

The Power of Supervision in Child Welfare Services

Sarah Cearley

University of Arkansas at Little Rock, School of Social Work

ABSTRACT: This study examines factors influencing the empowerment of child welfare workers. It correlates relationships among workers' perceptions of supervisors' help-giving behaviors, perceptions of agency support, and their perceived empowerment. The research investigated the associations between length of employment and type of educational degree and worker empowerment. The cross-sectional survey design used a sample of 85 child welfare workers. Multiple regression examined the combined influence of the predictor variables on worker empowerment as well as the degree of influence each predictor variable individually had upon the criterion variable, while others were controlled for. Results, confirmed by path analysis and underscored by qualitative responses, indicated that workers perceived their supervisors' help-giving behaviors as the only factor that influenced their perceived empowerment. The author discusses implications for practice in human services.

KEY WORDS: supervision; child welfare; empowerment; help-giving behavior; bureaucracy.

Introduction

Although previous, albeit scant, research has shown that empowering behaviors of help-givers can influence the empowerment of help-receivers, little is known about this dynamic between supervisors and workers in public child welfare (Bandura, 1978; Dunst, Trivette, & Deal, 1988; Gutierrez, 1994). Child welfare agencies that encourage improved functioning for clients might consider a connection between empowering supervisory behavior and worker sense of empowerment and client empowerment (Dunst, Trivette, & Hamby, 1996; Harkness & Hensley, 1991; Harkness & Poertner, 1989).

The present study is based on the premise that, even within the confines of a large and sometimes disjointed system such as public child welfare, individual workers who are guided toward a sense of empowerment in their work will be able to help their clients believe the same

Correspondence should be directed to Sarah Cearley, University of Arkansas at Little Rock, School of Social Work; e-mail: scearley@juno.com

(Dunst, Trivette, & Deal, 1988; Dunst, Trivette, & Hamby, 1996). "Empowerment," in this context, is defined as workers' belief that they have the capability to shape events in their jobs and their lives, that their actions are effective, and that they have some control over their choices and actions. To lay a foundation for testing this assumption, the researcher investigated several factors that might influence workers' sense of empowerment within a statewide child welfare agency. In addition to supervisory help-giving behaviors, the research also examined the effects of organizational support, length of time as a child welfare employee, and type of degree on worker empowerment (Blau, 1960; Eisenberger, Fasolo, & Davis-LaMastro, 1990; Frans, 1993; Grimm & Orten, 1973; Leslie, Holzhalb, & Holland, 1998).

Variables

Empowerment

Empowerment has been described as a theory, a practice, a goal, a process, and a method. Rappaport states that "empowerment...conveys both a psychological sense of personal control or influence and a concern with actual social influence, political power, and legal rights" (1987, p. 12). Gutierrez describes empowerment as the "process of increasing personal, interpersonal, or political power so that individuals, families, and communities can take action to improve their situations" (1994, p. 202). Individuals or groups with little social or political power have less access to resources. If they are to improve this condition, they must be aware of their choices and have opportunities to select their courses of action from among those choices. Once people have the information, they also must believe that they can make those choices and act on those opportunities to their benefit. They must believe they are capable of task-specific performance (Bandura, 1978). According to Bandura, this belief is the most powerful determinant of behavioral change. Yet it is not necessarily an innate human characteristic. Both the belief and the skills to act accordingly can be learned in supervision through modeling, shared authority, and support (Leslie, Holzhalb, & Holland, 1998; Kadushin, 1974).

An empowerment paradigm uses a strengths perspective in which one emphasizes strengths and areas for improvement. This paradigm rejects the medical model of identifying and focusing on problems, symptoms, or pathology. Empowerment-oriented workers, supervisors, and agencies understand that they best serve by recognizing the strengths of help-receivers and how they have successfully used those strengths in past and current situations (Cohen & Austin, 1994). The

strengths then become part of the roles and tasks within the relationship and tools for change.

