Developing Wisdom of Multicultural Counselor through Dyadic, Triadic, and Group Supervision

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Abstract: Wisdom is one of the crucial requirements of personality competence for multicultural counselor. It determines the success of relationships, processes, and outcomes of counselling. Wisdom is also considered as one of the goals of education in higher education level. Supervision is an essential component. It plays a fundamental role and becomes an integral part of counselor education program to develop and ensure personal and professional competence, including wisdom. Dyadic, triadic, and group supervisions are strategies of creative supervision that are predicted to be able to influence wisdom development of multicultural counselor candidates effectively. This article discusses the conceptual framework and praxis of wisdom development through dyadic, triadic, and group supervisions in 21st century counselor education and supervision.

1 INTRODUCTION

The issue of the importance of developing the wisdom of multicultural counselor candidates in counselor education program is getting stronger. This condition is due to the influence of 21st century life and a future that are characterized by multicultural and pluralistic societies. They constantly confront the paradox between opportunities vs. threats, harmony vs. conflict, and certainty vs. uncertainty. Faced with these conditions, the vision of counselling and multicultural counsellors of the 21st century and the future is intended to all counsellors and their cultural background. It is include RESPECTFUL "(D'Andrea and Daniels, 2001). They are completed with the density of needs and problems they face. A counselor has a strong and important position to develop academic and affective competencies of the 21st century that can help him/her achieve future success (Dahir, 2009) and act as a cultural mediator that can facilitate development and advocacy of counselees (Portman, 2009).

In multicultural counselling, wisdom is a fundamental quality of personality, the culmination of an effective multicultural counsellor's competence, and the character of a master counsellor (Hanna, et al, 1999). Empirical studies reveal that 14% of the competencies (expertise) of

multicultural counselling is influenced by wisdom of counselor (Phan et al, 2009).

Although wisdom occupies a vital role in multicultural life and counselling, it tends to be neglected in education. Therefore, it is necessary to reform education, especially with regard to vision and purpose for the 21st century. Indeed, the main vision and goals of education (including teacher and counselor education) are to develop wisdom of learners (including wisdom of prospective teachers and multicultural counsellors) (Jones, 2015; Ozolins, 2015; Sternberg, 2013; Lunenberg and Korthagen, 2009; Hanna, et al, 1999).

Wisdom can develop dynamically through experience and education (Frantz, 2014; Brown, 2004). In counselor education programs, wisdom of aspiring multicultural counsellors can flourish if they are given the opportunity to question, reflect, internalize, and integrate their experiences (Hanna, et al, 1999) in both personal and professional experiences. This activity can be facilitated by counselor educators through supervision activities.

In counselor education programs, supervision is a vital component, fundamental intervention, and instrumental pedagogy for the education (Bernard and Goodyear, 2014). It also occupies a central role in personal and professional development of counsellors (Walter and Young, 1999; Corey, et al, 2011; Page and Wosket, 2003). Counselor education programs need to reflect on standards

that emphasize the importance of supervising the development of counselor candidate competencies through relevant individual, triadic, and group (Council for Accreditation of Counselling and Related Educational Programs, 2015; Association for Counselor Education and Supervision, 2011). The experience of getting good supervision in the internship program has a significant impact on the performance of counselor (Hunt and Gilmore, 2011).

Although, theoretically and empirically, (individual/dyadic, triadic, or group) supervision becomes a crucial component in counselor education program, supervision has not been implemented optimally. Other facts show that there has not been a full review and consistent agreement among experts about the specific format used to supervise personal and professional development, including the wisdom of multicultural counselor candidates. This article is a response to the void by reviewing the concept and praxis of dyadic, triadic, and group supervision in developing the wisdom of multicultural counselor candidates in counselor education programs.

