energized. The direction and flow of attention either outward for extraverts or inward for introverts (p. 8).

Attitude Toward Outer World
Judging (J) or Perceiving (P)

This variable indicates a judgment or perception that is used in the outer world. Orientation to the outer world indicates how people structure or organize their lives and the degree of closure they prefer.

Individuals taking the MBTI go through a series of questions asking them to choose

between words that determine their preference in each of the pairings of S-N, F-T, E-I, and J-P.

This information determines a preference for a specific function and orientation. The

preferences are denoted by the letters and yield an individual's MBTI Type. Figures 2.2 and 2.3

provide a more comprehensive description of each.

Figure 2.3

MBTI Orientation and Function Descriptions
(Reinhold, n.d.)

MBTI Letter	Description
Extroverted (E)	Acts first and reflects later. Individual gains energy from being with others. When excessive time is spent away from others, individual will feel deprived. Enjoys spending time with large groups.
Introverted (I)	Individual thinks and reflects first before acting. An Introverted person requires an amount of private time in order to regain energy. Enjoys one-on-one communication and is internally motivated.
Sensing (S)	This individual mentally lives in the present being grounded in the practical and solution-based frame. Sensors prefer clear and concrete information and do not like guessing.
Intuitive (N)	Lives in the future imagining, creating, and inventing possibilities. This individual operates from a theoretical foundation, and emphasizes patterns, contexts and connections. This person is also comfortable with ambiguity.
Thinking (T)	These individuals naturally search for facts, solutions, and are comfortable making decisions in situations. They typically provide an objective and critical analysis. They also see conflict as inherent in all relationships.
Feeling (F)	Feelers automatically operate from a personal feeling and impact on others frame. They are sensitive to people, their needs, potential reactions, and overall welfare. By nature, they seek consensus and gravitate to the popular opinion. They see conflict as unsettling, and is uncomfortable with the disharmony that occurs.

Judging (J)	Judging individuals plan events well in advance and prior to taking action. They are task oriented, and need to complete assignments prior to moving to new ones. They set deadlines and objectives to work towards. They function best when they operate ahead of deadlines.
Perceiving (P)	Perceivers are comfortable taking action prior to planning. They operate best under time pressures and close deadlines. They also dislike environments and situations that require a great deal of rigidity. Perceivers are well defined as multi-taskers who hop from one project to the next.

The way in which an individual approaches a problem is best described as their lens. As described, there is a dominant function, an auxiliary function, and specific orientations. The way in which an individual approaches a problem or situation is determined in part by which functions are dominant and auxiliary, tertiary and shadow (Lynch, 1987; Team Technology, 1997). The Figure 2.3 describes the order of preference for each type.

Figure 2.4

Dominant, Auxiliary, Tertiary and Shadow Functions
(Team Technology, 1997)

Myers Briggs Type	1st (Dominant)	2nd (Auxiliary)	3rd (Tertiary)	4th (Shadow)
ENFP or INFJ	N	F	T	S
ESTP or ISTJ	S	T	F	N
ENTJ or INTP	T	N	S	F
ESFJ or ISFP	F	S	N	T
ENTP or INTJ	N	T	F	S
ESFP or ISFJ	S	F	T	N
ESTJ or ISTP	T	S	N	F
ENFJ or INFP	F	N	S	T

Individuals will develop a balance between the their dominant function and their

orientation frame. From this balance, a personality "type" emerges. There are a total of 16

different operational frames and a brief description of each follows:

Figure 2.5

MBTI Types
(Myers, McCaulley, Quenk, & Hammer, 1998)

Type	Description
ESTP	ESTPs direct their energy towards the outer world of actions and spoken words. They solve problems, take action and actualize ideas and concepts - bringing them to fruition. They are therefore action oriented problem solvers, and often prefer to work with practical organizational issues.
INFJ	INFJs direct their energy towards the inner world of thoughts and emotions. They use their imagination to come up with new ideas, possibilities and insights, especially in relation to people and important beliefs. They are often good at developing insight into people, though it can often remain unexpressed.
ENFJ	ENFJs direct their energy towards the outer world of actions and spoken words. They try to build harmony in important personal relationships. Their lives are organized on a personal basis, seeking to develop and promote personal growth in people they value.
ISTP	ISTPs direct their energy toward the inner world of thoughts (and, maybe, emotions). They analyze situations and come up with explanations of how things work. They prefer dealing with tangible problems and proven experience - they often enjoy solving organizational problems that need to be thought through.
ENTJ	ENTJs direct their energy towards the outer world of actions and spoken words. They organize and structure the world according to logical principles, tending to control life - organizing systems and people to meet task oriented goals and trying to improve the way things are done.
ISFP	ISFPs direct their energy towards the inner world of thoughts and emotions. They give importance to particular beliefs or opinions, particularly those that relate to people that they know and current experiences. They tend to take a caring and sensitive approach to others.

ENTP   ENTPs direct their energy towards the outer world of actions and spoken words. They try to create new potential, changing things to see if any improvement can be made, and generally working towards a better future. They are often challenging the status quo and instigating change.

ISFJ   ISFJs direct their energy towards the inner world of thoughts and emotions. They try to clarify ideas and information, particularly when it relates to people and important relationships. They are quiet, serious observers of people, and are often both conscientious and loyal.

ESTJ   ESTJs direct their energy towards the outside world of actions and spoken words. They introduce a logical organization and structure into the way things are done. They prefer dealing with facts and the present, and are likely to implement tried and trusted solutions to practical problems in a businesslike and professional manner.

INFP   INFPs direct their energy towards the inner world of thoughts and emotions. They give importance to particular ideas or beliefs, focusing on those things that they belief in most strongly. They prefer dealing with patterns and possibilities, especially for people. They prefer to undertake work that has a meaningful purpose.

ESFP   ESFPs direct their energy towards the outside world of actions and spoken words. They get things done, and get them done quickly, and they prefer doing things with and for people. They seek to live life to the full and create experiences for others as well. They enjoy solving urgent problems, such as fire fighting or troubleshooting.

INTJ   INTJs direct their energy towards the inner world of thoughts and emotions. They use their imaginations to come up with new ideas, possibilities and perspectives. They often organize their lives on a logical basis, and produce plans and strategies to put their ideas into practice.

ESFJ   ESFJs direct their energy towards the outer world of actions and spoken words. They seek to build harmony in personal relationships, engendering team spirit and being an encouragement to others. They like dealing with people, and organize life on a personal basis.

INTP   INTPs direct their energy towards the inner world of thoughts and emotions. They structure and organize their ideas, coming up with to explain new areas of scientific research or experience. They often seek to understand the full complexity of any situation and enjoy solving difficult intellectual problems.

ENFP   ENFPs direct their energy towards the outer world of actions and spoken words. They seek to develop new potential, explore new possibilities and create new situations that yield the expectation of something better. They often enjoy work that involves experimentation and variety.

ISTJ   ISTJs direct their energy towards the inner world of ideas and information. They try to clarify concepts and information, seeking to have as clear a knowledge as possible. They often place a lot of trust in experience, but also envision future goals providing there is a clear pathway to that goal.

Uses of the MBTI

Through the years, the Myers Briggs Type Indicator (MBTI) has been used for various reasons in many environments. The result is an instrument that has been highly tested and refined for psychometric soundness (Reinhold, n.d.). The MBTI has been used to measure communication style (Psychometrics Canada Ltd., 2002; McVay, n.d.), learning style (Schroeder, 1993; Brown, & DeCoster, 1991), and cognitive style (Scholl, 2001). The government has used the instrument to examine communication differences, teamwork, management styles, and personal life planning (Moore & Young, 1987; Murray, 1990), and religious organizations have used the instrument to examine issues surrounding spiritual development (Oswald & Kroeger, 1988). "The Myers Briggs Indicator has been introduced into many phases of education, business, and professions and its contributions to understanding effective teamwork and the various preferences involved in decision making have been welcomed" (Murray, 1990, p. 1198).

The MBTI measures many facets of personality and individual work style. Those that are of particular interest to this study are (a) cognitive style – as defined by the composite score, (b) communication style – as defined by the combination of types (previously discussed), and (c) conceptual level as defined with the Sensing-Intuition dimension.

Conceptual Level

In an article published in the Journal of College Student Development, Brown and DeCoster (1991) found the Sensing-Intuitive dimension of the Myers Briggs Type Indicator best predicts the conceptual level of individuals. They go further to say, "the MBTI incorporates developmental properties…that as continuous variables on the S-N dimension increase in the direction of intuition, conceptual level also increases…more intuitive persons are more likely to be at a higher level of conceptual development." (p. 379). Brown and DeCoster (1991) also purport that those who are extreme sensors will have a lower level of conceptual development. Hunt (1966) linked an individuals' level of conceptual development to their ability to empathize, which is important in the context of supervision. Greater capacity to empathize was found in those at higher levels of conceptual development (Hunt, 1966). The ability to understand trials and tribulations of an employee is in part contingent upon the ability to think conceptually and to empathize with the experience.

CHAPTER THREE

METHODOLOGY

In this chapter are descriptions of methods and procedures involved in the research process. Critical elements include, factors that contribute to the *Developmental Needs Inventory* (*DNI*), an explanation of methods that were used for data collection, a description of participants, the design of the instrument, and the statistical methods used to analyze the final data.

Process

The purpose of this study was to gain a greater understanding of the factors which contribute to the needs diagnosis phenomenon that currently exist with new professionals in student affairs. The researcher utilized a mixed design of both qualitative and quantitative methods to ascertain the needed data. "Qualitative methods permit the evaluator to study selected issues in depth and detail …" (Patton, 1990, p. 12). Quantitative methods on the other hand allow the researcher to focus on relationships between variables (Upcraft & Schuh, 1996). It is the combination of both approaches that yielded a greater understanding of the needs diagnosis phenomenon.

Participants completed the *Developmental Needs Inventory* (*DNI*) (Appendix C), an instrument containing four sections: an open-ended *Reflection Form* (*DNI-Reflection Form*), a skills set questionnaire (*DNI-Skill Set*), the *Myers Briggs Type Indicator*, and a demographic information form (*DNI-Demographic)*. A percentage indicating a level of reflection came from analysis and coding of the open-ended questionnaire. The researcher then scored, coded, and analyzed data from the *Myers-Briggs Type Indicator*, and *DNI-Skill Set*. Examination of

information from the *MBTI, DNI-Demographic Form,* and the *DNI-Reflection Form* by analysis of variance and multiple regression determined the factors and characteristics that contribute to one's ability to diagnose. Information gathered from this study was used to formulate recommendations for better supervision and improved retention of new professionals.

Selection of Participants

Two databases provided the information needed for participant selection. Both the Southern Association of College Student Affairs (SACSA) and National Association of Student Personal Administrators (NASPA) Region III are organizations that are attentive to the needs of new professionals. Additionally, members within both organizations represent all facets of professional experience and functional areas within student affairs.

The researcher selected from the two databases a list of new professionals. Specifically individuals were within the first three years of receiving their master's degree and were sorted by their years of post-master's experience. The researcher discarded duplicate names to prevent replica data. A random selection included individuals having 1-3 years of professional experience, post-master's degree. Each participant received by mail a packet of information containing the *Developmental Needs Inventory*. A second sample was necessary due to poor response rate. As such all individuals in the merged database were contacted electronically and solicited for the study. Individuals willing to participate then received a copy of the survey materials via mail. The final sample size was 120.

Data Collection

For the purpose of this study, the researcher utilized both qualitative and quantitative methods for data collection. Mixed design studies allow the researcher to examine human complexity from multiple perspectives (Palomba & Banta, 1999; Upcraft & Schuh, 1996).

The nature of this study is such that it requires a multiple approach to fully examine the phenomenon. Quantitative research is an important statistical method that allows the researcher to work with "a small number of predetermined response categories to capture various experiences and perspectives of individuals" (Palomba & Banta, 1999, p. 337). Additionally, quantitative methods enable the researcher to analyze a large number of experiences with an instrument constructed to test for both reliability and validity (Patton, 1990). The most important reason to use quantitative techniques is that a quantitative methodology allows the researcher to focus on relationships between variables (Upcraft & Schuh, 1996). On the other hand, qualitative methods "permit the evaluator to study selected issues in depth and detail…" (Patton, 1990, p.12). For the purpose of this study, the diagnosis phenomenon will be the object of deep and detailed analysis. Using a researcher developed conversion process, the qualitative data will be transformed into quantitative data allowing for statistical analysis (See Appendix D).

The researcher mailed information for the study to participants. The packet included (a) a diagnosis questionnaire, the *Developmental Needs Inventory* (*DNI*) (Appendix C), (b) Myers Briggs Type Indicator Short Form, (c) a cover letter (Appendix A), (d) a participant consent form (Appendix B), and (e) a self-addressed and stamped envelope. A reminder email was sent to all participants who participated in the study.

The Developmental Needs Inventory (DNI) - Instrument Design

According to Ory (1994) there are six factors that should be considered when deciding between a locally developed instrument (LDI) and a commercially developed instrument (CDI): (a) purpose, (b) match, (c) logistics, (d) institutional acceptance, (e) quality, and (f) respondent motivation. Although, each of these six criteria are important in making a sound decision, the most important consideration for the purpose of this study is the "match" criteria.

The definition of "match" calls into question the availability of an instrument that correlates with the stated purpose of the study (Upcraft & Schuh, 1996). Currently, a CDI that measures one's ability to diagnose needs does not exist. For this reason, an LDI will be useful for this study.

There are several steps in creating a LDI. For the present purpose, this study uses the steps set forth by Schuh & Upcraft (2001). They are: (a) determine what information is needed, (b) decide the format of the questions, (c) decide the measurement scale, (d) determine the wording of the questions, (e) determine the sequencing of the questions, (f) format the instrument, (g) pilot test the instrument, and (h) conduct psychometric analyses of the instrument.

Information Requirements. Schuh and Upcraft (2001) stated that the purpose of the study is important when examining the information requirements. The purpose of this study is to gain a greater understanding of the factors contributing to the needs diagnosis phenomenon that currently exists with new professionals. Patton (1990) discusses six different kinds of information that an LDI gathers. This study includes information that fits into four of the six categories Patton (1990) discusses; (a) opinions and values, (b) respondents' knowledge, (c) behavior information, and (d) demographics.

Understanding the diagnosis phenomenon is the overarching area of interest for this study. As such, additional information was needed. Areas identified in the literature included (a) years of professional experience (Swanson & O'Shaben, 1993), (b) cognitive style (Swanson, O'Shaben, 1993; Holloway & Wampold, 1983), (c) professional preparation (Richmond & Sherman, 1991), and (d) years of professional experience. Each of these constructs contributed

to the content of the *Developmental Needs Inventory (DNI).* Also contributing to the content of the *DNI* was the most critical piece: the ability to diagnose needs. The *DNI* instrument content section further addresses each.

Format of Questions. The format of questions was both closed-ended and open-ended. A portion, *DNI-Reflection Form*, asked participants to respond to several open ended questions. This format allowed the researcher to determine the extent to which an individual could diagnose needs. Additionally, a closed-ended section of questions was included to gather specific information about one's cognitive and communication style as measured by the MBTI, years of experience in student affairs, years of supervisory experience, and professional preparation.

Measurement Scale. The *DNI* uses several different scales. It includes a nominal scale to gather some of the demographic information such as gender, ethnicity, and professional work setting, and a ratio scale for respondents to indicate the years of professional experience, years of supervisory experience, and age.

It is also important to note that the researcher developed a conversion process for the qualitative data. The conversion to a quantitative measure allowed the researcher to be consistent and methodical in the ranking of the diagnosis questions thus limiting the potential for researcher subjectivity. Utilizing inter-rater reliability techniques further limited the researcher's subjectivity. The researcher reviewed and modified scores until reaching an 80% congruence between raters. Employing this technique improved the overall reliability of the *DNI-Reflection Form*. The conversion scale ranged from 0 indicating no level of diagnosis to 100% exhibiting a clear ability to diagnose needs.

Wording of Questions. The area where wording was most critical was the open-ended diagnosis questions. The *DNI* construction considered the "warnings" set forth by Schuh and Upcraft (2001). Questions should (a) avoid ambiguous or imprecise questions, (b) avoid asking the participant to recall things that occurred long ago, (c) avoid asking two questions in the same question, (d) not presume a particular answer, and (e) avoid emotional words or phrases (Schuh & Upcraft, 2001).

Sequencing of Questions. Schuh and Upcraft (2001) suggest using several components in the sequencing of questions. Following these suggestions, questions that were easier to answer occurred at the beginning of the instrument and those requiring more thought occurred later in the questionnaire. On the *DNI-Reflection Form,* the two items directly asking about needs occurred in the middle of the form. Questions relating to demographics occurred at the end of the instrument.

Format of Instrument. Considerations of format are influenced by the scoring and administration of the instrument (Schuh & Upcraft, 2001). Because the researcher entered the data, placement of machine scannable prompts was not necessary.

Pilot Test Instrument and Psychometric Analyses of Instrument. A major mistake that can compromise the integrity of a study is not testing the accuracy of the instrument (Schuh & Upcraft, 2001). A sample of 50 new professionals and supervisors received the *DNI* for evaluation. The researcher performed psychometric analysis examining the instrument for validity and reliability, then made revisions using the given feedback.

The Developmental Needs Inventory (DNI) - Instrument Content

Chapter two presents literature regarding different variables that potentially contribute to the ability to diagnose needs. The following is a synopsis of each variable, and its connection with the *DNI.*

Communication. Much literature discusses communication as a key component of supervision, a critical element in understanding staff, and is indirectly responsible for greater ability to diagnose staff needs. For the purpose of this study, components of the MBTI measure communication style.

Cognitive Style. According to Swanson and O'Shaben (1993), understanding the cognitive style of younger professionals can aid significantly in anticipating problems and concerns they may face leading to more satisfying and productive supervision sessions. Understanding cognitive level of supervisors is also an important consideration. For the purpose of this study, the components of the MBTI measure cognitive style.

Years of Experience. The literature discusses experience level as an important consideration in any supervisory relationship. Swanson and O'Shaben (1993) believed it was essential to effective supervision. Davis (2002) found supervisors with greater years of professional experience, defined as ten plus, were better able to identify the professional development needs of their staff. Thus, it is important that experience level be included in the demographic portion of the instrument.

