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RESPONSIBILITIES OF PSYCHOLOGICAL SERVICE AGENCY ADMINISTRATORS¹

An increasing number of graduates of Counselling Psychology programmes at the Masters and Doctoral levels are accepting positions which involve administrative responsibilities. The distressing question that this situation raises is whether the training programmes are providing adequate opportunities for counsellors to develop specific administrative competencies. There are three facets to this question that require attention: First, the dimensions of the administrative responsibilities of individuals functioning in psychological service agencies must be identified. The types of administrative problems that are being encountered have not been clearly defined. Second, the procedures that are currently being employed in counselling education curricula to prepare counsellors to meet these responsibilities must be assessed. And third, new training procedures to rectify any deficiencies in existing counsellor education programmes pertaining to the development of a counsellor's administrative skills must be developed.

The project was supervised by Dr. John W. Loughary.

The general objective of this survey was to identify the critical areas of administrative responsibility in psychological service agencies. This information would then provide the perspective from which guidelines will be developed for implementing change in counsellor education curricula.

BACKGROUND

A survey of the management literature provided an outline of the general areas of administrative responsibility for large business firms. A synthesis of this information provided a basis for identifying the types of administrative duties in psychological service agencies. A summary of the more pertinent studies follows.

1. The research for this project was conducted in the Fall of 1967 in the Counselling Department at the University of Oregon.
2. The author served as co-ordinator of this project. The members of the research team were:

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 Ray E. Dale
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Bailey (1965) described the management tasks outlined by a large company and identified three factors which were thought to be of fundamental importance to the organization. These were: the development of subordinates to their fullest capacities, advance planning of manpower needs and appropriate recruiting practices, and maintaining an inventory of resources of management personnel.

Simon (1965) reviewed the general administration literature and concluded that some of the more important problem areas incurred by the typical administrator were:

1. Need fulfilment—the administrator's perception of his need fulfilment and satisfactions. Gap between perceived, real and expected needs.
2. Areas of responsibility.
3. Communication—attitudes toward sharing information.
4. Types of supervision—four general types: hygienic supervision, delegation, participation, inducing behaviour and attitude change rather than organization change.
5. Attitudes toward capacities of workers.

Hemphill (1961) administered the Executive Position Description Questionnaire containing 575 items to 93 business executives in different types of organization. A factor analysis was conducted on the results and this yielded ten factors; nine of which are relevant to this study. The nine were:

A. *Providing staff service in non-operation areas*—such as gathering information, selecting employees, briefing superiors, checking statements, verifying facts and making recommendations.

B. *Supervision of work*—motivating subordinates, efficiency of operations, maintaining a work force.

C. *Business Control*—preparation of budgets, justification of expenditures, determination of goals, definition of supervisory responsibility, payment of salaries, enforcement of regulations.

D. *Human, community and social affairs*—good will of organization in community, maintaining respect of important persons, speaking before public and assessing of people.

E. *Long range planning*—development of management objectives of organization, evaluation of new ideas.

F. *Exercise of broad power and authority*—making recommendations on important matters, keeping informed about organization's performance, making use of staff people, interpreting policy.

G. *Business reputation*—quality control, complaints concerning services, general goodwill of organization.

H. *Personal demands*—propriety of behaviour, setting objectives.

I. *Preservation of assets*—expenses, taxes.

Mahoney, Jerdel and Carroll (1965) studied a sample of 452 managers of 13 companies. Their questionnaire examined two dimensions; managerial function and managerial competence, with respect to: selection, assignment, evaluation, development and compensation. In their terms, functional dimensions included all performance activities such as planning,

investigating, coordinating, evaluating, supervising, staffing, negotiating, and representing. Each of these areas was mutually exclusive. The areas of competence involved employees (recruiting, hiring, and training); finances; materials and goods; purchases and sales; methods and procedures; facilities and equipment.

One of their conclusions was that administrative positions were usually described in terms of responsibilities. Therefore, the performance was measured in their study by the amount of time spent in each performance dimension and by the importance of the performance in each dimension to the overall success in an assignment. This approach would appear to be of greater value than describing positions in terms of general responsibilities. The development of a profile which reflected the percentage of time spent by an administrator in the different requirements of his position was suggested and this was the general model that was adopted to gather the data from the sample in this study.