2 MULTICULTURAL COUNSELOR WISDOM

The concept and characteristics of wisdom are multidimensional constructs. There is no consensus among experts and researchers about the construct of wisdom despite the continued efforts. In *the Balance Theory of Wisdom*, wisdom is defined as "mediated knowledge of the healing of values to achieve the common good (Sternberg, 2005). The Berlin Wisdom Paradigm group defines wisdom as "expert knowledge in basic life pragmatics, including: planning, management and understanding of life "(Baltes, et al, 2005). Other experts define wisdom as a construct that can only be manifested in the context of real-life processes (Yang, 2008). The definitions show that wisdom, as a form of tacit knowledge, can only be observed when it is displayed in a behavior in which the purpose is to achieve the common good in life. Other experts define wisdom as a combination, or integration, of personality characteristics, including cognitive, reflective, and affective dimensions (Ardelt, 2011).

Wise multicultural counsellors have a set of cognitive and affective traits. Cognitive dimensions include dialectical reasoning, efficient coping skills, tolerance of ambiguity, point of view, discovery and problem-solving, and metacognition. Affective dimension and consciousness include empathy, caring, feeling recognition, deotomatization, and ingenuity (Hanna and Ottens, 1995; Hanna, et al, 1999).

The results of the literature study found five components of wisdom. They are (a) cognitive, i.e. logical thinking and reasoning; (b) ownership, i.e. the ability to understand problems by clearly seeing and capturing their essence; (c) reflective attitude that is to think deeply about something, people, and themselves, and thinking before acting or speaking; (d) caring for others is the ability to understand the perspectives and feelings of others; and (e) the skills to overcome real life problems, i.e. the ability to apply all components of wisdom in real life (Bluck and Gluck, 2005). The study found six characteristics of the counsellor's wisdom. They are reflective attitudes, possessions, emotional skills, cognitive abilities, real-world skills, and concern for others (Osterlund, 2014).

Wisdom emphasizes depth, subtlety, and richness of understanding as an important part of multicultural counselling (Hanna, et al 1999). The integration of wealth and breadth of experience can help counselor to recognize the essence of humanity in a universal etic and emic unique cultural heritage within each counselee he/she serves. Effective multicultural counsellors need wisdom that includes and penetrates the core of personality quality condition that is necessary to foster effective multicultural counselling relationships.

A wise multicultural counselor will be able to appreciate different view and culture of counselee. A wise counselor will be free of thoughts, feelings, and behaviors oriented only on two opposite poles – good vs. bad and true vs. wrong in establishing counselling and multicultural interaction with counselee and others.

A study found that the key factors influencing the development of wisdom are professional experience (Baltes, et al, 2005). Other studies have found that effective learning to develop wisdom is a reflection through supervision activities in counselor education program (Phan et al, 2009).

3 MULTICULTURAL COUNSELOR SUPERVISION FORMAT IN COUNSELOR EDUCATION

ACES (2011) and CACREP (2015) recommend the application of supervision, in relevant individual/dyadic, triadic, and group for personal and professional development. The personal and professional development referred to in this article is the wisdom as the fundamental quality of personality and the culmination of the competence of effective multicultural counsellors. The following provides a description of the definitions, advantages and disadvantages, procedures, and practical guidance of the three supervisory formats.

3.1 Dyadic Supervision

The dyadic/individual supervision can be defined as a supervisory activity involving a supervisor and a supervisee.

Strength and weakness. The results of the study show that the advantages of individual supervision lie in (a) more focus on individual attention; (b) more focus on providing direction and encouragement in the face of specific cases, (c) supervisee can be the initiators of their own learning process, (d) developing self-clinical ability, (e) gain a better understanding of the case materials and clinical processes of the supervisor, and (f) increase understanding of the power of relationships to achieve positive change (Walter and Young, 1999).

Empirical studies find that supervisee perceives the superiority of dyadic supervision, namely individualized, deeper and more secure, developing self-awareness, and getting feedback from supervisor fully. Supervisor perceives dyadic supervision more deeply, more challenging, individualized, and more qualified supervisory relationships. Meanwhile, dyadic supervision weaknesses, according to the supervisor's perception, cover a narrow perspective, too long time, and resource differences. Supervisee perceives the weakness of dyadic supervision in the form of idiosyncratic supervisor behavior and evaluation sessions unhelpful and rarely performed (Borders, et al., 2012).