Number of Direct Reports. The disposition of an individual coupled with environmental factors, "determine the resultant behavior" (Scholl, 2001). As such, the diagnosis ability of new professionals may be influenced by environmental factors such as the amount of time available to invest. The number of direct reports is one environmental factor that would directly contribute to overall time available to participate in reflection, discussions, and problem solving. The *DNI-Demographic Form* collects this information.

Professional Preparation. Richmond and Sherman (1991) state, "preparation programs in college student development differ in their orientations including counseling, administration, and human development" (p. 9). Accordingly, some programs emphasize supervised experiences, others focus on theoretical training, and yet another group focuses on a combination of the two (Richmond & Sherman, 1991). Understanding the academic background and theoretical frame of each participant contributed to the overall picture of each and yielded a better understanding of the needs phenomenon.

Myers Briggs Type Indicator (MBTI)

Description and Usage. Professionals and researchers have for many years used the Myers Briggs Type Indicator (MBTI) for a variety of reasons, in an assortment of environments. The result has been the emergence of an instrument that has been highly tested and refined for psychometric soundness (Reinhold, n.d.). The MBTI has been used to measure communication style (Psychometrics Canada Ltd., 2002; McVay, n.d.), learning style (Schroeder, 1993), cognitive style (Scholl, 2001). The government has used the instrument to examine communication differences, teamwork, management styles, and personal life planning (Moore & Young, 1987; Murray, 1990). The instrument has also been used with religious organizations examining issues surrounding spiritual development (Oswald & Kroeger, 1988). "The Myers

Briggs Indicator has been introduced into many phases of education, business, and professionals

and its contributions to understanding effective teamwork and the various preferences involved

in decision making have been welcomed" (Murray, 1990, p. 1198).

The MBTI measures many facets of personality and individual work style. For the

purpose of this study, the MBTI measures: (a) cognitive style – indicated by the four letter

composite score, and (b) communication style – defined by the specific combinations of attitudes

and functions, and (c) conceptual level – defined with the Sensing-Intuition orientation.

MBTI Scales.   The instrument has three specific ways of reporting information each

serving a different function. When an individual takes instrument, they receive (a) the raw score

which tells how many points they received for each dimension, (b) a preference score which

measures the strength of the attitude or function, and (c) a continuous score which is the most

useful when evaluating the instrument's psychometric properties and analyzing the findings

(Devito, 1985, p. 739). Although the first two scores are most useful for practical application

and understanding, the continuous scores will be the most beneficial for the purpose of this study

because of the type of statistical analysis that will be conducted on the research data. Hicks

(1984) supports this conclusion, "MBTI continuous scores are more adaptable to statistical

analysis…" (1984, p.1121). Therefore, continuous scales were used to complete the

psychometric analysis.

Psychometrics. Murray, (1990) stated, "…reliability and validity [of the MBTI] have been extensively investigated and have been judged acceptable" (p. 1199). He went further by saying the constructs have been supported through correlation studies.

Data Analysis

Prior to beginning the data analysis process, the researcher examined the information to ensure all data were present and complete (Patton, 1990). Content analysis, defined as "the process of identifying, coding, and categorizing the primary patterns in the data" (Patton, 1990), was used as the foundation in establishing the rating scale for the open-ended *Developmental Needs Inventory – Reflection Form*. The researcher randomly selected and analyzed 30 surveys using a three-stage approach (Stauss & Corbin, 1990) to determine the extent new professionals diagnosed their needs. This study uses the following techniques: (a) open coding to identify concepts in the data, (b) axial coding to categorize the open codes, and (c) selective coding to identify core categories and themes. The researcher identified the categories and extrapolated the information to separate description from interpretation (Patton, 1990). The final step was the creation of a conversion form to transfer the qualitative coded data into a quantitative measure.

Coded data from thirty surveys defined the parameters for each scale level. The researcher identified the criteria and selected twenty surveys at random, then used inter-rater reliability techniques to ensure the rigor of the scale. The researcher rated each *Reflection Form* using the conversion process. In addition, the researcher employed the services of another rater.

Both discussed congruence and incongruence of responses utilizing member checks (Silver, 2000). Raters examined the scores until reaching the statistical congruence standard of 80% (Huck, 2000).

After establishing the reliability of the scale, the researcher completed the conversion process for all collected data and assigned each questionnaire a value from 0 to 100 indicating the level (percent) to which individuals were able to diagnose their needs. Responses on the *DNI-Reflection Form* (dependent variable) became the dependent variable and were examined in conjunction with the *DNI-Demographic Form* (independent variables) to determine the factors that contribute to one's ability to self-diagnosis. Additionally, the researcher examined and utilized the responses on the *DNI-Skill Set* to modify and expand the knowledge base of supervisors.

For the purpose of this study, the researcher used a regression model. "Regression is utilized to predict scores on one variable based upon information regarding the other variable(s)….Regression is [also] used in an effort to explain why the study's people…score differently on a particular variable of interest" (Huck, 2000, p. 566). The researcher was specifically interested in what variables contributed most significantly to a professional's ability to diagnose needs; therefore, the researcher used regression to predict one's ability to diagnose needs when they exhibited certain characteristics.

A stepwise regression model allowed for reevaluation all variables when adding a new variable. "Stepwise continues adding and deleting variables until the addition of new variables do not increase the R^2 statistic significantly and the deletion of additional variables reduces the

R^2 significantly" (Olejnik, 2001, p. 123). This method allowed for both a forward and backward evaluation and has the major advantage of adding or deleting variables to the model at different points in the analysis process (Olejnik, 2001).

Research Questions

The key research questions (RQ) of this study are:

RQ 1: What factors contribute to a new professional's ability to diagnose needs?

RQ 2: What combination of factors contributes to a new professional's ability to diagnose needs?

CHAPTER FOUR

RESULTS

This chapter details the results of the study *Understanding the Diagnosis Phenomenon of New Professionals in Student Affairs.* Discussion follows on several aspects of the study: first, a report on demographics of study respondents, next, presentation of data for each research question, and lastly, analysis of the components of the *Developmental Needs Inventory.*

Survey respondents completed the survey on paper and returned it to the researcher. The researcher entered the data into SPSS 11.0 (statistical program) for analysis, examined the data from the *Developmental Needs Inventory-Reflection Form,* then converted the data to a quantitative value (see chapter three for conversion specifics). This value became the dependent variable for the regression analysis.

Participant Demographics

The 120 survey respondents varied by age, gender, years of experience in student affairs, ethnicity, functional area, years they anticipate staying in the field, professional preparation program, highest degree earned, degree specialty area, and number of direct reports. Demographic information is provided in Table 4.1. In summary, respondents were approximately 30% male, and 70% female. In regard to ethnicity 72.9% (n=86) were Caucasian/White; New professionals of color made up the remainder of the sample. Years of professional experience ranged from 0 to 7 with the largest percent of the sample (38.1%, n=45) having one year of professional experience. Of individuals responding to the survey 37.6% (n=44), indicated they worked in Residence Life and Housing. Other functional areas include

Greek Life (6%, n=7), Student Activities (14.5%, n=17), Academic Advising (9.4%, n=11),

Judicial Affairs (5.1%, n=6), and Career Advising (3.4%, n=4). A comprehensive list of

functional areas is provided in Table 1. The age of participants ranged from 22 (.8%) to 58

(.8%) with the largest percent of participants were between 25 and 29 years of age (63%, n=76).

Additionally, respondents reported the number of years they anticipated remaining in the field of

student affairs. The number was nearly evenly split between those who would remain in the

field until retirement, 43 (37.4%), and those who would remain in the field for 1-9 years, 37

(32.2%). Of the 120 respondents, 107 or 90.7% stated they had a MA, .8% (n=1) had an EdD.,

and .8% (n=1) had a PhD. With respect to the type of professional preparation program, the

majority of participants, 41 or 35.3%, attended a professional preparation program that had a

balance of administrative issues, managerial concerns, counseling/helping skills and

developmental issues. The least attended professional preparation, 2.5% (n=3) of respondents,

had a focus of administrative issues and managerial concerns. The number of individuals

reporting to each participant varied from 0 (19.8%) to 85 (.8%). The average number of reports

was 7.34 with a SD of 10.38. Table 4.1 provides further demographic information.

Table 4.1

Demographic Characteristics of Participants

Variable	n	Percent*
Gender		
Female	84	70%
Male	36	30%
Ethnicity		
African American	11	9.2%
Asian Pacific Islander	6	5%
Caucasian	86	71.7%
Hispanic/Latino	7	5.8%
Multiracial	5	4.2%
Native Indian	2	1.7%
Other	1	.8%
Missing	2	1.7%
Degree		
BA	8	6.7%
MA	107	89.2%
EdD	1	.8%
PhD	1	.8%
Other	1	.8%
Missing	2	1.7%

Field in which highest degree was earned

Student Affairs	47	39.2%
Higher Education	28	23.3%
Psychology	5	4.2%
Public Administration	2	1.7%
Counseling	11	9.2%
Leadership	3	2.5%
Law	1	.8%
Social Work	3	2.5%
Other	14	11.7
Missing	6	5%

Years of Professional Experience

0	6	5%
1	45	37.5%
2	30	25%
3	28	23.3%
4	6	5%
5	2	1.7%
6	0	0
7	1	.8%
Missing	2	1.7%

Functional Area

Residence Life	44	36.7%
Greek Life	7	5.8%
Student Activities	17	14.2%
Judicial Affairs	6	5%
Career Services	4	3.3%
Academic Advising	11	9.2%
Admissions	3	2.5%
Multicultural Affairs	2	1.7%
Leadership	3	2.5%
Student Life	4	3.3%
Disability Services	2	1.7%
Orientation/New Student Programs	2	1.7%
Academic Development/Enhancement	2	1.7%
Counseling	1	.8%
Athletics	1	.8%
Other	7	5%
Missing	3	2.5%

Age

22-24	25	21%
25-29	76	63%
30-39	13	11%
40+	6	5%

Professional Preparation

The program was very focused on administrative issues and managerial concerns.	3	2.5%
The program was primarily focused on administrative issues and managerial concerns with some attention to counseling/helping skills and developmental issues.	12	10%
The program had a balanced focus of administrative issues and counseling/helping skills and developmental issues.	41	34.2%
The program was primarily focused on counseling/helping skills and developmental issues with some attention to administrative issues and managerial concerns.	24	20%
The program was very focused on counseling/helping skills with developmental issues.	14	11.7%
I did not attend a professional preparation program in student affairs, counselor education, higher education administrative, or related area.	8	6.7%
Other (please specify)	14	11.7%
Missing	4	3.3%

Retention In Field of Student Affairs

1-3 years	8	6.7%
4-6 years	15	12.5%
7-9 years	14	11.7%
10-12 years	11	9.2%
13-15 years	4	3.3%
16-19 years	2	1.7%
20 years or more	9	7.5%
Until retirement	43	35.8%
Other	9	7.5%
Missing	5	4.2%

*Percent calculated with the missing items included in the data set

Research Question One – Factors Contributing to Diagnosis Ability

At the onset of running the statistical program, the data were examined for potential outliers. The researcher examined the data set by using several measures of influence, including: Dfits, Cooks D, and Standardized DF Beta. Analysis of these measures did not result in the exclusion of any particular data point. Stepwise multiple regression analysis was then used to determine the variables that are significant predictors of new professionals' diagnostic ability. The independent variables in the equation were: age, field of study, years of experience in student affairs, and the Myers-Briggs single letter types of extroversion, intuitive, thinking and judging. Correlation and regression coefficients allowed the formation of hypothesis and conclusions regarding the relationships (see Table 4.2, Table 4.3 and Table 4.4).

To test the efficiency of the overall model Fisher's test was computed. The researcher accepted the hypothesis that no variation in diagnosis ability could be explained by the combination of predictors ($F(7, 96, .05) = .973$, p=.455). Therefore, the researcher concluded that having the predictors in the model was not statistically significant. The proportion of variation in y explained with all predictors in the model was computed as -.002 ($_{adj}R^2$). Although the overall regression model did not yield any statistically significant findings, the Myers-Briggs T scale (MBTIT) yielded a p value of .052. As such, the researcher conducted a directed search on t to determine if the Myers-Briggs T scale was a sole predictor of diagnoses ability. The hypothesis that no variation in diagnosis ability could be explained by the predictor Myers-Briggs Thinking Scale was accepted ($F(2, 106, .05) = 2.399$, p=.124). It can be concluded that of the data collected, with this sample, there are no statistically significant predictors of a new professional's ability to diagnose needs.

A second regression model was executed to determine if the four-letter Myers-Briggs Type predicts diagnosis ability. The sixteen types, ISTP, ISFP, INTP, ESTP, INFJ, ESFP, INFP, ISFJ, ENFJ, ENTP, ENTJ, ESFJ, INTJ, ENFP, and ESTJ were entered as independent variables. Correlation and regression coefficients were utilized to formulate hypothesis and conclusions regarding the relationships (see Table 5, Table 6, and Table 7). Fisher's test was computed to test the hypothesis that the four-letter Myers-Briggs Type could explain no variation in reflection score. The hypothesis was accepted ($F(15,90, .05) = .567$, p=.892). The proportion of variation in y explained with all predictors in the model was computed as -.066 ($_{adj}R^2$). Based on these findings, it can be concluded that an individual's Myers-Briggs Type cannot predict a new professional's diagnosis ability.

The researcher performed a final level of analysis of predictors based on gender. The first set of predictors: field of study, years of experience in student affairs, and the Myers-Briggs single letter types of extroversion, intuitive, thinking and judging, did not yield any statistically significant findings for either gender nor did the second model with the sixteen types, ISTP, ISFP, INTP, ESTP, INFJ, ESFP, INFP, ISFJ, ENFJ, ENTP, ENTJ, ESFJ, INTJ, ENFP, and ESTJ.

Table 4.2

Pearson Correlations for DNI – Reflection and Predictor Variables
Research Question One

Variable	r	Sig. (1-tailed)	N	Mean	SD
Diagnosis Level (DL) (dependent variable)	1.0		104	31.95	25.77
Age	.049	.310	104	27.71	6.07
Field of Study	.129	.095	104	2.27	1.45
Years of Experience in Student Affairs	.076	.222	104	1.95	1.22
Extroversion	-.075	.224	104	16.25	17.37
Intuitive	-.029	.387	104	11.12	15.06
Thinking	-.147	.068	104	15.01	18.75
Judging	.066	.252	104	22.31	19.50

Table 4.3

ANOVA Table for Model One – Research Question One

Model	Sum of Squares	df	Mean Square	F	Sig.	R Square Change
Regression	4533.520	7	647.646	.973	.455	.066
Residual	63881.240	96	665.430			
Total	68414.760	103				

Predictors: Judging, Years of Experience, Field of Study, Extroversion, Judging, Intuitive, Thinking
Dependent Variable: DNI

Table 4.4

Coefficients

Variable	t	Sig.
Diagnosis Level (dependent variable)	1.626	.101
Age	.153	.879
Field of Study	.888	.377
Years of Experience in Student Affairs	.758	.450
Extroversion	-.699	.486
Intuitive	.060	.952
Thinking	-1.969	.052
Judging	1.150	.253

Table 4.5

Pearson Correlations for DNI – Reflection and MBTI Predictor Variables
Research Question One

Variable	*r*	*Sig. (1-tailed)*	*N*
Diagnosis Level (DL) (dependent variable)	1.0		106
ISTJ	.062	.263	106
ENFP	-.16	.434	106
ENTJ	-.044	.328	106
INTJ	-.021	.415	106
ESTJ	.018	.427	106
ESFJ	-.159	.052	106
ENFJ	-.008	.468	106
ENTP	.092	.175	106
ESFP	.122	.107	106
ESTP	.124	.102	106
INFP	-.007	.470	106
INFJ	.040	.343	106
INTP	-.068	.243	106
ISFJ	-.062	.263	106
ISFP	-.068	.243	106
ISTP	.074	.255	106

Table 4.6

ANOVA Information for Model Two – Research Question One

Model	Sum of Squares	df	Mean Square	F	Sig.	R Square Change
Regression	5865.717	15	391.048	.567	.892	-.066
Residual	62035.906	90	689.288			
Total	67901.623	105				

Predictors: ISTP, ISFP, INTP, ESTP, INFJ, ESFP, INFP, ISFJ, ENFJ, ENTP, ENTJ, ESFJ, INTJ, ENFP, and ESTJ
Dependent Variable: DNI

Table 4.7

Coefficients

Variable	t	Sig.
Diagnosis Level (dependent variable)	.464	.64
ISTJ		
ENFP	-.482	.631
ENTJ	-.675	.501
INTJ	-.517	.606
ESTJ	-.268	.790
ESFJ	-1.531	.129
ENFJ	-.378	.706
ENTP	.385	.701
ESFP	.940	.350
ESTP	1.053	.295
INFP	-.293	.770
INFJ	.178	.859
INTP	-.794	.429
ISFJ	-.809	.421
ISFP	-.794	.429
ISTP	.392	.696

Research Question Two – Combination of Factors Contributing to Diagnosis Ability

The researcher analyzed data using Multiple Regression. Based on the findings for Research Question 1, it can be concluded that with this sample, and this set of predictors, there is no combination of factors that contribute to new professional's ability to diagnose needs.

Developmental Needs Inventory (*DNI*) - Report on Instrumentation

The *Developmental Needs Inventory* was used as the primary instrument for data collection. This section includes discussion and analysis of the various components of the inventory, *Skill Set*, Myers-Briggs Type Indicator, and *Reflection Form.*

Skill Set

The *Developmental Needs Inventory –Skill Set* was examined. Because the survey design is in a Likert-type scale, Cronbach's alpha was used to assess the internal consistency of the *DNI – Skill Set* (Huck, 2000). The alpha coefficient for the two scales of interest, *Proficiency Level* and *Training Level*, were .86 and .93 respectively indicating sufficient homogeneity. After examining each scale and alpha level, an analysis was run to determine if any particular item should be removed. The final determination was that exclusion of any item would not significantly impact (positively or negatively) the overall alpha of either scale. The following table provides a summary of Cronbach's Alpha analysis.