Stated explicitly the objectives of this study were to:

—determine the rankings of the administrative responsibilities of a sample of counselling services administrators with respect to the following criteria:

- a) the time devoted to each
- b) the contribution of each to the agency
- c) the amount of personal difficulty presented by each

—examine the relationship among the rankings

—obtain suggestions for administrative training in counsellor education.

PROCEDURE

Sample

Selection Criteria:

The subjects in this study were selected from agencies offering psychological services. An attempt was made to select the sample from as many different agencies as possible. Twenty four subjects were selected to represent the three levels of administrative responsibility defined below, with eight subjects at each of the levels.

Level I —*Heads of Agencies*: Individuals at the top of an organization's hierarchy, who are concerned with establishing overall policy and organization goals.

Level II —*Supervisors of Counsellors*: Individuals at intermediate administrative levels who are responsible for implementing the policies developed by Level I personnel. They have specific responsibility for supervising and guiding the performance of other counsellors.

Level III—*Line Counsellors*: Individuals at lower administrative levels who are responsible for the supervision of no other professional personnel. However, they may be responsible for other co-ordinating functions.

The agencies being considered were differentiated by the nature of the services that they provided or by the classification of the clients that they served. Those finally selected were chosen from among approximately fifty

representative agencies located in Western Oregon. An attempt was made to select agencies with sufficiently large staffs so that all three supervisory levels would be represented.

The agencies were selected from the following types:

1. Rehabilitation agencies serving the physically handicapped.
2. Underprivileged youth development agencies.
3. Correctional institutions.
4. Family service agencies.
5. Mental health services.
6. Vocational guidance services.
7. Schools and colleges.

Data Collection Procedure

A two-page, multi-purpose instrument was developed and consisted of three sections:

1. Background information on the subject.
2. A ranking chart to be completed by the subject.
3. Five questions, verbally presented to the subject by the interviewer.
(see appendix for format of instrument)

One page, containing the information in (1) and (3) was retained by the interviewer while the other was given to the interviewee.

After an introduction, the interviewer obtained background information on the subject in accordance with the following outline:

1. Number of years of experience.
2. Number of years of college.
3. Degrees held.
4. Areas of concentration.

When this information was obtained, the subject was asked to complete the ranking chart. Hemphill's nine categories were used as a basic outline of administrative duties. Where necessary, they were restated in terminology appropriate to the functions of the agencies concerned. A tenth category, RESEARCH AS AN AGENCY FUNCTION, was added. Each subject ranked the ten categories for time, contribution and amount of personal difficulty presented by each.

Following completion of the ranking chart, the five questions were presented to the subject and the responses were recorded on tapes. These questions were:

- Q.4—Considering your ranking of these items in terms of difficulties, which areas did your college best prepare you for? Least prepare you for?
- Q.5—What specific college training was most helpful? What kind of training do you feel would have better prepared you for your present position?
- Q.6—What incidents or situations have you faced as an administrator that have proven the need for certain other training, due to a less successful outcome?
- Q.7—Finally, would you please look over the list of categories, paying particular attention to the sub areas listed under each factor. Specify those sub areas that you see as especially important in terms of your administrative position.
- Q.8—Please comment on your choice.

RESULTS AND DISCUSSION

The levels of educational training and experience of the sample are given in Table I

TABLE I
Educational Training and Length of Professional Experience

Level of Training	Level I	Level II	Level III
Doctorate	5	2	1
Master's	3	6	3
Length of Experience			
Less than 1 year	0	0	1
From 1 to 3 years	0	1	2
From 4 to 6 years	1	1	3
From 7 to 10 years	1	1	1
More than 10 years	6	5	1

This table illustrates that a direct relationship existed between level of educational training, the amount of experience and the administrative level of the individuals in the sample. There was also a broad representation of subject areas in the sample with major concentrations in Counselling Psychology, Clinical Psychology, Psychology, and a minor concentration in Sociology.

Rankings

The frequency of the responses of the subjects to the rankings of the ten administrative responsibilities with respect to *Time*, *Contribution to the Agency*, and *Difficulty* were tallied and entered on a matrix which matched categories by ranks with respect to the three administrative levels. Inspection of the matrix suggested that because of the small number of frequencies in each cell, it would facilitate comparisons to combine the cell frequencies. Although the categories were ranked in terms of "most" to "least" with respect to the three dimensions on a 10 point scale, comparisons were made using the sum of the frequencies in the first three ranks (1, 2 and 3) for "most" and the last three (8, 9 and 10) for "least".

