CONCEPTUALIZATIONS OF LEADERSHIP AMONG FIVE FEMALE COUNSELOR EDUCATORS

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The purpose of the current study was to generate an emergent theory of leadership grounded in five female counselor educators’ views of leadership. An assumption was that female counselor educators’ conceptualizations or views of leadership may not be consistent with or be fully expressed in existing theories of leadership. Female counselor educators were provided an opportunity to express their views regarding leadership, as well as behaviors, characteristics, and practices of leaders. The question that guided the current study was: How do five female counselor educators conceptualize leadership?

Participants in the current study included five female counselor educators employed for at least 4 years in CACREP-accredited master’s only or doctoral degree granting programs. All participants were current ACES members. Three participants were assistant professors, one was an associate professor, and one was a full professor. Participants varied in personal responsibilities. Two participants were from diverse cultural backgrounds.

According to the emergent theory, the participants conceptualized Leadership as Evolution. Leadership as Evolution was described as an ongoing and constant process characterized by: (a) reasons for engaging in leadership, (b) ways to approach leadership, and (c) purposes of leadership efforts. Within each of the characteristics was an unfolding
progression that continually evolved (i.e., in constant motion, growing, enhancing, and changing). Contributions of the findings to existing literature are presented, implications and delimitations are explored, and suggestions for future research are provided.
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When I reflect on my own view of leadership, I think of those individuals whom I view as leaders in my personal and professional life. Earning a doctoral degree is an enduring endeavor, and I must give credit to those who saw my potential and encouraged me in my pursuit. This is not an individual success. Instead, I view it as a group effort and offer my gratitude to all those who have been influential throughout my journey.

The love of my family provided me with much needed support and encouragement. I would first like to thank my parents, Bill and Barb Kelly, who always encouraged me to follow my dreams and believe in myself, even when I aspired to be Strawberry Shortcake. They led me to believe that I “could do anything I put my mind and heart to.” I would not have come this far without the values they instilled in me throughout my life about commitment, perseverance, and faith. In the most challenging moments, my parents reminded me of my values and strengths which helped me maintain motivation and keep my life in perspective. From a young age my parents were my role-models and even as an adult, I continue to look up to them. I admire my father for his hard-work, persistence, and compassion and my mother for her everlasting faith, determination, and courage. Most of all I am grateful for their unconditional love.

My sister, Jamie Kelly, has always been a positive influence and uplifting spirit. Jamie lived with me through most of my doctoral studies and tolerated the daily stressors, even as she completed her master’s degree in Speech and Language Pathology. Her persistence and passion in her educational pursuits offered me the daily reminder that I
needed to continue to move forward in my efforts. Jamie is my confidant and has been by my side through every milestone in my life. As Jamie’s “big sister,” I always looked out for her. In adulthood, I realize that all along my “little sister” had been looking out for me. It is comforting and reassuring to know that my sister is always by my side, ready to put a smile on my face. I am grateful for her sisterhood and look forward to sharing in each others’ successes throughout life.

I am also appreciative of my Grandma, Lois Ferry. As grandmothers do, she boasted about her granddaughter’s endeavors to family and friends. Her pride in me reminded me to remain committed to completing my degree because it meant just as much to my family as it did to me. My grandma’s wisdom and understanding instilled in me a greater awareness of what is truly meaningful in life.

My family has taught me to give importance to (1) God, (2) family, and (3) career. My faith has provided me with support and encouragement. I realize that God has given me many gifts and opportunities, this degree being one of them. I am reminded that I am to use my successes to benefit and help others.

I give many thanks to my close friends who stood by my side, even when I was absorbed in my own work. They called me often to “check in” and were always there to offer their friendship. It was truly a comfort to know that they were there whenever I needed a person to laugh with, a shoulder to cry on, or someone to just pass the time with. I hope to share in many of their successes just as they were there to share in mine.

This study and completion of my degree would not have been possible without the contributions of the participants. The five women were willing to devote their time
and energy to the study. They openly shared their views and experiences and were willing to go out of their way to assure that they provided me with adequate information. They modeled their leadership by encouraging me in my efforts as well. Each of their voices contributed to the study of leadership in counselor education.