Table 4.8

Reliability Analysis for the Two Scales (Alpha)

| | *N* | | | | |
Scale	*Of Cases*	*Of Items*	*Alpha*	*Mean**	*Variance of Scale*
Proficiency Level	106	34	.86	4.80	1.20
Training Level	106	34	.93	3.70	2.34

Note: Mean and variance were calculated on the full 7 point Likert-scale.

In examining the Pearson correlation between the proficiency level and training level on the *Developmental Needs Inventory – Skill Set,* all but two items were statistically significant. Question 15 which asks about developing satisfying working relationships with co-workers (r=.065, p=.504) and question 19 which asks about the use of technical skills (r=.185, p=.055). For the remaining items, the Pearson correlations were statistically significant at the .05 or .01 alpha level (2-tailed) (See Table 4.11).

Items on the *Skill Set* were also analyzed in terms of the highest and lowest means (see Table 9 and Table 10). On the scale, 1 represented no proficiency, 2 represented moderate non-proficiency, 3 represented slight non-proficiency, 4 represented slight proficiency, 5 represented moderate proficiency, 6 represented high proficiency, and 7 represented "do not know." For the purpose of mean analysis, those coding 7, do not know, were deleted to prevent positive skewing. The lowest scoring item on the proficiency scale was question 27, "developing a professional development plan for supervised staff" (m=3.49, SD=1.30). The highest performing item on the proficiency scale was question 8, "communicating in writing" (m=5.44, SD=.69). New professionals only believed themselves to be less than slightly proficient on two items both dealing specific with the supervision of staff. These were question 27, which asks about

proficiency "developing a professional development plan for staff," (m=3.49, SD=1.30), and

question 30, which asks about proficiency "terminating a staff member when necessary"

(m=3.33, SD 1.56). Regarding the training level scale, 1 represents no training, 2 represents very

little training, 3 represents some training, 4 represents moderate amount of training, 5 represents

substantial training, 6 represents extensive training, and 7 represents "do not know. Again

deletion of those items coded with a 7 prevents the inflation of means. The lowest performing

item on the training scale was question 30, "terminating a staff member when necessary"

(m=2.37, SD=1.51). The item which new professionals expressed having the most training on

was question 8 "communicating in writing." There were six items with which new professionals

indicated having very little or no training. Those were question 30, "terminating new staff when

necessary" (m=2.37, SD=1.51); question 27, "developing a professional development plan for

supervised staff" (m=2.47, SD=1.32); question 9, "developing meaningful leisure interest"

(m=2.53, SD=1.53); question 12, "controlling personal feelings in the work environment"

(m=2.87, SD=1.38); question 10, "developing a constructive means for coping with stress"

(m=2.97, SD=1.36); question 26, "orienting a new staff member(s) to their position(s)" (m=2.99,

SD=1.45). It is interesting to note the two question areas, supervision of staff (questions 30, 27,

26), and personal balance (questions 9, 12, 10) were two of the most frequently stated and

implied needs on the *DNI-Reflection Form*.

The researcher performed an analysis was performed on the "source of training" for each

individual question and created frequency distribution tables (Table 12). Possible options from

which participants could choose included: (a) from supervisor, (b) professional preparation

program, (c) professional conference, (d) on the job, and (e) other. In the areas of supervision

skills, new professionals indicated receiving training most frequently on the job: question 26,

"orienting a new staff member to their position," had a frequency rate of 75 (66%); question 27, "developing a professional development plan for supervised staff," had an on the job frequency of 49 (54%); question 28, "conducting training for staff," had an on the job frequency rate of = 71 (55%); question 29, "adapting supervision style to the needs of staff," had an on the job frequency rate of 67 (57%); question 30, "terminating a staff member when necessary" had an on the job frequency rate of 48 (55%), and question 31, identifying and "understanding the needs of my staff," had an on the job frequency rate of 69 (58%). The one exception to this trend was question 25, "skills in hiring staff." New professionals indicated the majority of training in this area occurred during the professional preparation program (frequency=79(42%)). Question 34, "conducting systematic evaluations of programs and services," and question 32, "providing programs, services, or other opportunities that positively affect specific student learning outcomes" yielded interesting information. Participants indicated in both instances that they received the majority of their training from a source other than those indicated (Question 32 frequency=109 (44%), Question 34 frequency=109 (47%). Areas where professional preparation was most frequently the source of training were (a) question 2, "translating psychosocial developmental theory into practice" (frequency=93 (80%)), (b) question 3, "translating cognitive developmental theory into practice" (frequency=94 (84%)), (c) question 4, "translating moral/ethical developmental theory into practice" (frequency=93 (81%)), (d) question 21, "understanding multicultural issues" (frequency=84 (55%)), and (e) question 24, "understanding and integrating professional ethical standards into practice" (frequency=68 (47%)).

Table 4.9

Report of Proficiency Level Ranked by Mean

Question	*No.*	*Mean*	*SD*
Q 27. Developing a professional development plan for supervised staff	100	3.49	1.30
Q 30. Terminating a staff member when necessary	88	3.63	1.56
Q 33. Conducting an assessment of student learning and/or other personal development needs	106	4.15	1.17
Q 22. Reconciling conflicting values of faculty and academic administrators and the values of student affairs	103	4.27	1.12
Q 34. Conducting systematic evaluations of programs or services	107	4.30	1.16
Q 11. Finding a balance between work and personal life	106	4.32	1.18
Q 23. Understanding legal issues and regulations operating in my functional area	107	4.33	1.06
Q 26. Orienting a new staff member(s) to their position(s)	105	4.39	1.06
Q 25. Skill in hiring staff members	102	4.48	1.18
Q 3. Translating cognitive development theory into practice (Perry, Baxter-Magolda)	106	4.50	1.05
Q 10. Developing constructive means for coping with stress	108	4.50	1.04
Q 29. Adapting my supervision style to the needs of my staff	103	4.51	1.21
Q 31. Identifying and understand the needs of my staff	102	4.53	.97
Q 2. Translating psychosocial development theory into practice (ex. Chickering & Reisser)	106	4.58	1.20
Q 9. Developing meaningful leisure interests	105	4.59	1.21
Q 28. Conducting training for staff	106	4.62	1.11

Q 4. Translating moral/ethical development theory into practice (Kohlberg, Gilligan)	106	4.74	1.00
Q 12. Controlling personal feelings in the work environment	107	4.78	1.04
Q 32. Providing programs, services, or other opportunities that positively affect specific student learning outcomes	107	4.87	.96
Q 1. Developing realistic expectations of supervisor	106	4.89	.93
Q 17. Using administrative skills (e.g. managing a budget, running an office)	107	4.90	1.00
Q 16. Developing satisfying working relationships with supervisors	109	4.93	.89
Q 15. Developing satisfying working relationships with co-workers	108	5.01	.92
Q 24. Understanding and integrating professional ethical standards into practice	108	5.07	.85
Q 21. Understanding of multicultural issues	106	5.09	.83
Q 6. Managing Time	105	5.12	1.01
Q 19. Using technical skills (e.g. operating a computer and other technologically based systems)	105	5.17	.81
Q 5. Understanding Institutional Culture	109	5.18	.88
Q 20. Using functional competence (e.g. understanding aspects of job and Responsibilities in functional area)	105	5.20	.70
Q 18. Using organizational skills (e.g. maintaining files, being efficient in planning tasks)	109	5.23	.86

Q 7. Communicating orally (public speaking)	108	5.24	.81
Q 13. Assisting students in dealing with personal problems and concerns	107	5.25	.70
Q 14. Developing effective working relationships with students	108	5.35	.67
Q 8. Communicating in writing	106	5.44	.69

*Scale: 1=no proficiency, 2=moderately non-proficient, 3=slightly non-proficient, 4=slightly proficient, 5=moderately proficient, 6=high proficiency, 7=do not know

**Note: An adjusted scale was used to calculate the mean and standard variation where those indicating a seven were omitted. The adjustment was made to prevent the inflation of means.

Table 4.10

Report of Training Level Ranked by Mean

Question	*No.*	*Mean*	*SD*
Q 30. Terminating a staff member when necessary	98	2.37	1.51
Q 27. Developing a professional development plan for supervised staff	101	2.47	1.32
Q 9. Developing meaningful leisure interests	102	2.53	1.53
Q 12. Controlling personal feelings in the work environment	107	2.87	1.38
Q 10. Developing constructive means for coping with stress	106	2.97	1.36
Q 26. Orienting a new staff member(s) to their position(s)	106	2.99	1.45
Q 16. Developing satisfying working relationships with supervisors	106	3.04	1.50
Q 11. Finding a balance between work and personal life	107	3.05	1.55
Q 25. Skill in hiring staff members	105	3.13	1.45
Q 15. Developing satisfying working relationships with co-workers	105	3.15	1.52
Q 1. Developing realistic expectations of supervisor	107	3.19	1.40
Q 29. Adapting my supervision style to the needs of my staff	105	3.20	1.52
Q 31. Identifying and understand the needs of my staff	103	3.23	1.32
Q 6. Managing Time	106	3.31	1.51
Q 18. Using organizational skills (e.g. maintaining files, being efficient in planning tasks)	108	3.36	1.57
Q 22. Reconciling conflicting values of faculty and academic administrators and the values of student affairs	104	3.38	1.44
Q 17. Using administrative skills (e.g. managing a budget, running an office)	106	3.42	1.45

Q 28. Conducting training for staff	107	3.48	1.45
Q 19. Using technical skills (e.g. operating a computer and other technologically based systems)	105	3.52	1.51
Q 33. Conducting an assessment of student learning and/or other personal development needs	105	3.64	1.39
Q 23. Understanding legal issues and regulations operating in my functional area	107	3.73	1.45
Q 34. Conducting systematic evaluations of programs or services	106	3.74	1.39
Q 20. Using functional competence (e.g. understanding aspects of job and Responsibilities in functional area)	101	3.97	1.37
Q 5. Understanding Institutional Culture	107	4.06	1.50
Q 14. Developing effective working relationships with students	106	4.19	1.38
Q 24. Understanding and integrating professional ethical standards into practice	107	4.21	1.27
Q 32. Providing programs, services, or other opportunities that positively affect specific student learning outcomes	106	4.27	1.26
Q 7. Communicating orally (public speaking)	107	4.28	1.25
Q 3. Translating cognitive development theory into practice (Perry, Baxter-Magolda)	106	4.37	1.38
Q 2. Translating psychosocial development theory into practice (ex. Chickering & Reisser)	107	4.42	1.40
Q 4. Translating moral/ethical development theory into practice (Kohlberg, Gilligan)	106	4.43	1.34

Q 13. Assisting students in dealing with personal problems and concerns	105	4.50	1.25
Q 21. Understanding of multicultural issues	106	4.63	1.24
Q 8. Communicating in writing	107	4.80	1.14

*Scale: 1=no training, 2=very little, 3=some, 4=moderate amount, 5=substantial, 6=extensive, 7=Do not know

**Note: An adjusted scale was used to calculate the mean and standard variation where those indicating a seven were omitted. The adjustment was made to prevent the inflation of means.

Table 4.11

Pearson Correlation Coefficients for Proficiency Level and Training Level

		Proficiency and Training Level		
Question		*r*	*P*	*N*
1.	Developing realistic expectations of supervisor	.393	.000**	109
2.	Translating psychosocial development theory into practice (ex. Chickering & Reisser)	.625	.000**	109
3.	Translating cognitive development theory into practice (Perry, Baxter-Magolda)	.645	.000**	109
4.	Translating moral/ethical development theory into practice (Kohlberg, Gilligan)	.515	.000**	109
5.	Understanding Institutional Culture	.285	.003**	109
6.	Managing Time	.215	.026*	109
7.	Communicating orally (public speaking)	.225	.019*	109
8.	Communicating in writing	.328	.000**	109
9.	Developing meaningful leisure interests	.411	.000**	109
10.	Developing constructive means for coping with stress	.312	.001**	109
11.	Finding a balance between work and personal life	.356	.000**	109
12.	Controlling personal feelings in the work environment	.327	.001**	108
13.	Assisting students in dealing with personal problems and concerns	.466	.000**	109
14.	Developing effective working relationships with students	.340	.000**	109

15.	Developing satisfying working relationships with co-workers	.065	.504	108
16.	Developing satisfying working relationships with supervisors	.278	.003**	109
17.	Using administrative skills (e.g. managing a budget, running an office)	.388	.000**	109
18.	Using organizational skills (e.g. maintaining files, being efficient in planning tasks)	.291	.002**	109
19.	Using technical skills (e.g. operating a computer and other technologically based systems)	.185	.055	109
20.	Using functional competence (e.g. understanding aspects of job and Responsibilities in functional area)	.309	.001**	109
21.	Understanding of multicultural issues	.549	.000**	109
22.	Reconciling conflicting values of faculty and academic administrators and the values of student affairs	.629	.000**	109
23.	Understanding legal issues and regulations operating in my functional area	.685	.000**	109
24.	Understanding and integrating professional ethical standards into practice	.473	.000**	109
25.	Skill in hiring staff members	.509	.000**	109
26.	Orienting a new staff member(s) to their position(s)	.570	.000**	109
27.	Developing a professional development plan for supervised staff	.661	.000**	109
28.	Conducting training for staff	.493	.000**	109
29.	Adapting my supervision style to the needs of my staff	.566	.000**	109

30.	Terminating a staff member when necessary	.593	.000**	109
31.	Identifying and understand the needs of my staff	.561	.000**	109
32.	Providing programs, services, or other opportunities that positively affect specific student learning outcomes	.665	.000**	109
33.	Conducting an assessment of student learning and/or other personal development needs	.668	.000**	109
34.	Conducting systematic evaluations of programs or services	.698	.000**	109

*. Correlation is significant at the .05 level (2-tailed)
** Correlation is significant at the .01 level (2-tailed)

Table 4.12

Frequency Table for Where Training Was Received From

Question	Frequency	Percent*	Mean	SD	N
1. *Developing realistic expectations of supervisor*					
Supervisor	26	24%	1.76	.43	109
Professional Preparation	21	19%	1.81	.40	109
Conference	2	2%	1.98	.13	109
On the Job	61	54%	1.44	.50	109
Other	2	2%	1.98	.13	109
2. *Translating psychosocial development theory into practice (ex. Chickering & Reisser)*					
Supervisor	7	6%	1.94	.25	109
Professional Preparation	93	80%	1.15	.36	109
Conference	5	4%	1.95	.21	109
On the Job	10	8.6%	1.91	.29	109
Other	1	1%	1.99	9.58E-02	109

3. *Translating cognitive development theory into practice (Perry, Baxter-Magolda)*

Supervisor	2	2%	1.98	.13	109
Professional Preparation	94	84%	1.14	.35	109
Conference	6	5%	1.94	.23	109
On the Job	8	7%	1.93	.26	109
Other	2	2%	1.98	.13	109

4. *Translating moral/ethical development theory into practice (Kohlberg, Gilligan)*

Supervisor	4	3%	1.96	.19	109
Professional Preparation	93	81%	1.15	.36	109
Conference	5	4%	1.95	.21	109
On the Job	10	9%	1.91	.29	109
Other	3	3%	1.97	.16	109

5. *Understanding Institutional Culture*

Supervisor	20	15%	1.82	.39	109
Professional Preparation	48	36%	1.56	.50	109
Conference	1	0%	1.99	9.58E-02	109
On the Job	63	47%	1.42	.50	109
Other	3	2%	1.97	1.6	109

6. *Managing Time*

Supervisor	13	10%	1.88	.33	109
Professional Preparation	18	15%	1.83	.37	109
Conference	7	6%	1.94	.25	109
On the Job	63	51%	1.44	.55	109
Other	22	18%	1.80	.40	109

7. *Communicating orally (public speaking)*

Supervisor	2	1%	1.98	.13	109
Professional Preparation	56	42%	1.49	.50	109
Conference	6	4%	1.94	.23	109
On the Job	46	34%	1.58	.50	109
Other	24	18%	1.78	.42	109

8. *Communicating in writing*

Supervisor	3	2.5%	1.97	.16	109
Professional Preparation	74	58%	1.32	.47	109
Conference	3	2.5%	1.97	.16	109
On the Job	27	21%	1.75	.43	109
Other	20	16%	1.82	.39	109

9. *Developing meaningful leisure*
   interests

Supervisor	12	14%	1.89	.31	109
Professional Preparation	12	14%	1.89	.31	109
Conference	8	10%	1.93	.26	109
On the Job	20	24%	1.82	.39	109
Other	32	38%	1.71	.46	109

10. *Developing constructive means*
    for coping with stress

Supervisor	18	16%	1.83	.37	109
Professional Preparation	21	18%	1.81	.40	109
Conference	16	14%	1.85	.35	109
On the Job	36	31%	1.67	.47	109
Other	24	21%	1.78	.42	109

11. *Finding a balance between work*
    and personal life

Supervisor	28	23%	1.74	.44	109
Professional Preparation	26	22%	1.76	.43	109
Conference	11	9%	1.90	.30	109
On the Job	34	20%	1.69	.47	109
Other	21	18%	1.81	.40	109

12. Controlling personal feelings in
   the work environment

Supervisor	32	29%	1.71	.46	109
Professional Preparation	17	15%	1.84	.36	109
Conference	1	1%	1.99	-.02	109
On the Job	48	43%	1.56	.50	109
Other	13	12%	1.88	.33	109

13. Assisting students in dealing with
   personal problems and concerns

Supervisor	25	18%	1.77	.42	109
Professional Preparation	54	38.5%	1.50	.50	109
Conference	4	3%	1.96	.19	109
On the Job	56	40%	1.49	.50	109
Other	1	5%	1.99	-.02	109

14. Developing effective working
   relationships with students

Supervisor	19	14%	1.83	.38	109
Professional Preparation	42	30%	1.61	.49	109
Conference	5	4%	1.95	.21	109
On the Job	66	48%	1.39	.49	109
Other	6	4%	1.94	.23	109

15. Developing satisfying working relationships with co-workers

Supervisor	18	16%	1.83	.37	109
Professional Preparation	16	14%	1.85	.36	109
Conference	2	2%	1.98	.13	109
On the Job	71	64%	1.35	.48	109
Other	4	4%	1.98	.27	109