The intervention methods called for in empowerment theory are relevant for both client and supervisory relationships. They include:

- collaboration, trust, and shared power between the two parties;
- accepting the help-receiver's definition of the problem;
- identifying and building upon the help-receiver's strengths;
- raising critical consciousness of issues of gender, class, and power;
- actively involving the help-receiver in the change process;
- teaching specific skills;
- using mutual-aid, self-help, or supportive groups;
- providing the help-receiver with a sense of personal power within the helping relationship;
- mobilizing resources or advocating for the help-receivers (Gutierrez, et al., 1995).

The development of an empowering therapeutic relationship also depends upon the careful articulation of specific forms of power, e.g., structural, legitimate, referent, and expert (Hewson, 1999). The supervisor (or therapist) must be candid about the power that is inherent in these types of relationships because, even with one's efforts to share power, neither therapeutic nor supervisory relationships are "structurally egalitarian" and the pretense of an "egalitarian relationship simply submerges the structural power as a covert force" (p. 406). When the parameters of the relationship are clearly defined, the bases of power and authority are agreed upon and tasks are carried out with appropriate expectations.

Positive help-giving behavior and support can influence the acquisition of empowering traits and behaviors of help-receivers, i.e., workers and clients (Bandura, 1978; Dunst, 1995; Gutierrez, 1994). People can be guided toward the belief that their actions can make a difference in their own lives as well as in the lives of others. They can learn how to exercise their choices of action toward those ends. And they can help empower others by conveying their belief in the capability of change in themselves and in those with whom they work (Hegar & Hunzeker, 1988).

Supervision

Education, support, and administration are three delineated functions of supervision. According to Kadushin (1976), these functions should be performed within a positive relationship, with the ultimate objective being to deliver the best possible service to clients.

Many scholars agree that role modeling is the most effective way to teach human services attitudes and skills, particularly for beginning supervisees (Cohen & Austin, 1994; Kadushin, 1985; Shulman, 1996; Williams, 1997). Kadushin reported in his 1974 and 1992 surveys of human services supervisors and supervisees that more experienced workers feel a need for some autonomy and prefer a more consultative relationship. These two styles lend themselves to the previously mentioned empowerment intervention methods in that they allow the supervisee the professional autonomy to make decisions and establish courses of action based on modeling and consultation rather than directive.

Parallel process is a type of modeling that repeats at all levels of the supervisor-worker-client system (Williams, 1997). One scenario of parallel process is in the supervisory session, when workers may consciously present emotional or behavioral reactions that they observed in a client. The skilled supervisor who recognizes the process, models effective help-giving for the worker. If the supervisor wants the worker to find and use the strengths of the client, he or she could demonstrate this by jointly evaluating the worker's recent successes (Cohen & Austin, 1994). On the other hand, if a supervisor demonstrates disempowering behaviors with the worker, the worker may well duplicate the harmful interaction, which could result in the client being victimized by the system (Fox, 1989). The potential for this disempowering relationship is great with involuntary clients, such as those who come into the child welfare system.

In 1976 Kadushin suggested the support function in supervision, in which a supervisor has "the responsibility for sustaining worker morale, helping with job-related discouragements and discontents, giving supervisees a sense of worth as professionals, a sense of belonging in the agency and a sense of security in their performance" (p. 20). This support function is a mainstay of trust, which is a basic ingredient in both therapeutic and supervisory relationships.

Possibly the greatest barrier to trust in child welfare is the hierarchical and authoritative structure of the bureaucracy (McBride & Shaw, 1995). In a 1998 study of Master of Social Work (MSW) graduates in public child welfare, Dickinson and Perry surveyed 224 graduates who had completed a time payback for a government-funded educational leave program. The authors discovered that the professional support workers felt they received from their supervisors contributed significantly to their remaining on the job. Workers' comments suggested that these supervisors had a "willingness to listen to" respondents' work-related problems, that they could be relied on "when things get tough at work," and that they were helpful in

aiding respondents in getting the work done (p. 4). These supervisees reacted positively to the acknowledgment of a strengths-oriented self-concept (Cohen & Austin, 1994).