I am appreciative of the dedication and scholarly guidance of my dissertation committee. Dr. Osborn, through her attention to detail and commitment to quality, taught me to remain committed to excellence. Dr. Guillot Miller was a constant encourager who taught me to remain reflective and dedicated to my goals. Dr. Crowe, through her expertise of qualitative research, shared valuable suggestions that influenced the quality of my dissertation. Their commitment to me is truly memorable and will influence me throughout my career.
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CHAPTER I
INTRODUCTION TO THE STUDY AND REVIEW OF THE LITERATURE

Overview

The current study investigated female counselor educators’ views of leadership. Although there have been calls to study women and leadership (e.g., Bass, 1999), few publications in the counseling profession address women’s views of leadership. Women have made minimal contributions to leadership discourse because their views and voices have only recently been included (i.e., women’s voices were not included prior to 20 years ago; Denmark, 1993; Tedrow, 1999). New theories of leadership may be needed in order to meet the needs of women (Amey & Twombly, 1993). A theory of leadership that honors the voices of women may add to the conversation of theories of leadership (Fitzgerald, 2003).

Three recent studies addressed leadership in the counseling profession. Although most of the literature on leadership has been generated by fields other than counseling (e.g., Education), Niles, Akos, and Cutler (2001) were interested in hearing “strategies for success” among counselor educators. Niles et al. invited 14 nationally recognized counselor educators to discuss strategies for successful performance in scholarship (i.e., research, teaching, and service). All participants were asked 7 questions related to their successful performance as counselor educators (e.g., strategies for successful performance in research, strategies for balancing one’s time across the three areas of scholarship). The data were content analyzed in an effort to identify themes among
participants’ responses. The most frequent responses across participants were offered as strategies for successful performance in one or all areas of scholarship. Some suggestions offered included: (a) developing a disciplined approach to research grounded in a focused area of interest, (b) utilizing multiple teaching approaches that are student-centered, and (c) engaging in service activities.

West, Bubenzer, Osborn, Paez, and Desmond (2006) investigated the perspectives of 31 leaders in the counseling profession. The participants were asked to complete 3 Q sorts organized around phases of leadership: beginning, middle, and end. For each Q-sort the participants were asked to rank order 39 statements about leadership. The results were presented as characteristics of leadership and practices of leaders at each of the three phases. For example, in the beginning phase participants stated that offering a preliminary vision inclusive of multiple perspectives is important.

Portman and Garrett (2005) reviewed existing literature that discussed the views of leadership held by female American Indians. The authors offered these views as suggestions for transforming the current conceptualization of leadership in the profession of counseling. The first recommendation offered by Portman and Garrett was to increase the number of women in leadership positions in the academic institution as well as the counseling profession. Women are placed in high regard in the American Indian culture and historically viewed as competent leaders; it was suggested that Western culture do the same. Second, an alternative set of core values was recommended. Shared vision and responsibility are two values suggested for enhancing leadership, as well as distributing power among a group of individuals as opposed to one individual. Third, women benefit
from the mentorship of women who nurture future leaders by encouraging collectivism (i.e., interconnectedness), collaboration (i.e., cooperation, sharing responsibility, mutual empowerment, or seeking opportunities that benefit the group), compassion (i.e., humility, mutual respect, emotional availability, providing support, and encouragement), and courage (i.e., modeling genuineness and strength).

Leadership literature has also been generated in school counseling (Dollarhide, 2003). Although this literature does not specifically address women, it may contribute to an understanding of the current view of leadership in counselor education. The view of leadership in education is transformed through the expansion of school counselors’ roles. According to the American School Counselor Association (ASCA) National Model, school counselors fulfill multiple roles: leader, advocate, and social change agent (American School Counselor Association, n.d.). Through utilization of these roles, school counselors are moving toward more collaborative methods of influencing educational reform (e.g., empower marginalized students, encourage equal access to education; House & Martin, 1998) by collaborating with individuals within and outside school systems (e.g., community, political system; House & Hayes, 2002). School counselors serving as change agents and advocates may therefore function as leaders within educational systems (House & Martin).