The ranking frequencies for the total group are reported in Tables II and III.

The cumulative frequency of responses for the rankings for each administrative level were also tallied and inspected for differences between the levels. The results are as follows:

Four of the eight Level I individuals ranked Agency Control as occupying most time while only one of the sixteen Levels II and III subjects ranked it this way. Supervision of Professional and Non-professional Personnel was ranked most with respect to "Contribution" by six out of eight Level I, and six out of eight Level II subjects, but only three out of eight Level III subjects. Level I administrators also saw Agency Control as making more of a contribution than did the Level III subjects. The Level III subjects ranked Development and Maintenance of Interagency Relations and Research as an Agency Function as making more of a contribution to the agency than either Level I or II subjects.

TABLE II

The cumulative frequency of responses for Ranks 1, 2 and 3 (Highest) (N=24)

Categories	Time	Contribution	Most Difficulty
A. Providing Staff Services in areas not directly related to the main function of the organization	4	4	3
B. Supervision of Professional and Non-professional Personnel	14	15	10
C. Agency Control	5	6	11
D. Community Relations	5	5	5
E. Long Range Planning	10	13	11
F. Utilization of power and authority	7	5	5
G. Agency Reputation	4	3	5
H. Maintenance of Staff Relations	18	10	6
I. Development of and Maintenance of Interagency Relations	2	5	3
J. Research as an Agency Function	3	6	13

TABLE III

The Cumulative Frequency of Responses for Ranks 8, 9 and 10 (Lowest) (N=24)

Categories	Time	Contribution	Least Difficulty
A. Providing Staff Services in areas not directly related to the main function of the organization	6	8	11
B. Supervision of Professional and Non-professional Personnel	4	4	8
C. Agency Control	12	8	5
D. Community Relations	6	4	5
E. Long Range Planning	4	3	4
F. Utilization of power and authority	2	9	6
G. Agency Reputation	9	14	9
H. Maintenance of Staff Relations	2	3	7
I. Development and Maintenance of Interagency Relations	11	10	12
J. Research as an Agency Function	16	9	5

Level III subjects ranked Agency Control as occupying the least amount of their time while only five of sixteen Level I and II subjects ranked it this way. Level I subjects spent the least time with Agency Reputation and Research as an Agency Function. Level II subjects reflected the same attitude toward Research as an Agency Function.

Four of the eight Level III subjects saw Supervision of Professional and Non-professional Personnel as contributing least to the agency while none of the Level I and II subjects ranked it in this manner. Seven of the eight Level I subjects saw Agency Reputation as making the least contribution to the agency, while only seven of the sixteen Level II and III subjects did. Half of the Level I and Level II subjects ranked Research as an Agency Function least, but none of the Level III subjects did.

Level III subjects ranked Agency Control least difficult; Level I subjects, Development and Maintenance of Interagency Relations.

Returning to a consideration of the combined rankings of the three levels for the "Time" dimension, Maintenance of Staff Relations, Supervision of Professional and Non-professional Personnel, and Long Range Planning were perceived as the most important responsibilities.

For the "Contribution to the Agency" dimension, Supervision of Professional and Non-professional Personnel, Long Range Planning, and Maintenance of Staff Relations were seen as the most important.

For the "Degree of Personal Difficulty" dimension, Research, Agency Control, Long Range Planning, and the Supervision of Professional and Non-professional Personnel were selected most frequently.

Following the same procedure for those categories ranked least, Research, Agency Control, and Development and Maintenance of Interagency Relations occupied the least amount of the time of the individuals interviewed. Agency Reputation was perceived as contributing the least amount to the total function of the agency. The Development and Maintenance of Interagency Relations, and Providing Staff Services in Areas not Directly Related to the Main Function of the Organization presented the least amount of difficulty.

The indications of this survey are as follows:

The results seem to support Bailey's (1965) findings. He stated in part that an awareness and an acceptance of the concept that the development of subordinates to their fullest capacities, and advance planning of manpower needs, are of fundamental importance to the organization. This emphasis is reflected in the categories which occupy the most time and in those which make the most contribution to the function of the agency. Upon careful examination, Supervision and Maintenance of Staff Relations would appear to be very closely related so that they could be seen as the most vital portion of any administrative role. This would seem more frequently true of first and second level administrators than of third level administrators.