Shulman (1993) describes a dynamic system of supervision in which staff members interact with a number of systems related to their work. A child welfare worker interacts daily with children, careworkers, foster parents, colleagues, agency managers, the courts, law enforcement, other agencies, families, and supervisors. The child welfare worker needs the necessary knowledge, skills, and attitudes to work with each of those systems. Within the administrative function, the supervisor-worker relationship can be the bridge between many of these systems and the worker.

The Public Bureaucracy

In public child welfare, families "likely to experience the most extensive intervention...are the poor, minorities, and female single parents; they are people who already are significantly disempowered" (Hegar & Hunzeker, 1988, p. 499). They are often then further disempowered by the agency itself during the course of investigations, court proceedings, removal and out-of-home placement of the children, and possible termination of parental rights. In addition, the agency staff members who perform these services are, themselves, devalued by society as well as by their own employer, the child welfare agency (Ellett, Ellett, Kelley, & Noble, 1996; Hegar & Hunzeker, 1988). In a 1996 study of MSW graduates working in child welfare agencies, one respondent described the experience thus: "There is always the feeling that the agency will not go to bat for you...you have to walk the plank alone" (Ellett, et al., p. 34). However, each program's type and paradigm are important determinants of its help-giving practices. In a study of empowering traits of worker's help-giving behaviors, families assessed those of staff in family-centered programs to be more empowering than those in the professional-as-expert oriented programs (Dunst, Trivette, & Hamby, 1996). The authors of this study concluded that adoption of empowering practices, such as involving the family in a participatory way, is associated with a heightened sense of self-efficacy and personal control (1996). Public child welfare programs are mandated to be family-centered (Adoption Assistance and Child Welfare Act, 1980). Their goals include helping to strengthen birth, foster, and adoptive families. In reality however, these public bureaucracies have been described as "the modern version of authoritarianism...transforming service delivery systems in ways that have profoundly adverse effects on those who provide

service, or those who receive it, and on the nature of service itself" (Solomon, 1976, p. 14).

Length of Time as a Child Welfare Worker

A logical assumption about human service workers is that as they gain knowledge and skills through experience as help-givers, they will be more effective in their work with clients. The literature is contradictory on this issue. Some studies have shown that more time on the job is related to less favorable treatment for clients and increased frustration and cynicism (Blau, 1960; Grimm & Orten, 1973). Another finds it to be a predictor of job satisfaction and commitment (Glissen & Durick, 1988). This variable was included because this writer has observed workers and supervisors in public child welfare who demonstrate commitment to their work and their clients and belief in both the efficacy of their efforts and the worth of their clients even after years of service.

Type of Degree

Many higher education programs in human services, such as, child and family practice, child and youth care, and social work, are encouraged to train their students to work with clients from an empowerment perspective. However, Frans (1993) suggests that even though human services professionals endeavor to empower others, they themselves often experience both a personal and a collective sense of powerlessness. The literature strongly suggests that empowerment can be learned. Students who graduate with a sense of empowerment will begin their professional lives by influencing the three-tiered system of supervisor-worker-client at the level where they begin. The modeling works in both directions.

Methodology

Design and Sample

The overarching question in this study is, "What factors contribute to workers' perceptions of their own empowerment?" Multivariate statistics were used in a cross-sectional survey design to examine whether child welfare workers' perceptions of supervisors' help-giving behavior, perceived organizational support, length of time as a child welfare worker, and type of degree were associated with their empowerment.

The study had a non-probability, convenience sample of 91 participants taken from the population of child welfare workers in an agency administered at the state level in the southeast United States. Only child welfare workers were surveyed. The typical respondent was a white female with a non-human services undergraduate degree, under 30 years of age, with just over two and one-half years of experience in child welfare. The sample was similar to the population in terms of gender and race. Further information on the population was not available to determine similarity of other characteristics.