Best practice guidelines. The best practice guidelines for using dyadic supervision include (a) establishing effective supervisor-supervisee relationships; (b) establishing a structured approach with specific content and competencies; (c) evaluating the effect of supervision; (d) integrating ethics and professional development into supervision; and (e) continuing the post-certified professional relationship (Sellers, et al., 2016).

3.2 Triadic Supervision

Triadic Supervision is a "tutorial and mentoring relationship" between a supervisor and two supervisees in one meeting simultaneously" (Council for Accreditation of Counselling and Related Educational Programs, 2015). The results show that triadic supervision may complement individual and group supervision as it provides unique learning opportunities not found in both supervisory formats (Borders, et al, 2015).

Triadic supervision was first introduced by Spice (1976). It is motivated by three main points. The first is the importance of helping supervisors to change negative thoughts and attitudes toward supervision and evaluation to be more positive. Second, whenever supervision brings many benefits as a professional development process, then more effective peer supervision is required. Third, supervision methods should be developed and made possible for use in various scenes.

The theoretical assumptions underlying triadic supervision are that (a) supervision is not a single, but complex and combined process of several significant interplaying elements; and (b) good supervision provides an opportunity for supervisor to become more skilled in the critical evaluation process and develop a positive attitude toward the supervision and supervisor process.

The triadic supervisory structure involves two supervisees and a supervisor at each supervision session. These three men play a particular role –as a supervisor, commentator, or facilitator– alternately during each supervision session (Spice, 1976; Spice and Spice, 1976).

The processes involved in the triadic supervision model include (a) presentation of the results of the counselling practice via video tape, audio-tape, or case report; (b) art provides good critical comments; (c) enhance dialogue; and (d) deepen communication here and now between supervisees and commentators.

Empirical studies show that triadic supervision models can facilitate the exchange of feedback in five key areas: counselling performance skills, cognitive counselling skills, and self-awareness, self-reflection, and professional behaviors (Avent,

et al., 2015). In addition, triadic supervision can also be applied in a counselling practice, developing a supervisory positive attitude toward supervision, increasing competence, developing critical thinking skills, and being able to adapt to various educational and vocational scenes (Spice, 1976). Other studies have shown triadic supervision to be more creative and effective (Hein, et al., 2011; Lawson, et al., 2009; Lawson, et al., 2010) and are used extensively in counselor education programs.

Borders et al (2012) found that supervisors perceive triadic supervisory greed, i.e.: limited time, potentially incompatible fellow supervisors, and preference for supervisor feedback. Supervisors perceive the weakness of triadic supervision, i.e.: limited time, group dynamics as static or too dynamic, excessive supervisory role, and how to manage group involvement, and incompatibility among fellow supervisors.

Best practice guidelines cover (a) the Focus on the preparation of supervision sessions; (b) inform the supervisor's theoretical orientation to the supervisee; (c) provide the necessary information related to the supervision process and practices; (d) to consider the needs of supervisors who are in conflict with the group; (e) to consider differences of supervisors' development; (f) to manage time effectively; (g) to address emerging sensitive issues; (h) to pay attention to patterns evolving in supervisory relationships; (i) to seek feedback on the merits and limitations of triadic supervision; (j) to help oversee the structure objectives and targets that are conducive to the supervision process; (k) to recognize that the supervisee's self-defense can influence the dynamics of supervision; (l) to anticipate schedule changes and to have procedures to address them; (m) to recognize that the evaluation process can be a challenge in itself; and (n) to anticipate ethical issues that may arise (Gillam and Baltimore, 2010).

3.3 Group Supervision

Group supervision is "regular meeting of a group of supervisee and a supervisor to monitor the quality of performance and progress of self-understanding and professional identity" (Bernard and Goodyear, 2009). Supervisee is assisted by supervisor and through feedback from the interaction with other supervisees to achieve the goal. In other words, group supervision will be the main forum that brings together supervisor and supervisees to develop competence, confidence,

compassion, and creativity (Proctor, 2000). Simply stated, group supervision is a supervisory activity involving a supervisor with several supervisees that is aimed at developing personal competence and professional identity through feedback on supervisory experiences from other supervisees and supervisor.