The administrators interviewed found Research, Agency Control, Long Range Planning and Supervision to be the most difficult aspects of their jobs. All of these require the knowledge of specific skills, techniques, or information to facilitate their implementation. This would seem to be especially crucial with respect to Long Range Planning, for this category was seen as being a major part of an administrator's responsibility.

The supervision of Professional and Non-Professional Personnel was also felt to be difficult. The interviewees commented that the tasks required under this category very often forced them to set aside their counselling orientation. Many of the decisions in this area must be agency oriented rather than individual oriented. It was not always possible for the administrator to be totally accepting. However, counsellors are also trained to be sensitive to the feelings of others and to be able to communicate effectively with them. This condition could account for the fact that Supervision and Maintenance of Staff Relations did not appear in the "Difficulty" dimension with nearly the same emphasis that it occupied with respect to Time and Contribution. This could imply that the training that the administrators had received was sufficient to handle these two areas of responsibility, but insufficient with respect to Long Range Planning.

The categories ranked "Least" are not of vital importance to the primary objectives of this survey, but a brief consideration of some of them will be helpful. Most of the sample spent less time in research than in any other activity. The Development and Maintenance of Inter-Agency Relations was viewed as least difficult. The interpersonal skills of a counsellor could account for this latter finding. Differences existed between levels and have been noted.

Data obtained from the taped portion of the interviews were analyzed by means of three graduate students listening to each interview. Each subject's responses to the last five questions on each tape were noted and organized according to the administrative level of the subject being interviewed. Generally, there was very little overlap between the groups in their responses to the questions, with a few notable exceptions. However, the frequency of responses to these questions (number 4-8) did vary with respect to the administrative level of the subject.

Question 4: Considering your ranking of these items in terms of difficulties, which areas did your college best prepare you for? Least prepare you for?

Level III gave three times as many responses to the first part of Question 4 while Level I responded more frequently than the other two levels to part two. The three groups saw their college training as helpful in the areas of Statistics and Research, but research was also perceived by all three levels as an area for which they could have been better trained.

Question 5: What specific college training was most helpful? What kind of training do you feel would have better prepared you for your present position?

Level I subjects gave only half as many responses as the other two levels to part one of this question. Levels II and III individuals saw practicum training as most helpful, and all three levels saw practicum training, specifically in supervision, as training that was lacking.

Question 6: What incidents or situations have you faced as an administrator that have proven the need for certain other training, due to a less successful outcome?

Only two of the Level I and Level III subjects responded to this question, so it is impossible to examine the relationship between critical incidents and administrative level.

Question 7: Finally, would you please look over the list of categories, paying particular attention to the sub areas listed under each factor. Specify those sub areas that you see as especially important in terms of your administrative position.

Question 8: Please comment on your choice.

There was very little differentiation between the three levels with respect to their perception of the importance of the subcategories to their administrative positions which were listed under the ten responsibilities. Level III subjects gave more responses than subjects in the other two levels. The differences that did exist have been reflected in the discussion of the differences in the rankings of each level.

It is interesting to note that in responses to both questions 5 and 6, areas that were seen as offering the best preparation or as the most helpful were also seen in the opposite manner. This finding could have several implications. First, the individuals who were poorly prepared with respect

to research might not have had any research training in college. The same argument could be presented for those that expressed the desire for more practicum training. Did these individuals have practicum? Secondly, it could be that training was received in these areas, but it was insufficient.

CONCLUSIONS AND IMPLICATIONS

This survey intended to gather information concerning the administrative responsibilities of individuals working in psychological service agencies. Their major administrative duties with respect to Time and Contribution were found to be very closely related. They perceived themselves devoting the most time to those activities which contributed most to the functioning of the agency. These were Maintenance of Staff Relations, Supervision of Professional and Non-professional Personnel, and Long Range Planning.

The skills required for competency in Research, Agency Control and Long Range Planning were ranked as the most difficult. Aside from these specific competencies, the consensus was that "instruction in understanding and working with people" was the most helpful preparation for most administrative responsibilities. Individuals at different levels of administration seemed to have different specific needs. Level I individuals were more involved with agency control while the subjects at the third level seemed more concerned with relationship problems.