Instruments

Three primary self-report instruments were used to collect data: the Supervisor Help-giving Scale; the Survey of Perceived Organizational Support (Eisenberger, Fasolo, & Davis-LaMastro, 1990) and the Worker Empowerment Scale (Leslie, Holzhalb, & Holland, 1998). A demographic survey allowed the researcher to gain not only sociodemographic information, but also information on two predictor variables: length of time as a child welfare worker and type of degree. In addition, participants were asked to respond to the statement: "My supervisor's behaviors toward me help me feel empowered." The Workers Empowerment Scale (Leslie, et al., 1998) assessed the extent of perceived empowerment among workers. The Supervisor Help-giving Scale examined whether workers perceive that their supervisors demonstrate certain kinds of help-giving characteristics to them as supervisees; it was modified from an instrument originally developed by Dunst, Trivette, and Hamby (1996) for use with parents' (of children with developmental disabilities) perceptions of workers' behavior toward them. The Survey of Perceived Organizational Support (Eisenberger, et al., 1990) assessed employees' perceptions that the organization's judgments of them are favorable or unfavorable to some degree and the expectation that the organization would support or impede them and their work in a variety of situations.

Results

Primary Analysis

Multiple regression analysis is used to determine what proportion of the variance of a criterion variable can be accounted for by the other variables at the .05 alpha level. Multiple regression analysis showed the overall correlation (R is the multiple correlation coefficient) between the predictor variables, perceptions of supervisors' help-giving

behaviors, perceptions of organizational support, length of time as a child welfare worker, type of degree and the interval-level criterion variable, worker empowerment. The squared R-value (.417) for the entire set showed that 42% of the variation in worker empowerment was explained by all five variables together (Rubin & Babbie, 1997).

Each predictor variable was also weighted. The beta weight, also known as the standardized regression coefficient, denoted its relative contribution to the overall prediction (Hair, Anderson, Tatham, & Black, 1995). The higher the beta weight of a particular predictor variable, the greater its relative effect on the criterion variable when all other predictor variables are controlled. The statistical significance of each beta weight was also tested by multiple regression. This showed which particular predictor variables were significantly related to the criterion variable after controlling for all other predictor variables. Therefore, the partial correlation coefficient, which measured the association between two variables after others had been controlled, showed if the proportion of the variation in empowerment of any one of the predictor variables was greater than any or all of the others. The analysis was done with the SPSS statistical software program (SPSS Inc., 1999) that has an automatic "unique sum of squares" feature, which controls for all other predictor variables while the beta weight of one is computed.

Because of its possible influence on perceptions of supervisor help-giving behavior, a fifth predictor variable was added to the analysis, length of time with current supervisor. The researcher examined the significance of the beta weight of each coefficient in the multiple regression model to identify which ones were significantly related to the criterion variable after controlling for all predictor variables.

Results of the analysis revealed that the only significant variable, and the one with the highest beta weight, or relative effect, was supervisor help-giving behavior showing significance at $p < .001$. Table 1 shows that the standardized Beta of perceptions of supervisor help-giving behavior was .624, which revealed a positive strong slope. As supervisor help-giving behavior scores rose, so did perceived worker empowerment scores. The eta-squared statistic estimates the effect size, or strength of association between variables. It indicated that the variable supervisor help-giving behavior (.384) had stronger effects on and explained more variation of perceived worker empowerment than any of the other variables.

Path Analysis

Path Analysis, or Structural Equation Modeling (SEM), examined the relationships among all the variables simultaneously and was

Table 1
Standardized Beta and Significance Levels of Predictor
Variables with Worker Empowerment as Dependent Variable