16. Developing satisfying working relationships with supervisors

Supervisor	31	28%	1.72	.45	109
Professional Preparation	15	13%	1.86	.35	109
Conference	3	3%	1.97	.16	109
On the Job	63	56%	1.42	.50	109
Other	1	0%	1.99	9.58E-02	109

17. Using administrative skills (e.g. managing a budget, running an office)

Supervisor	20	16%	1.82	.39	109
Professional Preparation	28	22%	1.74	.44	109
Conference	2	0%	1.98	.13	109
On the Job	75	58%	1.31	.47	109
Other	5	4%	1.95	.21	109

18. Using organizational skills (e.g. maintaining files, being efficient in planning tasks)

Supervisor	13	11%	1.88	.33	109
Professional Preparation	17	14%	1.84	.36	109
Conference	3	2%	1.97	.16	109
On the Job	75	62%	1.31	.47	109
Other	13	11%	1.88	.33	109

19. Using technical skills (e.g. operating a computer and other technologically based systems)

Supervisor	6	5%	1.94	.23	109
Professional Preparation	17	14%	1.84	.36	109
Conference	2	2%	1.98	.13	109
On the Job	78	62%	1.28	.45	109
Other	22	17%	1.80	.40	109

20. Using functional competence (e.g. understanding aspects of job and Responsibilities in functional area)

Supervisor	36	27%	1.67	.47	109
Professional Preparation	20	15%	1.82	.39	109
Conference	6	5%	1.94	.23	109
On the Job	67	51%	1.39	.49	109
Other	2	2%	1.98	.13	109

21. Understanding of multicultural issues

Supervisor	11	7%	1.90	.30	109
Professional Preparation	84	55%	1.23	.42	109
Conference	18	12%	1.83	.37	109
On the Job	32	21%	1.71	.46	109
Other	9	6%	1.92	.28	109

22. Reconciling conflicting values of faculty and academic administrators and the values of student affairs

Supervisor	14	11%	1.87	.34	109
Professional Preparation	55	44%	1.50	.50	109
Conference	9	7%	1.92	.28	109
On the Job	46	37%	1.58	.50	109
Other	2	2%	1.98	.13	109

23. Understanding legal issues and regulations operating in my functional area

Supervisor	16	12%	1.85	.36	109
Professional Preparation	61	44%	1.44	.50	109
Conference	15	11%	1.86	.35	109
On the Job	42	30%	1.61	.49	109
Other	4	3%	1.96	.19	109

*24. Understanding and integrating
professional ethical standards
into practice*

Supervisor	25	17%	1.77	.42	109
Professional Preparation	68	47%	1.38	.49	109
Conference	9	6%	1.92	.28	109
On the Job	41	28%	1.62	.49	109
Other	3	2%	1.97	.16	109

25. Skill in hiring staff members

Supervisor	30	16%	1.72	.45	109
Professional Preparation	79	42%	1.87	.34	109
Conference	5	3%	1.95	.21	109
On the Job	67	36%	1.39	.49	109
Other	6	3%	1.94	.23	109

*26. Orienting a new staff member(s)
to their position(s)*

Supervisor	25	22%	1.77	.42	109
Professional Preparation	7	6%	1.94	.25	109
Conference	3	3%	1.97	.16	109
On the Job	75	66%	1.31	.47	109
Other	4	4%	1.96	.19	109

27. Developing a professional development plan for supervised staff

Supervisor	21	23%	1.81	.40	109
Professional Preparation	13	14%	1.88	.33	109
Conference	7	8%	1.94	.25	109
On the Job	49	54%	1.55	.50	109
Other	1	1%	1.99	9.58E-02	109

28. Conducting training for staff

Supervisor	24	19%	1.78	.42	109
Professional Preparation	23	18%	1.79	.41	109
Conference	8	6%	1.93	.26	109
On the Job	71	55%	1.35	.48	109
Other	2	2%	1.98	.13	109

29. Adapting my supervision style to the needs of my staff

Supervisor	19	16%	1.83	.38	109
Professional Preparation	21	18%	1.81	.40	109
Conference	5	4%	1.95	.21	109
On the Job	67	57%	1.39	.49	109
Other	6	5%	1.94	.23	109

30. Terminating a staff member when
necessary

Supervisor	26	30%	1.76	.43	109
Professional Preparation	6	7%	1.94	.23	109
Conference	3	3%	1.97	.16	109
On the Job	48	55%	1.56	.50	109
Other	5	6%	1.95	.21	109

31. Identifying and understand the
needs of my staff

Supervisor	23	19%	1.79	.41	109
Professional Preparation	19	16%	1.83	.38	109
Conference	4	3%	1.96	.19	109
On the Job	69	58%	1.37	.48	109
Other	5	4%	1.95	.21	109

32. Providing programs, services, or
other opportunities that positively
affect specific student learning
outcomes

Supervisor	16	6%	1.85	.36	109
Professional Preparation	59	24%	1.46	.50	109
Conference	13	5%	1.88	.33	109
On the Job	53	21%	1.51	.50	109
Other	109	44%	2.00	.00	109

33. Conducting an assessment of
student learning and/or other
personal development needs

Supervisor	9	8%	1.92	.28	109
Professional Preparation	68	57%	1.38	.49	109
Conference	7	6%	1.94	.25	109
On the Job	34	29%	1.69	.47	109
Other	1	0%	1.99	9.58E-02	109

34. Conducting systematic
evaluations of programs or
services

Supervisor	12	1%	1.89	.31	109
Professional Preparation	63	27%	1.42	.50	109
Conference	5	2%	1.95	.21	109
On the Job	44	19%	1.60	.49	109
Other	109	47%	2.00	.00	109

* Percents were calculated by totaling the number of response for each question then dividing by the frequency of response.

Myers Briggs Type Indicator

There are several ways to examine results from the Myers-Briggs Type Indicator. First, data translates into one of sixteen four-letter types. Results from this study show that over 50% of subjects fall into one of five categories: ISTJ (13.7%), ESTJ (12%), ENFP (11.2%), ENTJ (10%), and INTJ (10%). The largest percent of women (14.8%) were ISTJ, and the largest percent of men (20.6%) were ESTJ. Additionally, there can be further categories containing each letter in the four-letter type. Results from this study show that overall the largest majority of participants were categorized as Judging types (71%); however, in an analysis by gender, the largest percent of women (73%) reported being Judging and the largest percent of men (74%) reported being thinking oriented. Further analysis of the MBTI can be found in Table 4.13 and Table 4.14.

Table 4.13

Summary of Myers Briggs Type Indicator

| Type | Total Sample | | By Gender | | | |
| | | | Male | | Female | |
	N	%	N	%	N	%
ISTJ	16	13.7%	4	11.8%	12	14.8%
ESTJ	14	12%	7	20.6%	7	8.5%
ENFP	13	11.2%	3	8.8%	10	12.2%
ENTJ	12	10.3%	3	8.8%	9	11%
INTJ	12	10.3%	3	8.8%	9	11%
ESFJ	11	9.4%	3	8.8%	8	9.8%
ENFJ	9	8%	2	5.9%	7	8.5%
ENTP	8	7%	5	14.7%	3	3.7%
ISFJ	6	5.1%	0	0%	6	7.3%
ISTP	4	3.4%	2	5.9%	2	2.4%
INFP	3	2.5%	0	0%	3	3.7%
ESFP	2	1.7%	1	2.9%	1	1.2%
ESTP	2	1.7%	0	0%	2	2.4%
INFJ	2	1.7%	0	0%	2	2.4%
INTP	1	1%	1	2.9%	0	0%
ISFP	1	1%	0	0%	1	1.2%

* Percents of each gender were calculated on the total N of that population (women n=82; men n=34; N=116; missing=4)
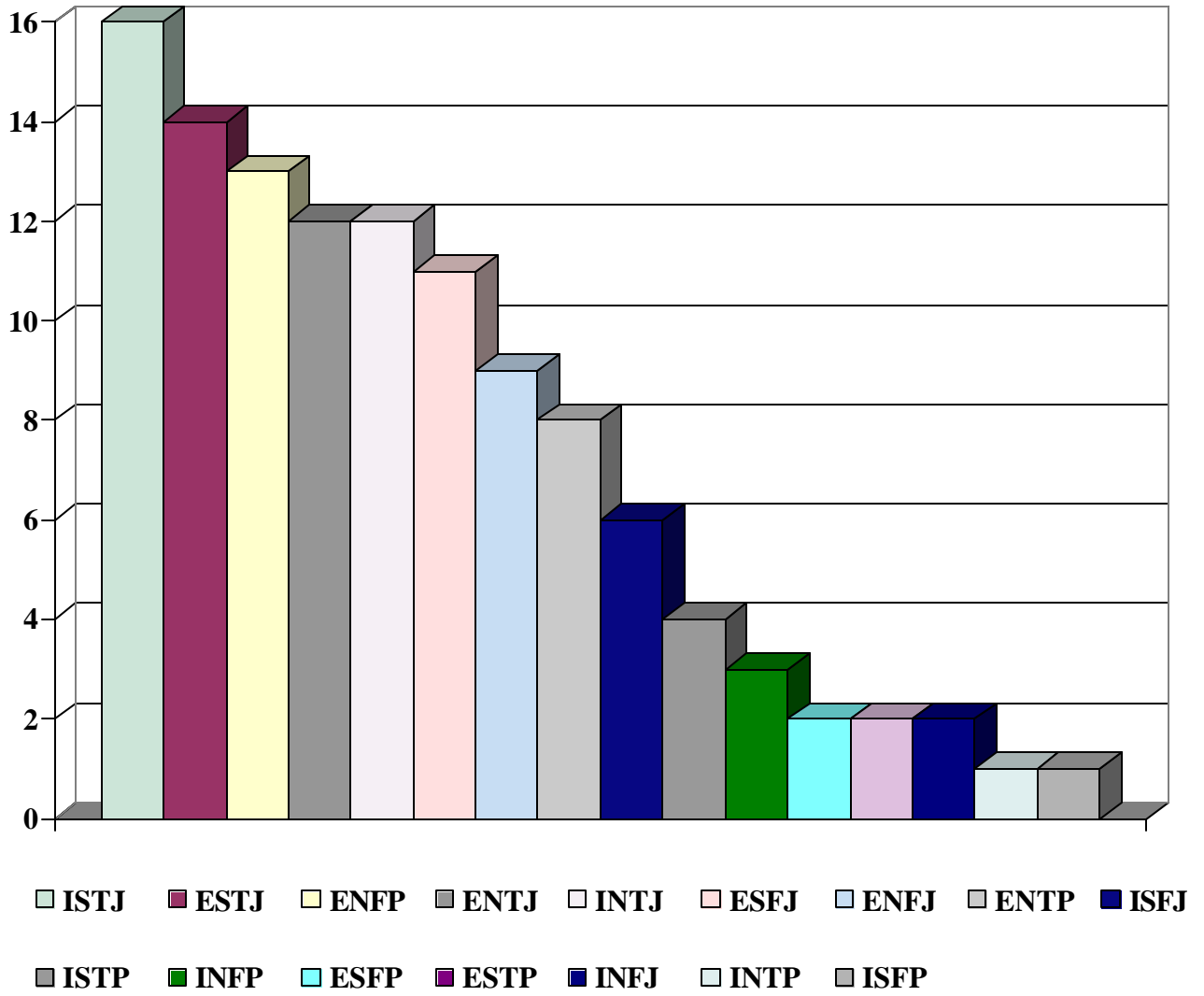
Figure 4.1

Participants MBTI Demographic

Table 4.14

Summary of MBTI Letter Distribution

| | Total Sample | | By Gender | | | |
| | | | Male (n=34) | | Female (n-82) | |
Attitudes and Functions	*N*	*%**	*N*	*%**	*N*	*%**
Extroversion (E)	71	61%	24	71%	47	57%
Introversion (I)	45	39%	10	29%	35	43%
Intuitive (N)	60	52%	17	50%	43	52%
Sensing (S)	56	48%	17	50%	39	48%
Thinking (T)	69	59%	25	74%	44	54%
Feeling (F)	47	41%	9	26%	38	46%
Judging (J)	72	62%	12	35%	60	73%
Perceiving (P)	44	38%	22	65%	22	27%

* Percents were calculated on N =116

Figure 4.2

MBTI Attitude and Function Distribution
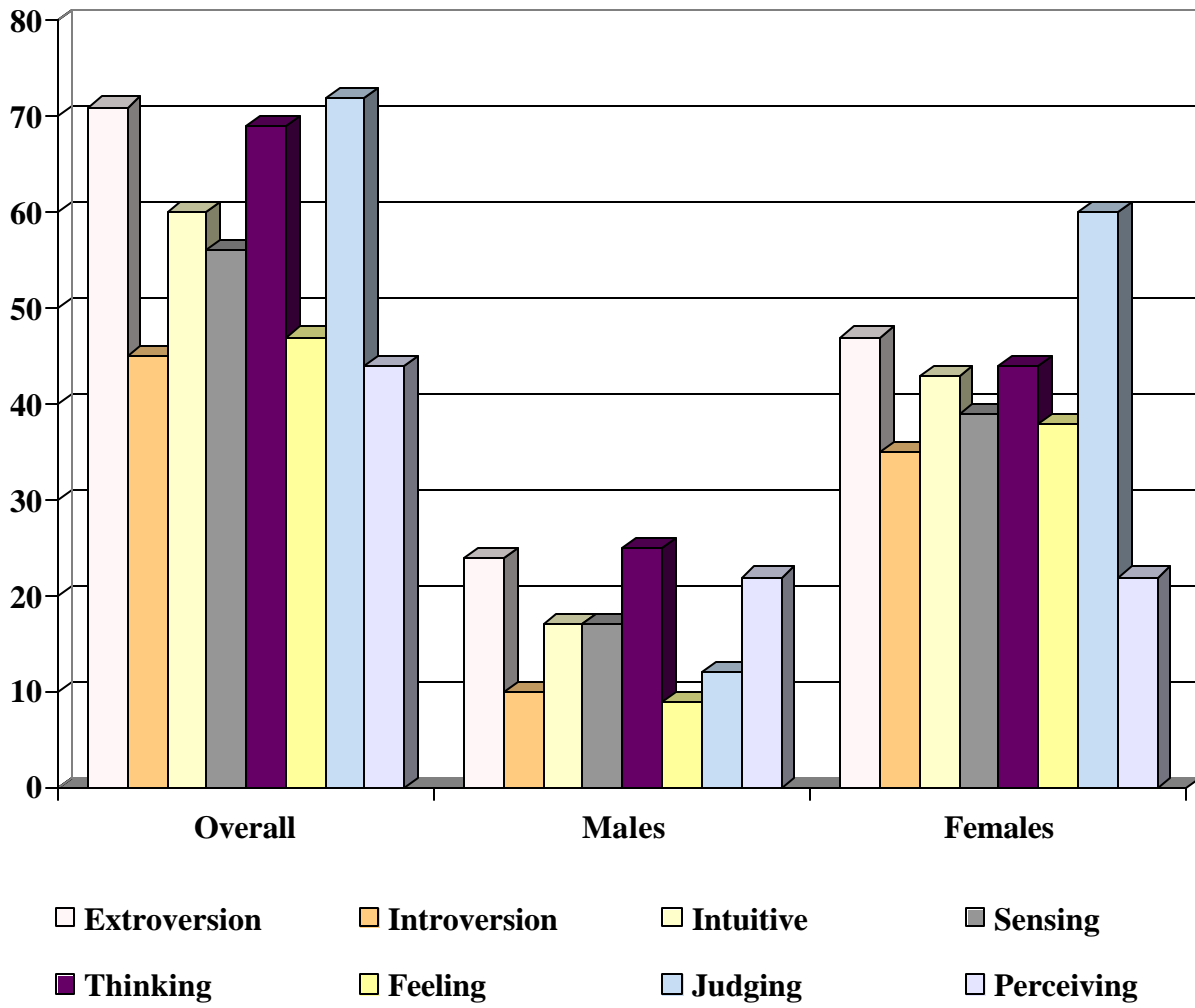
DNI - Reflection Form

Items on the *Developmental Needs Inventory – Reflection Form* asked participants six questions (see Table 15). Two questions directly asked about needs while the others asked about experiences from the previous year. Data from the stated needs questions (2 and 3) were compared to data extracted from the other questions. A *Percent of Diagnosis*, calculated as a percent based on the number of implied needs that corresponded with the stated needs (see Appendix D for conversion form), became the dependent variable for the study. The overall level of reflection for new professionals was 32.02 meaning that new professionals were able to identify 32% of their implied needs. Males were able to identify 32.42% of implied needs, and females 31.84%.

When examined by functional area, participants working in Admissions identified 69% of implied needs (n=3, SD 5.20). Those working in Disability Services were unable to identify any needs (m=0, n=2, SD=0). There were seven functional areas that performed above the overall mean of 32.02%: Career Counseling (m=39.00, n=4, SD=19.34), Orientation (m=49.67, n3, 28.87), Academic Development/Enhancement (m=50, n=2, SD=35.36), Counseling (m=60, n=1, SD=0), Judicial Affairs (m=34.20, n=5, SD=6.22), Student Activities (m=38.14, n=14, SD=23.49), and other (m=37.14, n=7, SD=20.59). The researcher also examined level of reflection by ethnicity. Those indicating they were Hispanic/Latino identified the most implied needs with 38.50% (n=6, SD=18.76). The other group that performed above the overall mean was Caucasian (m=33.17, n=81, SD=25.26). The group with the least amount of reflection was Native Americans (m=12.50, n=2, SD=17.68). While values are not of statistical significance, they serve as interesting points for discussion. It is important to note the sample sizes are small. Table 16 gives further information.