Though general training in counselling and human relations skills was seen as necessary and valuable, it was not sufficient. The sample was unaware of methods that are available for developing specific competencies in administrative areas. The use of simulation of administrative tasks and instruction in data processing and the potential applications of computer technology are necessary inputs for counsellor training programmes that are not being fully utilized. In addition, specific information is available on such matters as budgets and the theory and techniques of long range planning. The counsellor in training should become, at the very least, aware of these resources for he is a potential administrator.

It might even be advisable to re-evaluate the appropriateness of the relationship training given to counsellors. Presently training programmes focus most, if not all, of their attention on the counsellor as he functions with a client and assume that the skills that he acquires in this setting will generalize to his relationships with colleagues and supervisors. Given that a professional counsellor will be spending approximately half of his working life in interaction with his colleagues, and not his clients, experiences should be incorporated into training programmes where trainees are provided with the opportunity not only to develop these relationships but also to study the dynamics involved. This could be accomplished through simulated activities, through student projects, or in class. However, the primary commitment in all of these would be for the student to examine his behaviour and its implications for his becoming a truly competent professional. The closer a training situation resembles a counsellor's ultimate working environment, the more likely the skills acquired in the former will be transferred to the latter.

One important implication that can be drawn from this position is that counselling training programmes should become even more closely associated with the schools and field agencies for whom they are training counsellors. This would provide the counsellors in training with the necessary

experiential understanding of the settings in which they will be working and more importantly, constantly confront the training institutions with the need to prepare counsellors who can cope as well with the realities of a job as with a client in the sanctity of the consultation room. A close association would also provide the training institution with the information necessary to construct maximumly functional programmes.

The difficulty that most of the sample found with research as an agency function lends further support to the need for closer collaboration between psychological service facilities and the institutions which train their personnel. Since research, or some form of systematic documentation of the practice of counselling, is indispensable to the advancement of knowledge in the field, the fact that most of the sample found it difficult to conduct research raises several critical issues regarding their training. Examples of these issues are: an examination of the efficacy of the methods used to teach the research skills; the amount of emphasis actually placed on research in training programmes; the ability of the trainees to master the necessary research skills; and whether the research methods being taught are applicable on the job. Since most of the sample felt inadequate, for whatever reasons, with respect to their ability to conduct research, steps should be taken to ensure that counsellors develop research skills that they will in reality have an opportunity to use. Again, the necessity seems to be the development of programmes designed to meet specific problems or situations. This will not only provide the trainee with the skills he will need but will also give him the opportunity to test the general theoretical models he has acquired. For "other areas of difficulty" the same types of issues apply.

This survey of the three levels of administrators in psychological service agencies has identified the important areas of administrative responsibility and administrative difficulty. It has also provided the foundations for more rigorous and focused research in this area. In light of this information it will be possible to improve the development of meaningful training programmes for counselling administrators.

Every effort must be made so that graduating counsellors are endorsed by their training institutions, recognized by the certifying professional organizations, and able to do the job. The three need not be mutually exclusive.

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APPENDIX

Instructions to Interviewer

- A. Introduction
- B. Purpose of Study
 - needs of administrators
 - implications for training

Questions for the Administrators

1. Number of years experience
2. Number of years of college
3. Degrees held
4. Areas of concentration

Instructions to Subjects (Ranking Procedures)

(Read or paraphrase the following instructions)

1. Row I—Utilizing the categories on page 1, please rank them in Row I from most to least amount of time spent in activities similar to those described by the categories.
2. Row II—From your point of view, rank the categories from greatest to least contribution to agency.
3. Row III—On the basis of your administrative experience, rank the categories in terms of those that have caused you the most difficulty to those that have caused you the least.
4. Considering your ranking of these items in terms of difficulties, which areas did your college best prepare you for? Least prepare you for?
5. What specific college training was most helpful? What kind of training do you feel would have better prepared you for your present position?
6. What incidents or situations have you faced as an administrator that have proven the need for certain other training, due to a less successful outcome?
7. Finally, would you please look over the list of categories, paying particular attention to the sub areas listed under each factor. Specify those sub areas that you see as especially important in terms of your administrative position.
8. Please comment on your choice.