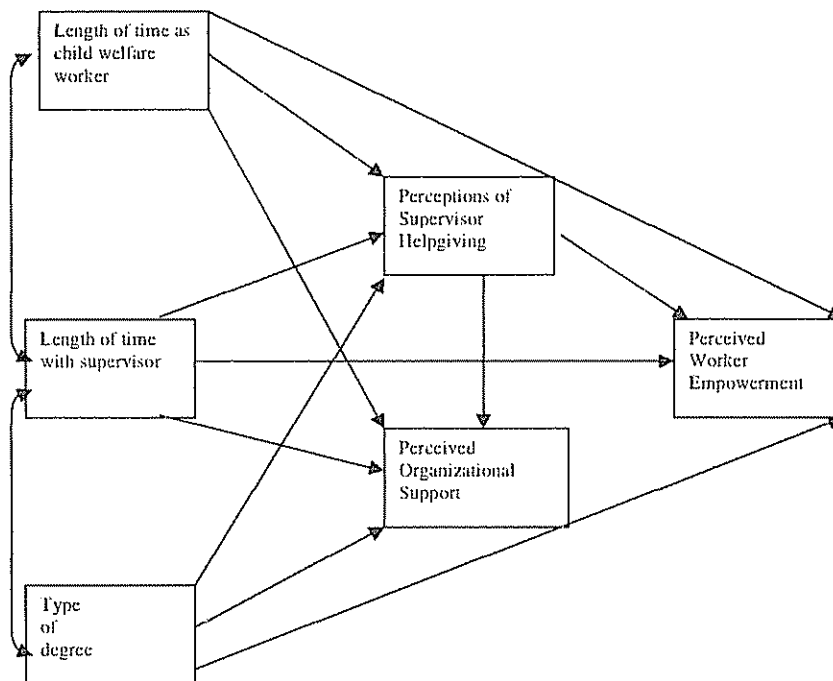
Variable	Standardized B	<i>t</i>	Significance	η^2 Effect Size
HGS	.624	7.016	.000	.384
POS	.086	.961	.340	.012
LOT as CWW	-.101	-1.008	.317	.013
LOT with Cur. Sup.	.037	.383	.703	.002
Type of Degree	-.108	-1.257	.212	.020

Note: HGS: perceptions of supervisor's helpgiving behavior; POS: perceived organizational support; LOT as CWW: length of time as a child welfare worker; LOT with Cur Sup: length of time with current supervisor; Type of Degree: social work or non-social work

used to confirm the multiple regression results. Path Analysis is "based on specifying relationships in a series of regression-like equations that can be estimated by determining the amount of correlation attributable to each effect in each equation simultaneously" (Hair, Anderson, Tatham, & Black, 1995). A path diagram is displayed graphically which depicts the complete set of relationships (Figure 1). It is the interdependent nature of the structural model in which independent variables can become dependent in subsequent relationships (and vice versa) that moves path analysis beyond testing whether a set of independent variables predicts a phenomenon. It provides the researcher with the ability to examine the relationships among those variables. In fact, "SEM is the only analysis that allows complete and simultaneous tests of all the relationships" (Tabachnick & Fidell, 1996, p. 712). Path analysis is intended as a confirmatory technique, and this was its purpose in the present research.

The confirmed findings were that only one of the predictor variables used in this study—that of perceptions of supervisor help-giving behavior—was associated with the criterion variable, perceived worker empowerment. The proportion of the variance of workers' perceived empowerment ($R^2 = .432$) that could be accounted for by the model was approximately 43%. The multiple regression findings, in which the model summary revealed that 42% of the variance of workers' perceived empowerment was accounted for, were confirmed. (Figure 2)