The researcher coded data from the *Reflection Form* and entered it into a database, then analyzed the stated and implied needs for frequency of response. Table 4.17 provides this information. Overall, new professionals identified 84 need areas. Supervisor support emerged as the greatest overall need (frequency=41). The second most stated need was feedback from supervisor (frequency=37) followed by clear expectations in the job (frequency=28). Less common needs were better organization skills (frequency=1), delegation skills (frequency=1), and counseling skills (frequency=1). Table 4.18 provides a list of 82 implied needs the researcher identified and extracted from the stories of the new professionals. The most frequent implied need was professional balance (frequency=38). Other implied needs included support from supervisor (frequency=36), understanding university culture (frequency=24), professional development opportunities (frequency=20), and better supervision (frequency=20). Implied needs that were less frequent include less job responsibilities (frequency=1), challenge from supervisor (frequency=1), friendships outside of work (frequency=1), and dealing with parents (frequency=1).

Table 4.15

DNI – Reflection Form Questions

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1. In the previous year, what one (either positive or negative) work related experience stands out to you?

2. IN the previous year, what did you need at work to be more successful? Please be specific. If you use a "term" please provide a definition.

3. What supervision needs did you have during the previous 12 months meaning what did you need from your supervisor?

4. Describe two areas of frustration you experienced in your job during the previous year.

5. Do you consider the frustrations listed in number four to be your greatest challenge? If so, specify why. If not, please discuss what you consider to be your greatest professional challenge this past year.

6. Do you reflect on your work? If so, how do you do that?

Table 4.16

Report of Reflection Level by Demographic

Category	No.	Mean	SD
Gender			
Male	33	32.42	29.13
Female	75	31.84	23.78
Functional Area			
Residence Life	40	28.95	28.96
Greek Life	6	16.33	13.52
Student Activities	14	38.14	23.49
Judicial Affairs	5	34.20	6.22
Career Services	4	39.00	19.34
Academic Advising	11	31.00	25.61
Admissions	3	69.00	5.20
Multicultural Affairs	2	16.50	23.33
Leadership	3	16.67	14.43
Student Life	2	25.00	35.36
Disability Services	2	0	0
Orientation/New Student Programs	3	49.67	28.87
Academic Development/Enhancement	2	50	35.36
Counseling	1	60	0
Athletics	1	25	0
Other	7	37.14	20.59

Ethnicity

African American	9	30	22.77
Asian Pacific Islander	5	25	43.30
Caucasian	81	33.17	25.26
Hispanic/Latino	6	38.50	18.76
Multiracial	4	17.50	23.63
Native Indian	2	12.50	17.68

*values may not add up to the total sample size. Missing data was not calculated in the categorical comparisons.

Table 4.17

Frequencies of Stated Needs

Need	Frequency
Support from Supervisor (advocate, in decisions)	41
Feedback from supervisor	37
Clear expectations in the job	28
Direction from supervisor (on job)	27
Autonomy to do job	20
Better supervision	20
On the job training	19
Understanding institutional culture	17
Talk time with supervisor	17
Professional development	17
More resources to do job (money, staff, etc.)	15
Recognition/respect for skills and abilities	13
Encouragement from supervisor	12
Supportive co-workers	11
Guidance in balancing job	8
Better communication within department and institution	8
Skills on being a supervisor	7
Guidance in transitioning to campus and community	6
Challenge from supervisor	6

To be trusted	6
Professional mentor	6
Self-confidence in ability	5
Develop more positive relationships	4
Ability to affect change	4
Time management	4
Time on job	4
More collaboration	3
Understand political aspects of job	3
More time to do job	3
Competent staff	3
Understanding own limitations	3
Time off	3
Strong relationship with supervisor	3
Skills on budget management	2
Time to reflect on work	2
Skills to assess needs of students	2
Better fit with institution	2
Skills on conflict resolution	2
Skills to deal with supervisor	1
More time with colleagues	1
Help applying theory to practice	1
Ability to make mistakes	1

Shadowing opportunities	1
Regular meetings	1
Organized environment	1
Benefits training	1
Be more successful	1
Counseling skills	1
Delegation skills	1
Better organization skills	1

Table 4.18

Frequencies of Implied Needs

Implied Need	Frequency
Professional balance (aspects of job, relationships)	38
Support from supervisor	36
Assistance understanding the university culture	24
More professional development opportunities	20
Better supervision	20
Better understanding of job/Clear expectations	17
Ability to affect change	14
More resources to do job (money, staff, time, etc.)	12
More professional organization/work environment	12
Guidance with job transition	12
Better communication	12
Big picture perspective	12
Supportive/connected staff team	11
Feedback	11
Skills on being a supervisor	11
Support from the institution & upper levels	10
On the job training	10
Recognition/respect for skills and abilities (from parents and students also)	9

More autonomy in job	8
Self-confidence in abilities	8
Guidance/direction in doing job	8
Clear Expectations and standards	7
Skills with conflict resolution	6
Budget training	5
Positive work environment	4
Realistic expectations of self	4
Balancing relationships with students	4
Building relationships	3
Experienced supervisor	3
More personal time	3
Time to do work	3
More accountable environment	3
Support from Academic Affairs	2
Advising skills	2
Talk time with supervisor	2
Shared work load	2
Time management	2
Professional mentor	2
Contact with other new professionals	1
Trust from supervisor	1
Quick solution to problems	1

Time on job to perfect skills	1
Friendships outside work	1
Challenge from supervisor	1
Dealing with parents	1
More collaboration	1
Less job responsibilities	1
Role model	1

Chapter Summary

With an overall response rate of 24%, the researcher conducted analyses using Stepwise Multiple Regression, Fisher's Test, Pearson correlation, and frequency distributions. A number of items were significant on the Pearson's correlations; however, none of the Multiple Regression models yielded statistically significant results. The aforementioned assessment included an assessment of the *Developmental Needs Inventory*, which yielded interesting results. Chapter five contains a thorough discussion of these findings.

CHAPTER 5

CONCLUSION

This chapter is a summary of the study, an overview of the research findings, and a discussion of their meaning. The following presents implications for practice, for current and future new professionals, current supervisors of new professionals, and faculty in professional preparation programs. Finally, the researcher shares recommendations for future research.

Summary of the Study

The purpose of this study was to gain a greater awareness of the factors contributing to a new professionals' diagnostic ability. Additionally, the researcher wanted to gain an understanding of new professionals' experiences. With these purposes in mind, the researcher constructed two research questions that would be answered through a mixed design methodology.

The study was designed to make a significant contribution to the literature in the area of new professional supervision. Not only is there a considerable void in the literature regarding new professionals, there is greater deficiency in understanding needs of new professionals. The study gathers information useful for enhancing awareness of new professionals' experiences and their needs. Findings from this study will also begin to explain the diagnosis phenomenon that currently exists. Finally, through this research, the author can make recommendations for better supervision improving retention of new professionals.

The researcher developed the *Developmental Needs Inventory* after an exhaustive literature review on the topics of new professionals, their perceived needs, and professional

experiences. Additional examination occurred in the areas of supervision, human resource development, counselor education, and teacher education. The *Developmental Needs Inventory* includes four components, *Reflection Form, Demographic Form, Skill Set Form, and Myers-Briggs Type Indicator.* The *Reflection Form* contains six open-ended questions. The *Skill Set Form* contains 34 questions each of which requires participants to indicate their proficiency level, training level, and source of training. The *Myers-Briggs Type Indicator Form* was a quantitative questionnaire of 126 items, and the *Developmental Needs Inventory Demographic Form* includes 12 questions.

The researcher created a merged database from which to draw the selection of participants. New professional lists from the Southern Association of College Student Affairs (SACSA) and the National Association of Student Personnel Administrators (NASPA) were the data source for the merged list. A random selection of participants included individuals having 1-3 years of professional experience, post-master's degree. Each participant received by mail a packet of information containing the *Developmental Needs Inventory.* A second sample was necessary due to poor response rate. As such, all individuals in the merged database received an electronic message soliciting their participation in the study. Participants willing to participate then received a copy of sur vey materials. The final sample size was 120.

The researcher analyzed, coded, and then converted to a "level of diagnosis" scale data from the *DNI-Reflection Form*. Both analysis of variance and multiple regression were then used to determine the factor(s) and characteristics contributing to one's ability to diagnose needs. Additionally, descriptive statistics were run on data from the *Demographic Form*, *Skill Set Form*, and *Reflection Form*.

Summary and Discussion of Findings

Results from this study take multiple forms. First, there is data from the initial research questions that examines the potential predictors of new professionals' inability to diagnose problems. While this portion of the study did not yield statistically significant findings, it serves as a good foundation for future research. There is also information from the instrument of data collection, the *Developmental Needs Inventory,* which provides insight for supervisors and faculty who are responsible for creating professional development programs and academic curriculum for new professionals. This section provides findings and discussion for each area.

Participant Demographics

Participants varied by age, gender, years of experience in student affairs, ethnicity, functional area, years they anticipate staying in the field, professional preparation program, highest degree earned, degree specialty area, and number of direct reports. Of the 120 participants, the largest majority was female and Caucasian. Years of professional experience ranged from 0 to 7 with the largest percent (37.5%) of the sample having one year of professional experience. Respondents represented various functional areas. Those include Residence Life and Housing, Greek Life, Student Activities, Academic Advising, Judicial Affairs, and Career Counseling. The age of participants ranged from 22 to 58 with the largest percent of participants being between 25 and 29 years of age. Respondents also reported the number of years they anticipate remaining in the field of student affairs. The number was nearly evenly split between those who would remain in the field until retirement, and those who would remain in the field for 1-9 years. With respect to the type of professional preparation program,

the majority of participants attended a professional preparation program that had a balance of administrative issues, managerial concerns, counseling/helping skills and developmental issues. The number of direct reports varied from 0 to 85. The average number of reports was seven.

The Diagnosis Phenomenon

Stepwise multiple regression analysis was used to determine the variable(s) that predict new professionals' diagnosis ability. Variables were age, field of study, years of experience in student affairs, and the Myers-Briggs single letter types of extroversion, intuitive, thinking and judging. Statistics from the analysis led the researcher to conclude that no single factor could determine the diagnosis skills of new professionals. The creation of a second regression model followed to determine if a combination of factors could predict skill level. Again, statistical significance did not result, leading the researcher to conclude that no combination of age, field of study, years of experience in student affairs, and Myers-Briggs single letter type adequately predicts a new professionals' ability to diagnose needs.

The execution of another regression model determined if the four-letter Myers-Briggs Type could predict diagnosis ability. The sixteen types, ISTP, ISFP, INTP, ESTP, INFJ, ESFP, INFP, ISFJ, ENFJ, ENTP, ENTJ, ESFJ, INTJ, ENFP, and ESTJ were independent variables. Analysis once again yielded statistically insignificant results concluding that with this data set, and this sample size, Myers-Briggs Type cannot predict a new professional's diagnosis ability.

The researcher conducted a final level of analysis examining predictors based on gender. The first set of predictors: field of study, years of experience in student affairs, and the Myers-Briggs single letter types of extroversion, intuitive, thinking and judging, did not yield any statistically significant findings for either gender nor did the second model with the sixteen types, ISTP, ISFP, INTP, ESTP, INFJ, ESFP, INFP, ISFJ, ENFJ, ENTP, ENTJ, ESFJ, INTJ,

ENFP, and ESTJ. Thus, with the present data, with this sample, there is no evidence to conclude there are statistically significant predictors of a new professionals' ability to diagnose needs. It is important to note the sample size for this study was 120. Because breaking the data set by gender presented problems for the statistical power, a larger sample is more desirable and could yield different results.

Discussion of the Diagnosis Phenomenon

Findings from the regression analysis demonstrate that further research needs to be done in the area of new professional diagnostic ability. Understanding the phenomenon that occurs with new professionals' inability to translate frustrations and problems into a stated need is a complex and challenging process. Previous studies in this area were not found in teacher education literature, counselor education literature, or human resource management literature. In addition, the researcher did not find any studies attempting to explain the inability of an individual to identify and state a need. Moreover, the literature's discussion of potential predictors was loose and in some instances based solely on conjecture. It is therefore not surprising that results from this study were statistically insignificant; however, this research was truly exploratory in nature and is merely the first step in understanding the diagnosis phenomenon.

Overall, findings from the regression analysis demonstrate that one cannot place new professionals into categories for ease of supervision. Years of experience, age, academic background, Myers-Briggs Type, gender, and ethnicity are merely descriptors, and cannot serve as the only means for understanding the diagnosis ability of new professionals. While participants' reflection level had a great deal of variability, the variables in this model were

simply unable to predict the level of change. This is an important finding in that one can conclude that simply expanding the sample's demographic base would not change the outcome of this study. To fully understand this phenomenon, further exploration into areas not included in this study will be necessary.

The *Reflection Form* of the *Developmental Needs Inventory,* served as the dependent variable for this study. Measuring cognitive reflection level is an intricate process, and there are several potential problems with the analysis used in this study. As recounted in a previous chapter, the researcher analyzed, coded, and converted qualitative data to a percent value. Because of the nature of qualitative data, researcher bias is a possibility. However the utilization of inter-rater reliability techniques controlled for research bias. Additionally, the use of an open-ended questionnaire itself is a possible limitation due to participants' ability to return and amend the questions which asked about needs. Interestingly, the level of reflection indicates that on average, participants did not modify answers to resemble the frustrations they were experiencing. Even as the phenomenon of new professionals not translating a frustration into a stated need is consistent with a previous study (Davis, 2002), an additional possibility must be considered. Participants may have assumed the researcher was not interested in having data restated and thus did not identify needs that were identified indirectly in the other questions. See Appendix C for clarification on the form, and order of questions.

One of the original purposes of this study was to examine how cognitive level contributes to a new professional's ability to diagnosis needs. One study (Davis, 2002) found anecdotal evidence that new professionals operate more from a "transitional knowing" (Baxter-Magolda, 1992) perspective. However, due to the cumbersome nature of most cognitive development instruments, Measure of Intellectual Development (MID) (Evans, Forney, Guido-Dibrito, 1998),

or Measure of Epistemological Reflection (MER) (Evans, Forney, Guido-Dibrito, 1998) the decision was made to use a cognitive style/preference instrument. It follows that utilizing a cognitive development level tool such as the MID (Evans, Forney, Guido-Dibrito, 1998), or MER (Evans, Forney, Guido-Dibrito, 1998) instead of a cognitive style instrument may yield different results. Additionally, supervisors in a previous study did not demonstrate an ability to diagnose needs till they reached the 10+ years of experience (Davis, 2002). It is possible that professionals have to reach a certain "level" of experience beyond the three years tested before being able to "naturally" diagnose needs.

Developmental Needs Inventory

Although it is not directly linked to the original research question, data from the *Developmental Needs Inventory* became one of the most significant and informative aspects of this study. Data specific to the Inventory follows.

DNI - Skill Set

Cronbach's Alpha correlation determined the relationship within the two scales, *Proficiency Level* and *Training Level*. The analysis yielded statistically significant findings resulting in the conclusion that items on each scale are strongly related to other items on that specific scale. Also, Pearson's correlation compares each item's proficiency level and training level. All but two items were statistically significant. Question 15 asks participants about their ability to "develop satisfying working relationships with co-workers," and question 19 asks about their "ability to use technical skills." The two items were not statistically related.

The researcher first analyzed the 34 questions from the *Skill Set Form* using descriptive statistics, and then ranked items by mean performance. On the proficiency scale, "communicating in writing" was the item new professionals indicated being most proficient.

Also on the *Proficiency Scale*, new professionals indicated a level of non-proficiency on two specific items: question 27, "developing a professional development plan for supervised staff," and question 30, "terminating a staff member when necessary." The other items on the instrument ranged in between the slightly proficient level and the moderately to high proficiency level. Interestingly, all the questions related to supervision of staff fell into the 4 to 5 point range indicating only a slight proficiency. Other areas of slight proficiency include balance (question 11, 10, 9), translating theory to practice (question 4, 2, 3), and assessment and evaluation (question 33, 34).

The researcher also analyzed and ranked mean performance for items on the *Training Level Scale*. New professionals indicated the least amount of training in the area of terminating staff members when necessary. The item which new professionals expressed having the most training on was question 8, "communicating in writing." There were six items with which new professionals indicated having very little or no training. Those were question 30, "terminating new staff when necessary;" question 27, "developing a professional development plan for supervised staff;" question 9, "developing meaningful leisure interest;" question 12, "controlling personal feelings in the work environment;" question 10, "developing a constructive means for coping with stress" and question 26, "orienting a new staff member(s) to their position(s)." It is interesting to note the two question areas, supervision of staff (questions 30, 27, 26), and personal balance (questions 9, 12, 10) were two of the most frequently stated and implied needs on the *DNI-Reflection Form*. These items also had lower means on the *Proficiency Level Scale*.

The researcher performed an analysis on where new professionals received training for each item on the *Skill Set* form. Participants could choose from one of five training sources (a) supervisor, (b) professional preparation program, (c) professional conference, (d) on the job, and

(e) other. The areas where new professionals received mostly on the job training were, "orienting a new staff member to a position," "developing a professional development plan for supervised staff," "conducting training for staff," "adapting supervision style to the needs of staff," "terminating a staff member when necessary," and "identifying and understanding the needs of my staff." Areas identifying professional preparation as the primary means for training were "hiring staff," "conducting systematic evaluations of programs and services," "providing programs, services," "translating psychological, moral/ethical, and cognitive development theory into practice," "understanding multi-cultural issues," and "understanding and integrating professional standards into practice." There were two items where 100% of respondents identified "other" as the most frequent source for training: question 32, "providing programs, services, or other opportunities that positively affect specific student learning outcomes," and question 34, "conducting systematic evaluations of programs or services." Overall, new professionals indicated receiving some training from their supervisor and from conferences; however, there were no skill areas where either were the predominant source for training. Moreover, of all the potential training areas respondents identified professional conferences the least.

Discussion of DNI-Skill Set

Findings for the *Skill Set* provide an excellent springboard for greater understanding of new professionals' competency level. There are areas where data confirms previously held beliefs, and there are areas where findings were surprising and worthy of discussion.