1. PROVIDING STAFF SERVICES IN AREAS NOT DIRECTLY RELATED TO THE MAIN FUNCTION OF THE ORGANIZATION
 - gathering information
 - selecting employees
 - briefing superiors
 - checking statements
 - making recommendations
2. SUPERVISION OF PROFESSIONAL AND NONPROFESSIONAL PERSONNEL
 - motivating staff
 - maintaining efficiency of operation
 - maintaining a staff
3. AGENCY CONTROL
 - preparation of budgets
 - justification of expenditures
 - definition of supervisory responsibility
 - assumption of payroll responsibilities
 - enforcement of regulations
4. COMMUNITY RELATIONS
 - effecting goodwill of organization in community
 - maintaining respect of important persons
 - speaking at public gatherings
5. LONG RANGE PLANNING
 - development of agency's objectives
 - evaluation of new ideas
6. UTILIZATION OF POWER AND AUTHORITY INHERENT IN THE POSITION
 - making recommendations on important matters
 - making use of staff members
 - interpreting policy
7. AGENCY REPUTATION
 - handling complaints concerning service
 - maintaining general goodwill of organization
8. MAINTENANCE OF STAFF RELATIONS
 - resolving conflicts
 - holding staff meetings
 - establishing lines of authority and communication
 - maintaining harmony among staff members
9. DEVELOPMENT AND MAINTENANCE OF INTERAGENCY RELATIONS
10. RESEARCH AS AN AGENCY FUNCTION

RANK
Most Least

Time Consumption							
Contribution to Agency							
Difficulty							

LES RESPONSABILITES DES ADMINISTRATEURS D'AGENCES DE SERVICES PSYCHOLOGIQUES

STEPHEN MARKS

Le but général de cette étude était d'identifier les domaines critiques de la responsabilité administrative dans les agences de services psychologiques. En plus de permettre d'examiner les relations entre les différentes responsabilités administratives, l'étude permet aussi de dégager des principes qui pourraient servir de guide dans l'élaboration des programmes de formation des conseillers.

En s'appuyant sur la littérature concernant les procédures d'administration des grandes firmes commerciales, on a pu faire une synthèse permettant d'identifier des types possibles de responsabilité dans les agences de services psychologiques, nommément:

1. procurer le personnel approprié dans les domaines qui ne sont pas directement reliés à la principale fonction de l'organisation;
2. la surveillance du personnel professionnel et du personnel de soutien;
3. le contrôle de l'agence;
4. les relations avec la communauté;
5. la planification à long terme;
6. l'utilisation des pouvoirs et de l'autorité inhérents à la position;
7. la réputation de l'agence;
8. les relations entre les membres du personnel;
9. le développement et le maintien de bonnes relations entre les agences;
10. la recherche en tant que fonction de l'agence.

Les sujets de cette étude furent choisis dans des agences offrant des services psychologiques. On a choisi vingt-quatre sujets représentant trois niveaux de responsabilités administratives: les directeurs d'agences, les surveillants des conseillers et les conseillers. Au cours d'une entrevue, on a demandé à chaque sujet de sérier par ordre de rang les responsabilités administratives suivant: a) le temps dévolu à chacune; b) sa contribution au fonctionnement de l'agence et c) son niveau de difficulté. On a aussi posé aux sujets des questions relatives à leurs antécédents et leur formation professionnelle.

Les sujets ont répondu qu'ils avaient l'impression d'allouer la plus grande partie de leur temps aux activités qui contribuaient le plus au fonctionnement de l'agence. Les activités mentionnées étaient les suivantes: le maintien de bonnes relations entre les membres du personnel, la surveillance du personnel professionnel et du personnel de soutien et la planification à long terme. Les habiletés requises pour faire de la recherche, contrôler le fonctionnement de l'agence et faire de la planification à long terme ont été évaluées comme étant les plus exigeantes. De plus, la plupart des sujets estimaient que des cours sur la compréhension des gens et la façon de travailler avec des personnes constituaient la préparation la plus utile pour

la plupart des responsabilités administratives. Toutefois, il existe d'autres techniques, comme la simulation d'un problème, pour aider les individus à acquérir ces habiletés administratives.

Les résultats de l'étude suggèrent que les responsables des programmes de formation et des institutions dans lesquelles les conseillers travailleront éventuellement devraient travailler davantage autour de la même table. Ceci permettrait davantage de développer des programmes de formation qui tiennent véritablement compte des habiletés spécifiques qui sont inhérentes aux fonctions du conseiller-praticien. Les conseillers qui seraient ainsi formés seraient plus efficaces, car ils posséderaient un plus grand éventail d'habiletés plus directement reliées à leur emploi.