Figure 1
Hypothetical Model of Factors Influencing Worker Empowerment

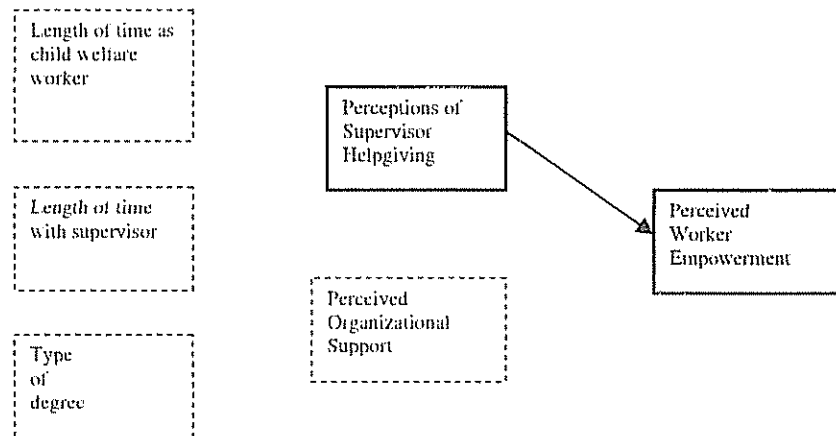


Qualitative Analysis

Another confirmatory and expository component to the study was the qualitative segment (participants' responses to the statement, "My supervisor's help-giving behavior toward me helps me feel empowered."). It should be noted that this was not an empirical addition to the study. The researcher stated the hypothesized question directly to provide a more personal perspective on the quantitative findings. The relationships of these respondents to their supervisors were clearly influential, whether they were perceived as empowering or disempowering. Of the 81 respondents who answered, 74% said "yes," 20% "no," and 5% "sometimes."

A representative example of the remarks concerning support is, "She allows workers to make their own decisions and she supports those decisions after they are made." Several respondents specifically

Figure 2
Modified Path Model



stated that their positive remarks about their supervisors, and in some cases about their local offices, were not to be read as positive feelings about the state agency. An example of this experience is, "My present supervisor is great, but there is little he can do to help with some situations due to the chain of command. If I did not enjoy my job, I would leave because other than my supervisor, I do not feel appreciated *at all!*" [underline in original]." Less positive statements regarding the supervisors followed this vein, "I don't always feel he will stand up for me to administration," and "She often makes me feel like what I do is not good enough."

Finally, it is useful to illustrate more specifically how the literature on empowerment theory and previous research relate to the present study's findings by looking at one aspect of empowerment that was operationalized and tested by the instruments: decision-making ability. An accepted definition of empowerment is the belief that one has the ability to make change in one's own and others' lives (Spreitzer, 1995), and with a strong sense of empowerment one can believe in one's problem-solving and decision-making capabilities for change (Bandura, 1989). The authors of the Worker Empowerment Scale found that for workers in a child welfare agency, the recognition of the legitimacy of shared authority between worker and supervisor can lead to a sense of control over the worker's own resources and decision-making capabilities (Leslie, Holzhalb, & Holland, 1998). This concept was operationalized in both the Supervisor

Help-giving Scale and the Worker Empowerment Scale, and the statistical significance of the correlation between the scores on these two instruments supported the concept. Furthermore, in the qualitative analysis, the second most commonly reported comment among those who agreed that their supervisors' help-giving behaviors helped them feel empowered was that their supervisors allowed them to make their own decisions and supported those decisions. An example of this is, "Yes, my supervisor gives me the freedom to do what I feel is best with my cases. She lets me make my own decisions because I know my job."

Implications of the Research

A theme underlying this research has been that the efficacy of the vitally important link to the client, the worker, must be enhanced. It is important that child welfare agencies recognize the impact of worker empowerment or disempowerment on children and families. Disempowered workers are at best unlikely to be able to empower clients and at worst likely to disempower them further. Empowered workers, who believe in their ability to make a difference in their own lives as well as in others, are more likely to pass this skill on to those with whom they work (Galant, Trivette, & Dunst, 1999). The parallel process depicted in Figure 3 provides a helpful view of how an empowerment model can begin to work in child welfare. The model, originally constructed by Dunst, Trivette, & Deal (1988) for clinicians working with families of children with developmental disabilities, details four principles of effective helping behavior. The author has provided the parallel view of those principles for child welfare.