As previously discussed, there is a relationship between training level and proficiency level. Areas where new professionals indicated a lower level of proficiency were also areas where new professionals had little formal training. While the correlation between the two scales

is not an unexpected finding, the overall level of training and proficiency for new professionals is surprising and alarming. In general, participants indicated only a slight to moderate level of proficiency (m=4.73). Additionally, on the training level scale, new professionals indicated an overall training level of 3.59 (some training to moderate training). In essence, participants are stating they are not fully equipped with the skills and competencies identified in the literature, and are therefore not equipped to be "successful" in their positions. This finding is alarming when one considers all participants in this study were graduates of professional preparation programs. The question then arises: why do new professionals see themselves as less competent in the identified critical skill areas? The current data set does not answer this question, and should be an area of future research.

Supervision skills emerged as the second area of interest for this study. Consistently participants indicated low levels of training and proficiency in regard to supervision questions. In fact, the two non-proficient questions on the *Skill Set Form* were both from the supervision area: "developing a professional development plan," and "terminating a staff member when necessary." The overall proficiency of new professionals on supervision related questions was 4.24, slightly proficient, and new professionals indicated only having "some" training in supervision related areas (m=2.98). Data from the "source of training" portion of the *Skill Set Form* provides information that helps in the understanding of this finding. The majority of new professionals indicated receiving training on supervision related questions "on the job," not from supervisors, professional preparation programs, or conferences. Simply stated, formalized training on supervision does not currently exist, and this emerged from the data as a deficit.

Formalized training in supervision also emerged from *Reflection Form* data as both a stated and implied need for new professionals. A connection between what new professionals say they need, formalized supervision training, and what was gleaned from the *Skill Set Form,* is evident. A breakdown of proficiency and training level for supervision questions follows in Figure 5.1.

Figure 5.1

Supervision Skill Questions
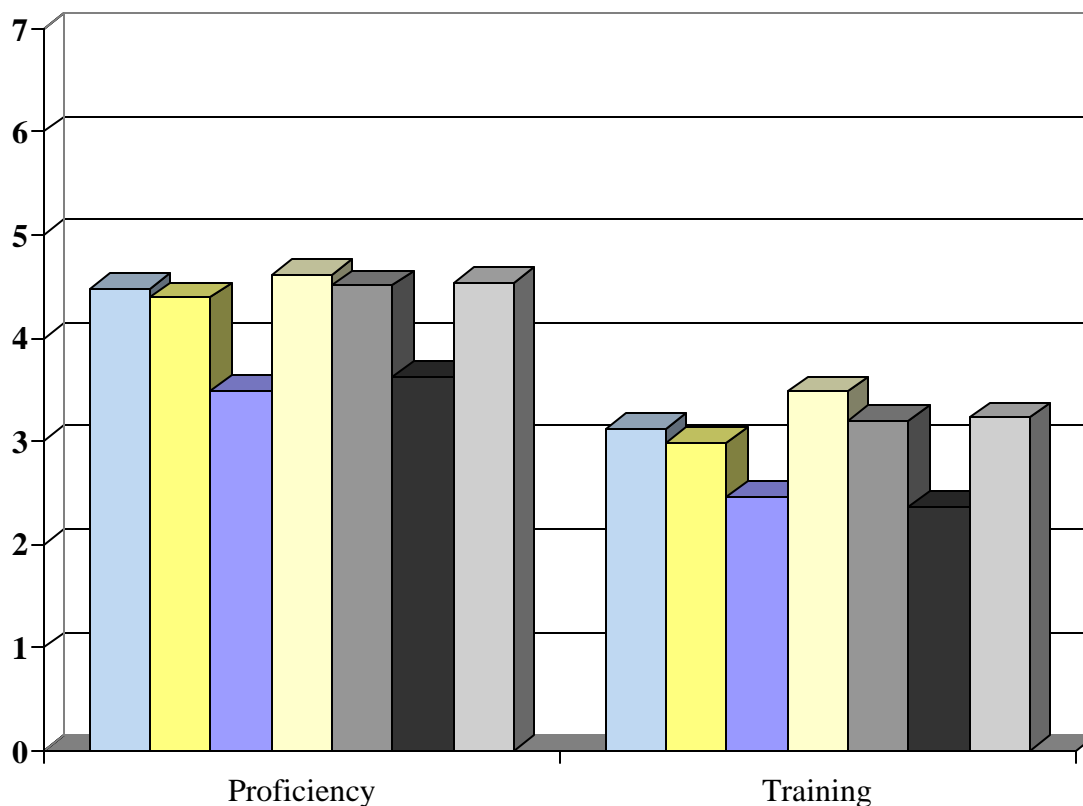
Skill in hiring staff members
Orienting a new staff member to their position
Developing a professional development plan for supervised staff
Conducting training for staff
Adapting my supervision style to the needs of my staff
Terminating a staff member when necessry
Identifying and understanding the needs of my staff

Proficiency Scale: 1=no proficiency, 2=moderately non-proficient, 3=slightly non-proficient, 4=slightly proficient, 5=moderately proficient, 6=high proficiency, 7=do not know

Training Scale: 1=no training, 2=very little, 3=some, 4=moderate amount, 5=substantial, 6=extensive, 7=Do not know

Two additional areas where new professionals indicated a low proficiency and training level were professional balance, and assessment/evaluation skills. Consistently participants of this study struggled with finding balance. This was clear not only through the *Skill Set* self-assessment, but also in the stories from the *Reflection Form.* Participants had difficulty finding outside leisure interest, effective means for coping with stress, and balancing work and personal life. New professionals, as a group, struggle with this skill because of the rewards that are inherent in being highly committed to one's job. "The new professional's lifestyle is often characterized by negative variables such as work overload, inability to refuse projects, and neglect of social commitments. The resulting stress has a impact on the quality of relationships and job performance" (O'Brien & Erwin, 1990, p. 73). Based on the research of new professionals, it is not surprising that participants of this study also experienced difficulty in this area.

Assessment and evaluation skills were also identified by respondents as problematic areas. New professionals indicated a lower level of proficiency and training on question 33, "conducting an assessment of student learning and/or other personal development needs," and question 34, "conducting systematic evaluations of programs or services." It is intriguing that in the area of conducting assessment, new professionals received the majority of training from the professional preparation program, but when asked about conducting systematic evaluations of programs and services, 100% of participants indicated receiving the majority of training from an outside source other than supervisor, professional preparation, conference, and on the job. It is uncertain what difference the participants saw between the two areas, but it is noteworthy.

Overall, the areas of least proficiency and training were also identified as a stated or implied need in the *Reflection Form.* Interestingly, professional preparation programs have less formalized and less emphasized training in the two areas of supervision skills and personal balance. These are both highly subjective and personalized areas, but regardless of the nature of the skill area, new professionals identified a deficit in training and proficiency. As stated, both areas were of the highest stated and implied needs extracted from the *Reflection Form* data. Thus there seems to be a correlation between lower proficiency areas and areas new professionals experience as frustrations.

Another area emerging as a point of interest in this study is source of training. In general, it appears that the majority of training comes from professional preparation programs, on the job, and other outside sources such as personal research, or undergraduate training. Logically, new professionals indicated the majority of training in the area of "developmental theory" came from professional preparation programs. The primary source of training in "understanding multicultural issues" also came from professional preparation programs. The curricular focus often in the form of classes and departmental philosophies explains the dominance of professional preparation programs as the training source for these areas. The study reveals that new professionals did receive some training from supervisors and conferences; however, neither were a dominant source. Anecdotally we know many attend conferences for the networking potentials. We also know many attend conferences to develop or further their professional image. Through presentations and other professional involvement, participants build a professional resume. It is possible that new professionals do not view conferences as a source

for training but as an opportunity for professional involvement. There seems to be a disconnect with supervisors who stated they sent staff to conferences to receive training on deficient skill areas (Davis, 2002). If supervisors are sending new professionals to conferences to receive skill training, new professionals are not making that connection.

New professionals also identified supervisors as a low source of training. Additionally, new professionals identified on the *Reflection Form* a need for supervisors to "provide direction" and "on the job training." New professionals are identifying that they "need" training from their supervisors; however, they demonstrated in the *Skill Set Form* that they are not receiving that training. There appears to be a discrepancy between training needed and training given. Research shows supervisors supervise the way they want to be supervised (Davis, 2002). Additionally, supervisors also have difficulty translating new professionals' problems into a need area that professional development can address. We also find that supervisors, on average, are busier and have less time for synergistic supervision (Winston & Creamer, 1997). Of those participating in this study, they reported their supervisors were responsible for six individuals on average. Therefore, the number of direct reports can significantly hinder the amount of time one is able to spend with each staff member. With limited time, finding opportunities to reflect, guide, and direct a new professional are difficult and could be potential causes for the lower level of training from supervisors.

DNI - MBTI

The researcher examined results from the Myers-Briggs Type Indicator in several ways. Characteristic of the MBTI data translates into one of sixteen types. The majority of participants were one of five types: ISTJ, ESTJ, ENFP, ENTJ, and INTJ. The most common type for women was ISTJ, and the largest percent of men were ESTJ. Examination of data from the Myers-

Briggs Type Indicator by each attitude and function yielded results showing overall the largest

majority of participants were Judging oriented. Analysis of data by gender reveals the largest

percent of women being Judging types and the largest percent of men being a thinking oriented.

Discussion of MBTI

While data from the Myers-Briggs Type Indicator was not a statistically significant

contributor to diagnosis ability, it does provide practical and useful information when compared

to the qualitative data (*Reflection Form)*. Research on the Myers-Briggs Type has clearly

demonstrated a connection between work style and MBTI (Briggs, M. I., et al., 1998). Data

from this study is no different. Because of the typographic nature and "pop culture" image of the

MBTI, many individuals in Higher Education and Student Affairs do not give the instrument

much credence. Based on results from this study, this is an incorrect evaluation.

Extroverted individuals stated time and again they needed talk time with their supervisor.

They stated the ability to process with their supervisor was a major need contributing to their

overall success. New professionals also stated, on average, supervisors did not have regular

scheduled meetings. It is evident that if extroverted new professionals state a need to process,

and they are not given such an opportunity, this hinders their level of satisfaction and success at

the institution. Also, introverts stated they reflected on work through journaling, meditating or

having down time to just think. They also stated a need for this type of reflection to occur prior

to discussing problems and/or solutions with supervisors. Introverted participants desired more

"down time" in their daily jobs as to accommodate their style of processing the day's stressors

and frustrations (Kirby, Barger, & Pearman, 1998). Unfortunately, many entry-level positions in

student affairs do not afford our new professionals this opportunity nor are supervisors of entry-level professionals prepared to give them "think time" in their day-to-day work. However, it appears that giving attention to the specific style preference may foster a more supportive and satisfying environment.

DNI - Reflection Form

Participants answered six questions regarding their experiences, needs, and frustrations during the previous year of employment. The researcher coded, compared, and converted the data to a *Level of Reflection* scale. The overall level of reflection for new professionals was 32.02 meaning that new professionals were able to identify 32% of their implied needs. Examination revealed there was not a significant difference between males' and females' ability to diagnose. Additionally, upon examination of the data by functional area, participants working in Admissions identified the highest level of diagnosis ability; however, those working in Disability Services were unable to identify any of their needs. The functional areas of Career Counseling, Orientation, Academic Development/Enhancement, Counseling, Judicial Affairs, and Student Activities all performed above the sample's overall average. The researcher also examined the level of reflection by ethnicity. Hispanic/Latino participants had the highest overall diagnosis ability. Again it is important to note that when the data set was split by each of these categories, the sample became very small. Chart 4.16 shows a breakdown of actual numbers for each category.

The researcher coded and entered all data from the *Reflection Form* into a database, then analyzed the lists of stated and implied needs for frequency of response. Overall, new professionals identified 84 need areas. "Supervisor support" emerged as the greatest overall need, "feedback from supervisor" emerged as the second most frequently stated need and "clear

expectations of the job" was the third most common need. Less frequented needs were "better organization skills," "delegation skills," and "counseling skills." The researcher extracted a list of implied needs from the stories of new professionals. The most frequent implied need was "professional balance." Other most common implied needs included "support from supervisor," "understanding university culture," "professional development opportunities," and "better supervision." Implied needs that were less frequent include "less job responsibilities," "challenge from supervisor," "friendships outside of work," and "dealing with parents."

DNI – Reflection Form Discussion

Based on the qualitative information, new professionals are thinking about their experiences. They, however, are not identifying frustrations as potential need areas. The overall reflection level of 32% indicates that 68% of the time participants were unable to see how a problem they experienced could become a need area. Guiding new professionals through an exercise of reflective story telling seems to be the best way to extract the needed information to guide their work and demonstrate support. Often times, supervisors sit and listen, but then assume the staff member can make the connection between struggle and solution. Clearly new professionals are not able to do this consistently. The result: they are experiencing needless frustration and anxiety in their positions.

Summary

There is a lot to consider in the area of supervision. Questions from the *DNI - Sill Set* provide an understanding of how proficient new professionals consider themselves to be in areas

seasoned student affairs professionals deem critical or important. Likewise, the *DNI-Skill Set* provides information on the level of training new professionals have received on the same set of skills. The resulting data is incredibly interesting in that it provides a guide for professional preparation programs, supervisors, and new professionals themselves.

<div align="center">Implications for Practice</div>

There are several implications for current practice in student affairs. Information from this study has repercussions for professional preparation programs, supervisory relationships, and professional conferences. Below is an outline of discussion areas.

- The *Skill Set Form* has the potential to contribute greatly to the development of new professionals.

- Consideration must be given to individual style in the supervisory relationship as well as in professional preparation programs.

- New professionals must be taught how to reflect and act.

- The field of student affairs needs to develop programs that focus on the skill development of new professionals.

- Utilization of a new model for professional development integrating the *Skill Set* information will facilitate maximum development of each new professional.

- New professionals need formal training in the area of supervision.

Skill Set Development

Overall, the design of the *Skill Set Form* made necessary a thorough examination of skills and competencies professional success requires. Previous researchers have not embarked upon the task of compiling a list of critical skills for new professionals. Information from this portion of the study is valuable for new professionals, supervisors, professional preparation programs,

and conference coordinators. Identifying the skills, proficiency level, and training level can truly benefit the development of new and emerging professionals. Information from the *Skill Set Form* can also benefit professional preparation programs in program and curricular development.

Items for the *Skill Set Form* were taken directly from student affairs literature where seasoned professionals have postulated the perceived needs of new professionals. In spite of an extensive list, the lack of discussion on their use in supervision leads one to believe there is little commitment to developing new professionals in these areas. Data from the *Skill Set Form* shows there is a correlation between training level and proficiency level. So, areas where new professionals stated they were least proficient are also areas where new professionals had little "formal" training. If those in the field of student affairs believe these areas are critical to the success of new professionals, then formal training in these areas must occur. Professional development plans created by institutions, departments, and supervisors are a critical part of continued skill development. Professional training opportunities such as the NASPA Region III/SACSA New Professional Institute are an excellent way to formalize continued training for the emerging professional. However, this formalized training needs to be more encompassing of all new professionals in student affairs and not just the few who are allowed to attend these institutes.

Dewey (1972) states, "I submit that professional preparation programs must bear much of the onus for the harvest we are reaping…" (p. 62). Professional preparation programs differ in focus, philosophy, and orientation. "Some programs focus on supervised experiences with practica, internships, or assistantships that provide work experiences and tuition wavers, whereas others are particularly strong in theoretical training" (Richmond & Sherman, 1991, p. 9). Richmond and Sherman (1991) go further to say that a program that incorporates all these

elements is most beneficial to graduates. Findings from their study suggest that incorporating

practica experiences and internships in combination with mentoring and quality supervisory

relationships fosters a greater understanding of the profession's realities that create

disillusionment. Regardless of the focus, professional preparation programs serve as the entry

point for student affairs, and should provide the necessary tools for emerging professionals and

take responsibility for its "harvest." Educational internships, practicum experiences, group

projects, and in class discussions are excellent opportunities to expose students to many of the

practical skills set forth in the literature. Of particular interest are the skill areas where new

professionals indicated having little to no training: supervision, professional balance, and

assessment. For obvious reasons, faculty are limited in the information they share in classroom

settings. Because the acquisition of knowledge goes beyond simple exposure, faculty need to

work collaboratively with supervisors of graduate internships, assistantships, and practica to

integrate in-class knowledge with the practical work environment. A curriculum incorporating

the *Skill Set Form* should be integrated and used as a professional guide and tool for intentional

development.

Not only do professional preparation programs have a responsibility in training new

professionals on certain skill areas, but supervisors do as well. Synergistic supervision

incorporates the needs of the individual and the needs of the institution to foster greater

satisfaction and job performance (Winston & Creamer, 1997). Supervisors need to consider and

utilize information about new professionals' skill level and training level. "Each staff member is

unique and has unique skills, needs, and interests….by individualizing…supervisors can tailor activities to meet the unique needs of individuals" (Hirt & Winston, 2003, p. 112). A more comprehensive discussion of supervisors and the creation of a professional development plans is provided as a separate implication for review.

Professional organizations also have a responsibility in the skill development of new professionals. As such, presentations at conferences, and institutes for new professionals are essential and need to be grounded in the needs of new professionals. Fortunately, many organizations are now taking action to ensure new professionals are able to participate in the programmatic component of annual conferences. Others even take extra measures by creating special institutes for new professionals. Efforts are necessary and again, need to incorporate the developmental and professional needs. Typically, such programs are not open to all new professionals, and the organizations should consider expanding these programs to include more participants.

Overall, items on the *Skill Set Form* are vital to the success of new professionals. Regardless of the avenue, conferences, supervisors, or preparation programs, attention needs to focus on the full development of these skill areas. Each entity needs to be proactive and not assume the development is occurring somewhere else. A systematic, formalized approach to skill development must occur, and based on findings from this study, a multidimensional approach would potentially yield greater development and greater proficiency.

Individual Style

New professionals indicated a desire for more support. In fact support from supervisor was the most frequent stated need, and the second most implied need. Thus, one is left deciding

how to demonstrate such support. One of the underlying themes of the entire *Reflection Form* was new professionals' desire to be seen as individuals with experience, knowledge, and ability. Recognizing the uniqueness of staff while still celebrating the commonalities appears to be part of the answer.

One of the most important tenants of student affairs is treating students as individuals, meeting them where they are, and doing all we can to facilitate their success. This philosophy does not have to end, and should not end with our students. Forney (1994) states, "For the sake of our institutions and our undergraduates, the personal success of new professionals, and the effectiveness of the profession as a whole, we…must know our graduate students [and new professionals] and use that knowledge base proactively" (p. 337).