Female Counselor Educators in Leadership Roles

The growing presence of women in leadership roles in multiple settings (e.g., higher education, business; Carli & Eagly, 2001) provides opportunities to inquire about women’s leadership perspectives (Carli & Eagly; Coleman, 2003; Eagly, Karau, &
Makhijani, 1995). Within counseling programs and departments, faculty and students are encouraged to become leaders (Dollarhide, 2003). The current study was designed to solicit from five female counselor educators their views of leadership. Given that all participants were full-time faculty members in counseling programs, the academic setting was considered the primary context for their perspectives.

Female counselor educators are active in leadership in professional organizations. The 2005-2006 president, past-president, and president-elect of the American Counseling Association (ACA) are all women, as are 6 of the past 10 presidents (data obtained from the ACA roster of presidents, R. Yep, personal communication, November 16, 2005). Women are also in positions of leadership in the Association for Counselor Education and Supervision (ACES), a division of the ACA. The 2006-2007 president and president-elect of ACES, as well as four of the five regional ACES presidents, are women (ACES, n.d.).

Women are recognized for leadership throughout the counseling profession. For example, 7 of 11 ACA National Award Winners from 2006 (e.g., ACA Extended Research Award, ACA Professional Development Award) were women. Furthermore, 4 of 10 ACA Fellows from 2006 were women (ACA, n.d.). Writing for a professional publication may be considered a form of leadership. The *Journal of Counseling & Development (JCD)* is the official journal of ACA and contains articles related to the practice of counselors with diverse populations, as well as issues related to counselor education and supervision. In the past year (from Winter 2007, Volume 85, Issue 1, to
Winter 2006, Volume 84, Issues 1-4), approximately 28 out of 65 (about 43%) of the first authors in *JCD* were women (data obtained from ACA Metapress, n.d.). Despite the presence of women in leadership positions in the counseling profession, Raddon (2002) stated that theories of leadership that do not consider women’s views remain prevalent in academia. Additionally, historical and current theories (e.g., great man theory, transformational leadership, and distributed leadership) do not appear to include women’s views because women have only recently been included in research addressing leadership (Denmark, 1993; Tedrow, 1999). Billing and Alvesson (2000) suggested that the manner in which women lead warrants their presence in leadership discourse. For example, women tend to collaborate with others by sharing power and building relationships. Women may challenge traditional and current theories of leadership (Brady & Hammett, 1999), calling for greater acknowledgment of women’s views or conceptualizations of leadership (Billing & Alvesson; Osborn, Hunt, & Jauch, 2002).

**Leadership Theories**

There are multiple views of leadership (e.g., traditional, transformational, feminist; Schriberg, Schriberg, & Lloyd, 2002) and one view may not be fitting of all people and all situations (Johns & Moser, 2001). Each person must develop his or her own conceptualization of leadership (Schriberg et al.). The current study investigated female counselor educators’ conceptualizations of leadership and was designed to explore their conceptualizations without the confinement of a preconceived definition of leadership, consistent with a qualitative method of inquiry.
The literature related to leadership, limited in a focus on women, is extensive. Schriberg et al. (2002) suggested that leadership is embedded in a surplus of research, yet it remains a phenomenon lacking a theory agreed upon by all persons. Research addressing leadership without a focus on women is concentrated on the multiple theories of leadership (e.g., transformational and distributed leadership; Northouse, 2001; Storey, 2004). The presence of multiple theories, with few inclusive of women’s views, suggests that a theory of leadership that gives consideration to female counselor educators’ views is warranted.

The study of leadership theories began with a focus on traits and characteristics thought to be genetically inherited (Faris & Outcalt, 2001; Wenninger & Diehl, 2001). Findings challenging this view led to a focus on behavioral patterns and the belief that leadership can be learned (Faris & Outcalt; Johns & Moser, 2001). Although many continue to hold the view that leadership can be a learned set of skills, some may consider this view too limiting as it may overlook important components of leadership. This led to theories of leadership (e.g., transformational and distributed) that emphasize the relationship between leaders and followers (Daft, 1999; Knight & Trowler, 2003; Tichy & Cohen, 2003), transformation or change within the larger system or society (Daft; Johns & Moser), and the collective contributions of group members (Locke, 2003).