Front-line staff, both supervisors and workers, are much less resistant to sharing their power with families when they have an opportunity to be a part of the larger system in which they have input (Galant, Trivette, & Dunst, 1999). By using the principled behaviors outlined in Figure 3 as a foundation for empowering practice, workers' knowledge, skills, and ideas are respected and valued, and they actually have some control over how they do their jobs. Issues are clarified and plans are developed and implemented in partnership, whether between supervisor and worker or worker and client. Successes are shared and celebrated and unresolved issues are brought back to the partners for new solutions, a process which removes the burden of blame from anyone. This personal experience of being empowered helps workers understand the importance of empowering the families with whom they work (Galant, et al.).

Figure 3
Parallel Process of Empowering Behaviors

Empowerment of the Worker (Cearley)	Empowerment of the Client (Dunst, Trivette, and Deal)
1 A supervisor would work with the worker to identify the needs and aspirations she/he needs to do the job well.	1 The helper bases the intervention on the family's perceptions of their needs and aspirations.
2 Together, supervisor and worker identify the worker's unique learning/working style, and build on that as the basis of how s/he works with others	2 The helper identifies how the unique family system operates (family functioning style), and uses the existing ways they deal with problems as the basis for promoting their ability to mobilize resources
3 The supervisor and worker identify the worker's social and professional networks and community resources that are available to aid him or her in solving problems	3 The helper identifies the family's personal social network and potential sources of external or community assistance to help the family meet their needs and aspirations.
4 The supervisor uses consistent and	4 The helper uses helping behaviors in

Based upon the findings of this research, that supervisors' empowering behaviors toward workers significantly affect workers' sense of empowerment, this author suggests an intervention in the form of training in child welfare agencies. A training focused on the supervisor/worker relationship, in concert with administrative training, can provide opportunities to practice empowering behaviors. Such training is being presented in one southern state, and the early self-report responses are positive. However, to be effective over the long term, this type of training needs to be institutionalized until the practice of empowerment at the worker-supervisor level becomes part of the organizational culture.

Strengths and Limitations of the Research

This study investigated a largely unexplored area of child welfare practice and produced findings that provide pertinent information to inform an innovative empowerment intervention for child welfare workers and supervisors. However, the results describe the perceptions of workers in one state agency and cannot be generalized beyond that because the sample was relatively small and was not randomly selected.

Conclusion

The current study's findings suggest that an empowerment intervention could rely on the assumption that workers can be helped to feel empowered by their supervisors, whether or not the agency is supportive. Inherent in the model is the possibility that the empowering behaviors and attitudes these foster would positively impact their clients as well as other agency personnel. Fortunately, in the case of empowerment, positive results can provide the impetus for continuing commitment. In an empowering paradigm of help-giving, both supervisors and workers focus on strengths rather than blame and carry that attitude to their clients, who often deal with agencies and a society that can be disempowering.

References

- Adoption Assistance and Child Welfare Act of 1980, (P L. 96-272), H R 3439, 94 STAT, 500 (June 17, 1980)
- Bandura, A. (1978) The self system in reciprocal determinism. *American Psychologist*, 33, 344-358
- Bandura, A. (1989) Human agency in social cognition theory. *American Psychologist*, 44, 1175-1185
- Blau, P. M. (1960). Orientation toward clients in a public welfare agency. *Administrative Science Quarterly*, 5, 341-361.
- Cohen, B. J., & Austin, M. J. (1994) Organizational learning and change in a public welfare agency. *Administration in Social Work*, 18, 1-19
- Dunst, C. J. (1995) *Helpgiving practices of early intervention professionals: Are we doing what we think we are doing?* Paper presented at the Annual Victoria Australian Early Intervention Association Conference, Melbourne, Australia
- Dunst, C. J., Trivette, C. M., & Deal, A. G. (1988) Enabling and empowering families. In C.J. Dunst, C. M. Trivette, & A. G. Deal (Eds.), *Strengthening and supporting families: Methods, strategies, and practices*, Vol. 1 (pp. 2-11). Cambridge: Brookline Books
- Dunst, C. J., Trivette, C. M., & Hamby, D. W. (1996) Measuring the helpgiving practices of human services program practitioners. *Human Relations*, 49, 815-835
- Eisenberger, R., Fasolo, P., & Davis-LaMastro. (1990) Perceived organizational support and employee diligence, commitment, and innovation. *Journal of Applied Psychology*, 75, 51-59
- Ellett, C. D., Ellett, A. J., Kelley, B. L., & Noble, D. N. (1996) *A statewide study of child welfare personnel needs: Who stays? Who leaves? Who cares?* Paper presented at the 42nd Annual Program Meeting of the Council on Social Work Education, Washington, D. C.
- Fox, R. (1989) Relationship: The cornerstone of clinical supervision. *Social Casework: The Journal of Contemporary Social Work*, 70, 146-152
- Frans, D. (1993) A scale for measuring social worker empowerment. *Research on Social Work Practice*, 3, 312-328.
- Galant, K. R., Trivette, C. M., & Dunst, D. J. (1999) The meaning and implications of empowerment. In G. G. Bear, K. M. Minke, & A. Thomas (Eds.), *Children's needs II: Development, problems, and alternatives*, (pp. 681-688). Bethesda, MD: National Association of School Psychologists