Research shows knowing the cognitive preference style of supervised staff can be an important tool in developing quality supervisory relationships. Countless studies support the premise that congruence in style enhances the overall satisfaction in the relationship. "Compatibility between the cognitive styles of members of a relationship would affect both the process and outcome of the relationship" (Carey & Williams, 1986, p. 128). Supervisors may not be able, nor would they want to select staff members based on the Myers-Briggs Type Indicator; however a thorough understanding of an individuals "cognitive orientation" (Carey & Williams, 1986) may facilitate greater understanding of the individual, greater understanding of his or her needs, and greater communication within the relationship.

Not only does individual "style" need consideration, but also the developmental level of new professional staff. As stated, the field of student affairs considers the individual needs of students. Master's level students take courses on developmental theory as to guide day-to-day interaction with undergraduate students. The field is remiss, however, in that there is little effort

to understanding graduate students, and more specific in this study, new professionals. Put simply, there is not a full knowledge about the developmental needs of new professionals. Logic dictates our students do not stop developing once they graduate. Logic further says that new professionals still face developmental challenges, as do we all. Furthermore, data from this study shows that knowing the cognitive style as defined by the *Myers-Briggs Type Indicator* can greatly enhance the ability to fully meet their needs, and enhance their intellectual growth. With a greater understanding of cognitive style, faculty can tailor educational experiences, order coursework, and alter pedagogical approaches to the developmental needs of emerging student affairs practitioners.

Literature discusses MBTI type throughout in conjunction with conflict resolution, organizational change, problem solving, management, negotiation, and team development (Kirby, Barger, & Pearman, 1998). It is a sound instrument that can serve as an excellent foundation for individual personalized supervision. As seen in the discussion section of the *Myers Briggs Type Indicator,* information on extroversion/introversion type is important in the supervision of staff, but understanding the overall "picture" of a staff member would appear to be beneficial for the supervisor and new professional.

There is a great deal of literature that supports the utilization of Myers-Briggs Type indicator in work settings. "The MBTI is used as a basic tool in a wide variety of development and training programs focused on organizational effectiveness" (Kirby, Barger, & Pearman, 1998, p. 325). The writers go further to say that there are several reasons why the instrument is useful in staff development. Accordingly, results focus on how individuals receive information, how they prioritize that information in decision-making, and the personality characteristics that

influence work behaviors. The theory presents a "dynamic picture" of how the individual functions, responds to stress, communicates, and becomes motivated. Additionally, the Myers-Briggs Type Indicator provides a structure for understanding individual differences such as "communication style, teamwork, project management, time management, preferred supervision style and work environment, responses and needs during organizational change, [and] preferred learning styles" (Kirby, Barger, & Pearman, 1998, p. 326). It would seem understanding many of these basic style preferences would lead to supervision tailored to the specific needs of the individual, and greater satisfaction for the new professional.

There is benefit to understanding the *Myers-Briggs Type Indicator* types (ex. ESFJ). It is also beneficial and sometimes simpler to consider the characteristics of each attitude and function within the type. For example, the literature discusses potential work environment stresses (see Table 5.1). In the *Reflection Form,* participants stated frustration with problems that are very similar to those listed in Table 5.1. Consideration should be given to the possibility that respondents experienced frustrations because of the incongruence between type and environment, supervisor, or job. "People tend to be energized when using their preferences and fatigued when using their less preferred functions and attitudes. Energy depletion, in addition to the dissatisfaction of doing things that don't 'come naturally,' is an obvious way to cause stress" (Kirby, Barger, & Pearman, 1998. 344). Table 5.1 provides a summary that can be beneficial for supervisor's work with new professionals. Additionally, Table 5.1 guides supervisors in understanding how different MBTI types function. It is important to note that the theoretical

underpinning of the Myers-Briggs Type Indicator supports the notion that individuals who are more balanced on each scale are more adaptable to different environments, stressors, and challenges. Consequently, it is important to encourage staff to develop their less dominant type while still providing a great deal of support and assistance.

Table 5.1

Typical Work Stressors for Each of the Eight MBTI Preferences

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Stressors for Extraverts

- Working alone
- Having to communicate mainly by e-mail
- Lengthy work periods with no interruptions
- Having to reflect before taking action
- Having to focus in depth on one thing
- Getting feedback in writing only

Stressors for Introverts

- Working with others
- Talking on the phone a lot
- Interacting with others frequently
- Having to act quickly without reflection
- Too many concurrent tasks and demands
- Getting frequent verbal feedback

Stressors for Sensing Types

- Attending to own and others' insights
- Having to do old things in new ways
- Having to give an overview without details
- Looking for the meaning in the facts
- Focusing on possibilities
- Too many complexities

Stressors for Intuitive Types

- Having to attend to realities
- Having to do things the proven way
- Having to attend to details
- Checking the accuracy of facts
- Needing to focus on past experiences
- Being required to be practical

Stressors for Thinking Types

- Using personal experience to assess situations
- Adjusting to individual differences and needs
- Noticing and appreciating what is positive
- Focusing on process and people
- Using empathy and personal values to make decisions
- Having others react to questioning as divisive

Stressors for Feeling Types

- Analyzing situations objectively
- Setting criteria and standards
- Critiquing and focusing on flaws
- Focusing on tasks only
- Being expected to use logic alone to make decisions
- Asking questions that feel divisive

Stressors for Judging Types

- Waiting for structure to emerge from process
- Being expected to use "inner timing"
- Too much flexibility around time frames and deadlines
- Having to marshal energy at the last minuet
- Staying open to reevaluations of tasks
- Dealing with surprises

Stressors for Perceiving Types

- Having to organize selves' and others' planning
- Working within time frames and deadlines
- Others' distrust of last-minute energy
- Having to finish and move on
- Developing contingency plans
- Being required to plan ahead.

(Kirby, Barger, & Pearman, 1998, p. 345)

Reflection to Action

Results from this study indicate that new professionals have an inability to diagnose their own needs. They simply have difficulty thinking critically about a negative experience and translating it into a need addressed by a professional development program. Aponte (1994) purports that new professionals could benefit substantially from training that teaches them how to be introspective. Coleman and Johnson (1990) state, "...their [new professionals] ability to seek greater self-awareness within the context of the working world is central to the developmental process and obtaining vocational maturity" (p.2). Professional preparation programs and supervisors have the opportunity to teach master's students how to think, how to analyze, and how to act.

Recent research has examined the concept of self-supervision. The concept, taken from counselor education, is a philosophical approach to counseling and may believe it facilitates greater development and growth of the individual (Morisette, 2001). In a study conducted by Casey, Smith, and Ulrich (1989), "the ability of students and clinicians to self-supervise did not happen by chance," but instead is a skill that takes time to learn and develop. They go further to say that the process of deconstructing the counseling process to improve self-awareness, and overall quality of work requires a high degree of "insight, rigor, and responsibility" (Morisette, 2001, p. 3). Additionally, Morisette (2001) states that when counselors are asked to reflect, "It is as if an alarm suddenly sounds prompting counselors to investigate the therapeutic process. For these professionals, the reflection process does not occur on an ongoing basis and is usually provoked by negative factors" (p. 6). Further discussion on the area of self-supervision supports the notion that it is a skill that enhances the overall competence and performance of counselors. "The ability to analyze one's functioning and determine a route for desired change is an essential

skill for becoming and remaining a competent professional" (Crago, 1987, p. 138). Leith et al. (1989) also state that self-supervision is most effective when the counselor (a) recognizes clinical problems as they arise and (b) possesses the ability to solve these problems. Furthermore, Yager and Part (1986) presents a model for self-supervision. Steps include (a) self-assessment, (b) self-action, and (c) self-evaluation in a continuous feedback loop. In their words "this model could be useful in counselor skill development and in preventing burnout" (p. 20). Although the literature reflects solely on counselor development, the principles are close to those of student affairs. Moreover, findings from the study support the notion reflection and self-analysis is essential for full development of new professionals and more importantly, it is a learned skill that must be taught. As such, developmental programs and academic curriculum should include a model integrating individual reflection and self-action.

If new professionals can only identify needs 32% of the time, then supervisors and faculty need to teach new professionals how to work through the identification process. In a previous study (Davis, 2002), supervisors stated, "If my new professional tells me what they need, I will give it to them." Findings from the Davis (2002) study coupled with findings from this study demonstrate that such a mentality is not only hindering success of the new professional, but it also hinders the professional development and cognitive development of new professionals.

Based on findings from this research, the assumption follows that the Myers-Briggs Extroversion/Introversion orientation is an excellent guide in facilitating self-reflection. This leads to the importance of fostering new levels of reflection and development by providing a model for introverts to ponder prior to discussion and by being intentional about discussions with extroverts.

A recommended model for facilitating reflection follows:

1. Reflect on a struggle or problem you are experiencing in your job

2. Think about what could be the potential causes of this problem

3. Identify through this experience what you believe to be your "need"

4. Supervisors, be attentive to what new professionals do and do not say.

5. List out the needs based on not just what they stated, but also what they did not say.

   What was the underlying theme of the story?

6. Develop a plan with the new professional on how they can develop that skill area.

Remember extroverts will need to talk through this, and introverts will need to think, reflect, and/or write about it prior to discussing.

Synergistic Model for Professional Development

Data from this study has a significant implication for professional development programs. Until recently, a knowledge base that allowed supervisors to examine the skills and competencies of staff did not exist. Systematic models for professional development were based on conjecture and the personal experience of supervisors (Davis, 2002). They offered practical and helpful methods for approaching professional development, but they did not offer practical ways to implement such models, and they not provide supervisors with the necessary tools to assess the skill level of staff. One of the more recent models comes from Hirt and Winston (2003). They present a professional development model that incorporates four elements (a) development in the functional context, (b) development in the professional context, (c) development in the institutional context, and (e) development in the personal context. This model provides an excellent foundation for creating a professional development plan grounded in the functional, developmental, professional, and personal needs of each staff member. The Hirt and Winston

(2003) model does not offer a systematic tool for supervisors to use; however, now with the creation of the *Developmental Needs Inventory*, a full arsenal of tools is available to guide supervisors through the full creation of a professional development plan. Figure 5.2 presents the Synergistic Model for Professional Development, which is a synthesis of constructs from previous professional development models. It not only discusses the principles of job, individual, and organizational assessment, it provides a tool with which to conduct these reviews. Data from the *Developmental Needs Inventory* can now serve as the foundation for the Synergistic Model for Professional Development in that it assesses the needs of the individual in the context of the needs of the institution. Additionally, it takes into consideration the phenomenon of new professionals' inability to diagnose needs. This component is critical to the development of new professionals.

Research on the professional development needs of staff has historically ignored the voice of new professionals. The creation of a Synergistic Model for Professional Development must begin with a comprehensive assessment. First, research shows that new professionals expect to have various skills in order to be successful. Areas of mastery included in the literature are an understanding of conditions of employment, expectations of supervisor, applying theory to practice, university culture (Barr, 1997), managing time, communicating, planning leisure time, reducing physiological stress, gaining control of personal feelings, (Wiggers, Forney, Schutsman, 1982), interpersonal skills, cooperative working relationships, administrative and organizational skills (Ostroth, 1981), skill building, networking, developing professionalism, crisis management, supervision and mentoring (Coleman & Johnson, 1990), realistic expectations, understanding and putting theory to practice (Barr, 1990; Winston, 1990), professional growth (Barr, 1990), effective stress management (O'Brien & Erwin, 1990),

recognition (Ladew, 1998), and finally, technical and functional competence," (Wood, Winston, & Polkosnik, 1985). The *DNI-Skill Set Form* is a compilation of identified skill areas and exams both the proficiency and training level of staff on each skill area. The researcher recommends administering the *DNI Skill Set Form* to new professionals upon entrance to the position. Supervisors should also use the *Reflection Form* as a tool in assessing stated and implied needs of staff where they can extract and address transitional success, individual needs, and institutional needs. Lastly, the assessment phase should consider job specific and institutional specific needs. This collected data will then serve as the foundation for creating a professional development curriculum.

Analysis is the next step in the model. During this phase, supervisor and new professionals review needs emerging from the *Skill Set* and *Reflection Form.* They identify the personal style of the new professional, and they prioritize skill development areas. This information will be taken into consideration in designing the curriculum where objectives and desired outcomes are stated. The plan development also takes into consideration core requirements as found in the literature, individual needs, as well as basic competencies. The next step is implementation. Evaluation is last, but is a continuous process of examining, modifying, and redefining areas (McArdle, 1999). Figure 5.2 provides an overall summary of the model.

Following the steps in curriculum development can serve as an excellent tool in developing new professionals. It allows staff to have input, addresses their individual weaknesses, and allows supervisors to address division and departmental weaknesses. Individuals need to examine their own skill levels in accordance with skills the institution needs

and augment those when necessary (Carpenter, 1990). "Professional development plans need to be individualized. What is relevant for one employee may not be relevant to another…It is important to tailor each plan to the individual employees' needs and interests" (Hirt & Winston, 2003, p. 105).

Professional development is not only meeting a requirement set forth by a director, it is an opportunity to assist a new professional in their professional journey. As we attempt to retain new professionals, this model can provide a more systematic framework for professional development. It is the hope that through the intentional development of individual curriculum that student affairs practitioners will be better able to meet both the needs of the individual and the institution.

Figure 5.2

Synergistic Model for Professional Development
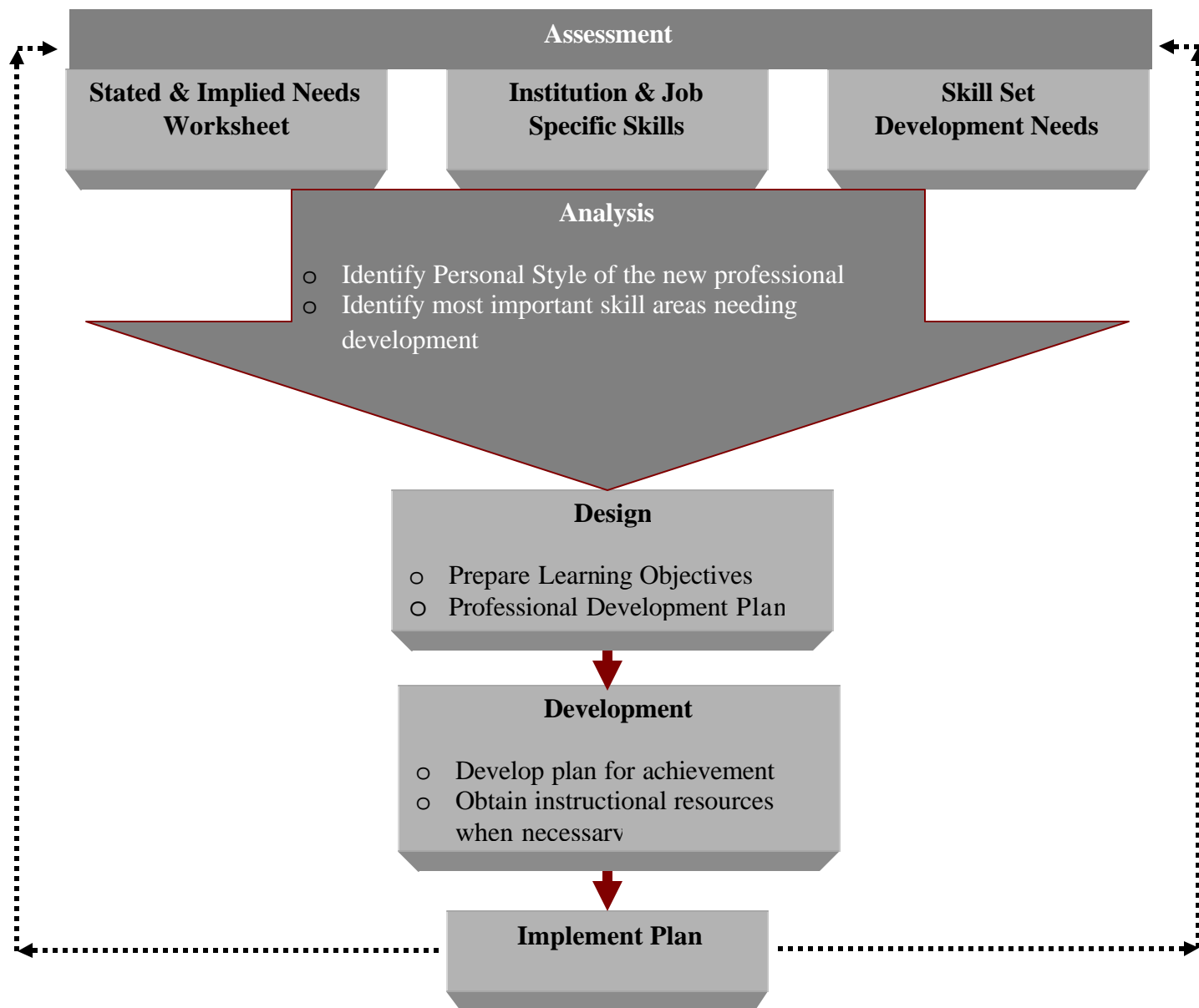
Supervisory Skills

The literature defines supervision as a "central learning experience" (Borders & Leddick, 1988). Furthermore, supervision is "a cumulative process, not an event…which includes instruction, psychological support, directives, and sometimes crisis management" (Winston & Hirt, 2003, p. 43). It is an essential skill for all entering the field of student affairs; however, a systematic approach to supervision training does not currently exist. As a result, professionals are ill prepared to enter the field and supervise staff. Studies show that supervisors lack the training on how to supervise (Davis, 2002; Winston & Creamer, 1997). Data from this study demonstrates that new professionals are entering the field with little training and proficiency in the area of supervision. The supervision ability of new professionals is critical to their success. Based on the literature, most new professionals will enter positions where they are responsible for some level of supervision be it student staff, support staff, or graduate level staff. Of the 120 individuals participating in this study, only 4 indicated having no level of responsibility; however, on average, survey respondents indicated they supervised seven individuals demonstrating that new professionals are responsible for some level of supervision.