Experts recommend the number of group supervision members to be ranging from 3-6 supervisees to create a conducive and safe atmosphere for honest, comprehensive, and effective presentation of experience and feedback (Page and Wosket, 2003; Proctor, 2000). Other experts argue that the number of members in a supervision group is limited to 4-8 homogenous supervisees at the developmental level and the topic of interest (Newman, et al, 2013).

The expert considers that the use of group supervision in education and professional development of counsellors is essential. Single subject case studies found that task-oriented group supervision, contributing to learning, and increase affiliation of supervisory groups (Werstlein and Borders, 1997). Therefore, Cohen (2004) advises supervisor to prepare and use group supervision.

Strength vs. Weakness of Group Supervision. Group supervision has several advantages over individual/dyadic supervision. First, it can supervise multiple supervisees at the same time. Secondly, there is an atmosphere for supervisors to share experiences in dealing with similar problems conducively. Third, the supervisor may receive reflection, feedback, and input from other supervisor and supervisees. Fourth, supervisor can test emotional response of each supervisee to the material presented. Fifth, an extensive life experience can increase empathy amongst supervisees, supervisors, and counselees. Sixth, there is a wide opportunity to use a variety of supervision techniques. Finally, there is a learning opportunity for supervisors on how to supervise group management and group dynamics shown group supervision (Hawkins and Shohet, 2010). Group supervision provides a unique opportunity for supervisees, including feedback from fellow supervisors, social networking development, many listeners, learning through observation, empathy development, modeling and discussion exercises and sharing positive and productive ideas, developing speaking skills and public presentations, and professional development (Valentino, et al., 2016).

Group supervision also has several disadvantages: (a) sometimes, it tends to reflect the

dynamics of individual therapy if the supervisor focuses only on a particular supervisee; (b) group norms set by group leaders, enabling a supervisory member to feel restrained; (c) competition amongst supervisees may weaken group dynamics and inhibit supervisory activity; (d) group that are too dynamic or static may ignore the interests of counselees present in supervision activities; and (e) limited time for each supervisor to obtain supervision (Hawkins and Shohet, 2010). Other disadvantages for supervisees include causing anxiety for supervisees who are not accustomed to present case in public; do not get adequate attention when the case urges; disturbed by other group members; there is a monopoly, and subgroups formation; and group tends to be static or dynamic is negative group (Andersson, 2008).

Type. Proctor (2000) proposes four types of groups for group supervision: autoritative, participatory, co-operative, and peer group supervision. This typology is formulated with the aim of assisting supervisors and supervisees in (a) identifying roles and responsibilities in groups, (b) clarifying all contracts between supervisors, counsellors/supervisors and agents, and (c) making appropriate agreements and rules "best" for the group, either between supervisor and the supervisees, or among the supervisees.

Type 1: Supervision of authoritative group. This type is also called group supervision. In this type, the supervisor takes full responsibility for supervising the supervisees. The main role of supervision is observer/learner. In order to take supervision effectively, supervisor need to pay attention to the principles of (a) setting goals, (b) agreeing roles and responsibilities, (c) respecting the context and expectations of other stakeholders, (d) understanding style, learning needs, agenda, and the terms of reference of supervisors, (e) confidence and safe assumptions about best practice, and (f) capable of carrying out managerial and administrative tasks appropriate to a particular context.

Type 2: Supervision of participative groups. This type is also called supervision with group. This means that supervisor take primary responsibility in supervising, managing, and becoming group facilitator. However, supervisor is also encouraged, directed, and taught to supervise each other actively.

Type 3: Co-operative supervision. This type is also called supervision by group. Supervisor remains responsible for all supervisory activities with less-active leadership roles. Each supervisor

is responsible to identify what the group wants and how it is supervised.

In order for group 2 and 3 type supervisory activities to be effective, supervisor needs to take account of best practice principles on type 1, supplemented by (a) managing supervision work, (b) establishing, maintaining and improving supervisory relationships, (c) supporting and challenging supervisees in developing themselves for the better; and (d) overlapping relief efforts, such as counselling and supervision.