- Glisson, C & Durick, M (1988) Predictors of job satisfaction and organization commitment in human service organizations *Administrative Quarterly*, 33, 61-81
- Grimm, E F. & Orten, J F (1973) Student attitudes toward the poor *Social Work*, 18(1), 94-100
- Gutierrez, L. M (1994). Beyond coping: An empowerment perspective on stressful life events *Journal of Sociology and Social Welfare*, 21, 201-219
- Hair, J F, Jr., Anderson, R E., Tatham, R L., & Black, W C. (1995). *Multivariate data analysis with readings* (4th Ed.). Upper Saddle River, NJ: Prentice-Hall
- Harkness, D., & Poertner, J (1989) Research and social work supervision: A conceptual review *Social Work*, 34, 115-119
- Harkness, D., & Hensley, H (1991) Changing the focus of social work supervision: Effects on client satisfaction and generalized contentment *Social Work*, 36, 506-512
- Hegar, R. L., & Hunzeker, J. M (1988). Moving toward empowerment-based practice in public child welfare. *Social Work*, 35, 499-502
- Hewson, D M (1999) Empowerment in Supervision *Feminism & Psychology*, 9(4), 406-410
- Kadushin, A. (1974) Supervisor-supervisee: A survey. *Social Work*, 19, 228-297
- Kadushin, A. (1976) *Supervision in social work* New York: Columbia University Press
- Kadushin, A. (1985). *Supervision in social work* (2nd Ed.) New York: Columbia University Press
- Leslie, D R., Holzhalb, C M., & Holland, T P (1998) Measuring staff empowerment: Development of a worker empowerment scale *Research on Social Work Practice*, 8, 212-222
- McBride, M., & Skaw, K. G (1995) Trust, empowerment, and reflection: Essentials of supervision. *Journal of Curriculum and Supervision*, 10, 262-277
- Rappaport, J (1987) Terms of empowerment/exemplars of prevention: Toward a theory for community psychology *American Journal of Community Psychology*, 15, 121-148
- Rubin, A. & Babbie, E (1997) *Research methods for social work* Pacific Grove, CA: Brooks/Cole Publishing.
- Shulman, L. (1993) *Interactional supervision*. Washington: NASW Press
- Shulman, L. (1996). Supervision and consultation. In *Encyclopedia of Social Work* (Vol 3, pp 2373-2379). Washington, DC: NASW Press
- Solomon, B., (1976) *Black empowerment: Social work in oppressed communities* New York: Columbia University Press
- Spreitzer, G M (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation *Academy of Management Journal*, 38, 1442-1465
- Tabachnick, B G & Fidell, L S (1996) *Using multivariate statistics* (3rd Ed.). Northridge, CA: Harper Collins College Publishers
- Williams, A. B (1997) On parallel process in social work supervision *Clinical Social Work Journal*, 25, 425-435