Questions regarding supervision skills were among the lowest in terms of both proficiency and training. Additionally, the location with which individuals reported receiving their training varied and could not be ascribed to one dominant or consistent place. Why does this matter? If there is no predictable place from which new professionals are receiving their

training, and there is no consistency in the level of training they receive, how then are we to be certain they qualify to perform such an important aspect of their position? The answer is formalized training either through professional organizations and professional preparation programs.

Summary

Overall, the implications of this study are far reaching. The creation of a professional competency *Skill Set* that examines both the proficiency and training level can become the foundation for many aspects of professional curriculum, conference development and supervisory practice. Furthermore, the exploration of factors that contribute to a new professional's ability to diagnose needs serves as a spring board for future research, and finally, dispels the myth that Myers-Briggs Type Indicator is a less than useful tool which can significantly alter the way supervisors work with staff.

Implications for Future Research

Inherent in all research studies are implications for future research. Areas emerging from this study include (a) reliability testing of the *DNI-Skill Set, and Reflection Form,* (b) further investigation of the diagnosis phenomenon, and (c) research on the preparedness and proficiency level of professional preparation graduates.

The reliability coefficients for this study were .86 for the *Proficiency Level Scale,* and .93 for the *Training Level Scale.* More research needs to be done on the overall validity and reliability of the *Skill Set* as well as the two scales prior to its future use.

In addition to validating the *Skill Set Form*, research also needs to be done on the *Reflection Form* and its use as a reflective measurement tool. Future studies focusing on the use of the *Reflection Form* in supervisory practice will be useful in further validating the conversion process. Additionally, future research can examine the use of the reflective technique, discussed under implications for practice, as a foundation for professional development, and determine its effectiveness in enhancing new professionals' diagnosis ability.

Based on the findings of this study, predicting a new professionals' ability to diagnose is extremely complex. Future research should utilize the foundation information in this study, and expand the sample size as well as the years of professional experience which may provide more stable and significant findings. Additionally, utilizing other cognitive constructs may identify a variable that will predict diagnosis level.

New professionals defined themselves as being slightly to moderately proficient. Why is this the case if they are graduating from a professional preparation program where the aim is to prepare graduates for the world of work? Do they receive adequate preparation in the practical aspects of being a student affairs practitioner? Did they feel more proficient prior to graduating? Future researchers examining how the master's programs teach "critical skills" could uncover results which would be inestimable value to the profession. An exploration of the proficiency level prior to graduating and one year after graduation would also be very interesting and could help in understanding how to better the work experience for new professionals and supervisors alike.

Chapter Summary

In September 2003, the researcher surveyed new professionals in NASPA and SACSA to understand their inability to diagnose needs. The researcher examined survey results with respect to gender, years of experience, type of graduate degree, and Myers-Briggs Type, and examined participants based on their skill level and proficiency level.

This study examined the experience of new professionals, their skills, competencies, and abilities as reflective practitioners. Findings challenge long held beliefs regarding supervision and support the notion that attention needs to be given to new professionals, their individual style, and competencies. Continual professionalization of student affairs means fully developing its future leaders, administrators, and faculty. Such development cannot occur in a vacuum with little consideration given to the individual. This study serves as the foundation needed to modify professional practice.

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APPENDIX

APPENDIX A

Cover letter

November 11, 2003

Dear Colleague,

I am a doctoral candidate in the Student Affairs Administration program at the University of Georgia. Under the direction of Dr. Diane Cooper, Counseling and Human Development Services Department, I am conducting my dissertation research on the experience of new professionals in student affairs. The purpose of my research is to gather information concerning the skills, needs, and experiences of new professionals.

Much of the literature regarding supervision in student affairs is directed towards staff development or the desired competencies of new professionals. Although there is a call for such development, one is left wondering what serves as the foundation for the programs being implemented. Is there a full understanding of the needs of the new professional when such programs are being developed? Based on what is reported in the literature, and stories from those who are currently in the field, the answer is "no." Additionally, findings from a recent study also support the conclusion that needs of new professionals are not fully understood. Hence the field of student affairs is left with a significant void that is certainly impacting professional practice and satisfaction of new professionals.

This study proposes to examine the interlaced threads that contribute to new professionals' experience. The result will be a foundation for greater understanding, greater responsibility, and improved supervision. Moreover, this research proposes to fill the information gap that currently exists. By examining the needs, skills and experiences from the perspective of new professionals, programs for staff development and basic staff management can be purposely created to meet the stated and unstated needs of emerging professionals.

Although participation in this study is critical to the future success and development of new professionals, it is voluntary. I do hope however that you give careful consideration to participating. It is my own experience as a new professional that has triggered my interest in this topic. I believe the field is in need of information that will allow supervisors to better meet the needs of new professionals.

Here is some additional information regarding the research:
- ❑ If you choose to participate, please print and complete the survey included at the end of this document. There is an information sheet that will guide you through each part. The entire study should take approximately 1 hour in length.
- ❑ The deadline to return the surveys is **December 1st**.
- ❑ Use a ballpoint pen to complete all surveys.
- ❑ Please use a word processor to compose, and print responses to the reflection questions.
- ❑ Responses to your surveys are confidential and anonymous.
- ❑ If you wish to withdraw your participation or not participate at all in this study, you do not need to return the survey.
- ❑ Return your completed survey to:

Janice K. Davis
Office of Staff Development and Judicial Programs
Department of University Housing – Russell Hall
Athens, GA 30602

❑ If you would like a stamped envelope sent to you, please send an email to davisjk@uga.edu with your name and address, and it will be sent within two business days.

Thank you very much for your participation. Feel free to contact me at (706) 542-8191 or davisjk@uga.edu if you have questions or need additional assistance. You may also contact Dr. Diane Cooper, 402 Aderhold Hall, Counseling and Human Development Services Department, University of Georgia, Athens, GA 30602-7142 at (706) 542-1812 or dlcooper@coe.uga.edu should you have additional questions.

Sincerely,

Janice K. Davis
Doctoral Candidate
Student Affairs Administration
The University of Georgia

For questions or problems about your rights please call or write: Chris A. Joseph, Ph.D., Human Subjects Office, University of Georgia, 606A Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (706) 542-6514; E-Mail Address IRB@uga.edu.

APPENDIX B
Informed Consent

Janice K. Davis, doctoral student in the Department of Counseling and Human Development Services at The University of Georgia, is conducting the research study titled "Understanding the Diagnosis Phenomenon of New Professionals in Student Affairs." She can be reached at (706) 542-8191 or davisjk@uga.edu. This study is being conducted under the direction of Dr. Diane Cooper, UGA faculty advisor, Department of Counseling and Human Development Services, (706) 542-1812. Information gathered in this study is for research purposes and may be used in future publications.

The purpose of this research is to learn of factors contributing to the experience of new professionals in student affairs from the perspectives of the new professionals.

You do not have to take part in this study. You can stop taking part at any time without giving any reason, and without penalty. If you choose not to participate in the study, you simply need not return your completed materials. Expectations of participants follow:
   a. Completion of the Myers-Briggs Type Indicator.
   b. Completion of the Skills Inventory Form
   c. Completion of the Experience Discussion Form
   d. Completion of the Demographic Form
   e. I will return all completed forms in the preaddressed envelope to the researcher
   f. **Total time to complete all tasks is one hour**

Participation in this study will be anonymous meaning participants identity will not be known by the researcher. You will not benefit directly from this research. However, participation may lead to information that could improve staffing practices, supervision, and satisfaction for new professionals in the field of student affairs. There are no expected discomforts or stresses associated with participation in this study. As such, participation in this study has no foreseeable risks associated with it.

The researcher will answer any further questions about the research, now or during the course of the project, and can be reached by telephone at (706) 542-8191.

There is no need to return this form with your signature. If you consent to participate in the study, complete and return your completed survey, and this will serve as your consent ensuring your anonymity.

For questions or problems about your rights please call or write: Chris A. Joseph, Ph.D., Human Subjects Office, University of Georgia, 606A Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (706) 542-6514; E-Mail Address IRB@uga.edu.

Developmental Needs Inventory

Are you a new professional defined as someone in the first three years post-master's degree? If the answer to this question is yes, please continue on with this study. If you are not, please send an email to davisjk@uga.edu with "no" in the subject line. This will indicate your desire to be removed from the study and prevent you from receiving duplicate forms, and reminder postcards. Thank you for your time and assistance.

**FOR NEW PROFESSIONALS PARTICIPATING
IN THE STUDY
Continue Here**

Directions:

- Complete Part I (*Skill Set Questionnaire*)

- Complete Part II (*The Reflection Form*)
  The questions in this section ask you to reflect on your professional development needs during the previous 12 months. For the purpose of this study, it is important that examples and stories be pulled **only** from the previous year (past 12 months). The preference is for you to discuss work specific data; however, I understand there may be something significant that may not be work related that has contributed to the overall work experience. Feel free to discuss such information on the form when you are completing it.

- Complete Part III (*Myers Briggs Type Indicator*) using the attached scantron sheet "MBTI Form G Answer Sheet."

- Complete Part IV (*Demographic Information Form*)

Thank you for your willingness to participate in this study. The data collected will be used to inform supervisors as a group how to be more effective in working with new professionals. Your investment of time completing this survey has the potential to improve supervision and as a result overall satisfaction of professionals in student affairs as they begin their careers.

If you have questions, or are interested in the results of the study, please feel free to contact me at davisjk@uga.edu or 706.542.8191.

Part I - Skill Set Questionnaire

Use the following scales to complete the instrument

Skill Proficiency:

1	2	3	4	5	6	7
no proficiency	moderately non-proficient	slightly non proficient	slightly proficient	moderately proficient	high proficiency	Do not know

Level of Training Received:

1	2	3	4	5	6	7
no training	very little	some	moderate amount	substantial	extensive	Do not know

Training Received Primarily From:

S	PP	C	OJ	O
Supervisor	Professional/Graduate Preparation Program	Professional Conference	On the Job	Other (explain)

Skill	Proficiency Level	Level of Training	Training Received From
Developing realistic expectations of supervisor	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Translating psychosocial development theory into practice (ex. Chickering & Reisser)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Translating cognitive development theory into practice (Perry, Baxter-Magolda)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Translating moral/ethical development theory into practice (Kohlberg, Gilligan)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Understanding Institutional Culture	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Managing Time	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Communicating orally (public speaking)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Communicating in writing	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Developing meaningful leisure interests	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Developing constructive means for coping with stress	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Finding a balance between work and personal life	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)

Skill Set Questionnaire – Continued

Skill Proficiency:

1	2	3	4	5	6	7
no proficiency	moderately non-proficient	slightly non proficient	slightly proficient	moderately proficient	high proficiency	Do not know

Level of Training:

1	2	3	4	5	6	7
no training	very little	some	moderate amount	substantial	extensive	Do not know

Training Received Primarily From:

S	PP	C	OJ	O
Supervisor	Professional/Graduate Preparation Program	Professional Conference	On the Job	Other (explain)

Skill	Proficiency Level	Level of Training	Training Received From
Controlling personal feelings in the work environment	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Assisting students in dealing with personal problems and concerns	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Developing effective working relationships with students	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Developing satisfying working relationships with co-workers	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Developing satisfying working relationships with supervisors	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Using administrative skills (e.g. managing a budget, running an office)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Using organizational skills (e.g. maintaining files, being efficient in planning tasks)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Using technical skills (e.g. operating a computer and other technologically based systems)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Using functional competence (e.g. understanding aspects of job and responsibilities in functional area)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Understanding of multicultural issues	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Reconciling conflicting values of faculty and academic administrators and the values of student affairs	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Understanding legal issues and regulations operating in my functional area	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Understanding and integrating professional ethical standards into practice	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Skill in hiring staff members	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)

Skill Set Questionnaire – Continued

Skill Proficiency:

1	2	3	4	5	6	7
no proficiency	moderately non-proficient	slightly non proficient	slightly proficient	moderately proficient	high proficiency	Do not know

Level of Training:

1	2	3	4	5	6	7
no training	very little	some	moderate amount	substantial	extensive	Do not know

Training Received Primarily From:

S	PP	C	OJ	O
Supervisor	Professional/Graduate Preparation Program	Professional Conference	On the Job	Other (explain)

Skill	Proficiency Level	Level of Training	Training Received From
Orienting a new staff member(s) to their position(s)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Developing a professional development plan for supervised staff	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Conducting training for staff	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Adapting my supervision style to the needs of my staff	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Terminating a staff member when necessary	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Identifying and understand the needs of my staff	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Providing programs, services, or other opportunities that positively affect specific student learning outcomes	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Conducting an assessment of student learning and/or other personal development needs	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Conducting systematic evaluations of programs or services	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)
Other (indicate) _____	1 2 3 4 5 6 7	1 2 3 4 5 6 7	S PP C OJ O (Other _____)

Part II - Reflection Form

Directions

Please complete the following questions. Typed or word processed responses would be best; however, you may choose to use this sheet and other paper, and hand write responses if that is more convenient.

If you are in the first year of professional experience, reflect on your tenure in the current position.

1. **In the previous year, what one (either positive or negative) work related experience stands out to you?**

2. **In the previous year, what did you need at work to be more successful? Please be specific. If you use a "term" please provide a definition.** (e.g. "Support" people will encourage and listen to me when I have problems)

3. **What supervision needs did you have during the previous 12 months meaning what did you need from your supervisor?**

4. **Describe two areas of frustration you experienced in your job during the previous year.**

5. **Do you consider the frustrations listed in number four to be your greatest challenge? If so, specify why. If not , please discuss what you consider to be your greatest professional challenge this past year.**

6. **Do you reflect on your work? If so, how do you do that?**

Part III
Myers-Briggs Type Indicator – Form G
Katharine C. Briggs
Isabel Briggs Myers

Directions

o   There are no "right" or "wrong" answers to these questions.

o   Your answers will help show how you like to look at things and how you like to go about deciding things.

o   Read each question carefully and mark your answer on the separate answer sheet.

o   Make no marks on the question booklet.

o   Do not think too long about any question. If you cannot decide on a question, skip it, but be careful that the *next* space you mark on the answer sheet has the same number as the question you are then answering. Be sure to return to the skipped questions at the end. For inclusion in this study, all questions must be answered.

o   Work through the booklet until you have answered all the questions.

o   **ANSWER ALL QUESTIONS ON THE SCANTRON FORM USING A BLUE OR BLACK BALLPOINT PEN.**

NOTE: Instrument is not included in the appendix as per the agreement with CPP. For information regarding the MBTI-Form G contact CPP, Inc.

PART IV - DEMOGRAPHIC INFORMATION

Age _____

Gender _____

Years of professional experience _____ **Years of professional experience in student affairs** (if not the same) _____

Current functional area in student affairs _____

Ethnicity (select one primarily)
- ☐ African American
- ☐ Asian Pacific Islander
- ☐ Caucasian
- ☐ Hispanic/Latino
- ☐ Multiracial
- ☐ Native Indian
- ☐ Other

How long do you anticipate working in student affairs?
- ☐ 1-3 years
- ☐ 4-6 years
- ☐ 7-9 years
- ☐ 10–12 years
- ☐ 13-15 years
- ☐ 16-19 years
- ☐ 20 years or more
- ☐ Until retirement
- ☐ Other

Preparation/Graduate Training (check one)

The program was very focused on administrative issues and managerial concerns.

☐ The program was primarily focused on administrative issues and managerial concerns with some attention to counseling/helping skills and developmental issues.

☐ The program had a balanced focus of administrative issues, managerial concerns, and counseling/helping skills and developmental issues.

☐ The program was primarily focused on counseling/helping skills and developmental issues with some attention to administrative issues and managerial concerns.

☐ The program was very focused on counseling/helping skills with developmental issues.

☐ I did not attend a professional preparation program in student affairs, counselor education, higher education administration, or related area.

☐ My program had another focus. Please specify _____
_____

What is your highest degree earned?
☐ Bachelors   ☐ Masters   ☐ Educational Specialist   ☐ Doctorate

Indicate the field or specialty in which this degree was earned. _____

Indicate the number of individuals that report directly to you. _____

How many individuals directly report to your supervisor? _____

Completed the Study?
Make sure you have done the following:

1. Completed all four parts
   a. Skill Set Questionnaire
   b. Reflection Form
   c. Myers Briggs Type Indicator form
   d. Demographic Information Form

2. Place all four completed parts into envelope. Make sure to include your typed or word processed responses if you did not use the included form.

3. Send the completed materials by December 1st to
   Janice K. Davis
   Office of Staff Development and Judicial Programs
   Department of University Housing – Russell Hall
   Athens, GA 30602

   NOTE: You may request a stamped envelope from the researcher by sending an email to davisjk@uga.edu. Include your name and address and this will be sent within two business days.

4. You may request copies of your personal results as well as the study's results by placing a note with your name and address in the envelope. Please indicate what information you would like sent.

5. Seal the envelope and place it in any US Mail box.

6. Remember you can contact Jan Davis at any point for clarification, or further information.

Thank you for your participation.

APPENDIX D
ADI Conversion Form

Step One - Listing Needs
Directions: Research shows new professionals (NP) cannot directly state what they need to be successful. To determine the "stated needs" read questions 2 and 3 and list out the needs (stated) that are listed by the NP. Raters then need to read the other questions on the reflection form and determine what needs are implied. These should be listed in the "implied needs" box.

Stated Needs	Implied Needs
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.

Step Two: Calculate level of congruence
Directions: Examine the number of stated needs found in the implied needs list. Indicate similarity by circling the response. Count the number of stated needs that are listed in the implied list. Enter this number in the box below. Enter the indicated information to complete the conversion process.
Note: The NP may indicate items under the stated needs list that are not found in the implied list. This is inconsequential to the research question.

# of stated needs found in implied needs list		Total Implied Needs		% of Reflection
	⌣		=	

APPENDIX E

CPP Agreement

<table>
<tr>
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Janice K. Davis
University of Georgia
102 College Stn Rd
Apt F206
Athens, GA 30605
</td>
<td>
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MODIFICATION & REPRODUCTION
Agreement Issued: **August 26, 2003**
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By _____ By _____
      Authorized Representative   **Janice K. Davis**

Date_____ Date _____