Type 4: Peer group supervision. In this type, there is no supervisor responsible for performance and ensuring group welfare. Formal leadership can be appointed alternately according to the agreement of all members of supervisees. Each supervisee is responsible and equally responsible to supervise and/or to be supervised.

Supervision Procedure. Group supervision procedures that need to be considered in order for the supervision process to be effective include several steps. (1) The supervisees identify/pay attention to the video counselling content and request feedback. (2) Peer supervisor selects or obtains a role, a perspective, or a task to review the recording of the presenter. (3) Recording sections are presented. (4) The supervisor provides feedback from the supervisor or peer supervisor through roles or perspectives. (5) The supervisor facilitates group discussion; (6) the supervisor summarizes the outcomes of the activities. (7) The supervisees give feedback to the supervisor of the supervised activities they have received (Borders, 1991).

A practical guide for supervisors. Some practical guidelines can be used by supervisor to maximize group supervision. The first is to create a standardized schedule and format for each supervision session by taking full advantage of group dynamics. The second is to use group supervision to generalize and to improve professional skills gained from individual supervision. The third is to give each supervisee a chance to present the case to other supervisees in the group. The fourth is to plan specific behavioral targets to be achieved to ensure each supervisee benefits from each group supervision session. Finally, supervisor actively manages group dynamics to anticipate negative things that may arise during supervision session (Valentino, et al, 2016). In other words, group supervision can be an attractive option because it has abundant potential resources if it is performed with trust, effective leadership, and well managed (Baruch, 2009).

4 CONCLUSIONS

An effective multicultural counselor is a wise multicultural counselor. Wisdom is a fundamental quality of personality and the culmination of effective multi-cultural counselor competence. The wisdom of multicultural counselor candidates can be developed in counselor education program through supervisory activities undertaken by supervisors (counselor educators). Supervision is a vital component in counselor education program. The core role of supervisor is to develop wisdom as the fundamental quality of personality and the peak of multicultural counselor competence. The interaction between supervisor and supervisees is expected to provide an adequate learning environment for the development of the supervisor's wisdom. Supervisor needs to provide widest possible opportunity for the counselor candidate as a supervisor to be able to ask, reflect, integrate, internalize, and interpret experiences.

There are three forms of supervision: dyadic, triadic, and group supervisions. All of them have opportunities and they can be considered as a supervision format to develop the wisdom of multicultural counselor candidates in counselor education programs. These three supervision formats have their own characteristics, advantages, and limitations. No one supervision format is better than other formats. Dyadic supervision is good in the depth of process and quality of the relationship between supervisor and supervisee. However, it is time-consuming and labor-intensive. In triadic supervision, supervisor can increase productivity by supervising two supervisees at the same time and learning from other supervisees. The weakness of triadic supervision is to sacrifice aspects of the depth of supervision. Finally, group supervision is efficient in terms of time and effort as many parties are involved and supervisor can share experiences and feedback. However, the disadvantage is that the case discussion and the experience of each supervisee are shortened. It makes personal and professional development, including wisdom, becomes inadequate.

The selection of supervision format that will be used by supervisor to develop the wisdom of multicultural counselor candidates depends on the objectives, supervisor and supervisee factors, and other contexts. Of course, the flexibility of supervisors in choosing and using supervision format according to certain considerations will be better. Effective supervision depends on the ability of the supervisor to assess and accurately adjust the needs and levels of wisdom development of the supervisees, needs of the counselees, and the situational, personal, and private factors that influence them. The results of the study of Worthen and McNeill (2001) reveals that effective supervision emphasizes the quality of supervisory relationships, commitment to supervision, clarity of duties and procedures, attention to developmental levels, responsibility for evaluation and feedback, clarity of expected outcomes, and methods to evaluate the outcome of supervision.

Research projects need to be undertaken to develop and test the effectiveness of dyadic, triadic, and group supervision in the development of the wisdom of multicultural counselor candidates. Empirical studies also need to be conducted to examine the effect of the supervisee experiences, the competence of the multicultural supervisor, the quality of the supervision relationship, and the wisdom of the supervisor on the effectiveness of the dyadic, triadic, and group supervision and the development of wisdom of the supervised multicultural counselor candidate.

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