All of the aforementioned theories fail to give direct consideration to women’s views of leadership. Osborn et al. (2002) suggested that many theories of leadership are tied to men’s views of leadership because they are derived from men’s traits and experiences. The absence of a historical focus on women’s traits and experiences led to
gender specific theories of leadership (e.g., feminist; Strachan, 1999). Gender can influence one’s view of leadership (Harris, 1998; Poole & Bornholt, 1998), which further supports the inclusion of women’s voices in the current study of leadership.

**Gender Specific Barriers**

A unique factor to the study of women and leadership is that women face barriers specific to gender (Eagly et al., 1995). Two barriers considered in the design of the current study were faculty rank and types of personal responsibilities. For example, a professional barrier may be seen in the proposition that men may be more likely than women to achieve higher faculty rank, such as full professor, viewed by some as a position of leadership (Denmark, 1993; Holley & Young, 2005; Raddon, 2002). An example of a personal barrier is that women are expected by society to fulfill certain caregiving responsibilities (e.g., child-rearing and maintaining a home) which limit time devoted to professional leadership activities (Bielby & Bielby, 1992; Harris, 1998; May, 1991; Raddon, 2002).

Existing theories of leadership provide multiple perspectives regarding the path to leadership. Despite research findings that challenge the belief that leaders are born (i.e., leadership is the result of certain genetically inherited traits), there are certain characteristics that many leaders possess. For example, followers respect and are likely to follow someone who is honest (Faris & Outcalt, 2001; Kouzes & Posner, 2002; Wenninger & Diehl, 2001). Many assert that leadership is a learned set of skills that can be developed within an individual (Kouzes & Posner, 2002; Tichy & Cohen, 2003). However, leadership is also characterized by instances of luck or serendipity. Some
attribute leadership success to happenstance, that is, the result of taking advantage of certain unexpected events or opportunities (Krumboltz, 1998). Take the example of a student who was assigned an academic advisor recently contacted by the department chair to identify people qualified to serve as president of the college honor society. While reviewing the advisee’s résumé, the advisor noticed that the advisee previously served as student body president at her high school. The advisor nominated the advisee for the presidency, leading to the advisee’s election.

**Female Counselor Educators’ Views**

A theory of leadership that honors the perspectives of female counselor educators may promote the notion of systemic change within the academic institution and counseling profession. Boyer (1990) called for a similar shift when he proposed an expanded view of scholarship within academia. He suggested that equal importance be granted to all domains of scholarship, not simply research. Boyer’s seminal work has led researchers to examine other areas (Fairweather, 2005), and leadership might be considered among these. A theory of leadership representing female counselor educators’ views may call for a reconsideration of leadership, as Boyer’s views of scholarship led to a reconsideration of scholarship. A consideration of women’s views of leadership may require systemic changes, integrate or include features of historical and current theories, recognize barriers faced by women in academia, value diverse paths, and acknowledge the context of the university and academic department. Leadership may look different for men and women (Fitzgerald, 2003), and women’s views of leadership deserve further attention.
Purpose of the Study

The purpose of the current study was to generate an emergent theory of leadership grounded in female counselor educators’ views of leadership. An assumption was that female counselor educators’ conceptualizations or views of leadership may not be consistent with or be fully expressed in traditional, gendered, and current theories of leadership. Raddon (2002) suggested that the current view of the “successful academic” needs to embrace the values of women. The question that guided the current study was: How do five female counselor educators conceptualize leadership?

Statement of the Problem

Research has suggested that women have been competent leaders and this has spawned an examination of differences in the behaviors and effectiveness of male and female leaders (Induik, 2001). Induik suggested that men and women may lead differently but that men and women are both effective leaders. Researchers have questioned the disproportionate number of male to female leaders (i.e., across many professions more men are in formal leadership positions than women; Induik) and explanations have included the unique challenges of women that hinder their access to leadership positions (Raddon, 2002). Investigating female counselor educators’ conceptualizations of leadership is intended to contribute to existing views of leadership.

The current study addressed existing gaps in the study of leadership by providing five female counselor educators an opportunity to express their views regarding leadership, as well as behaviors, characteristics, and practices of leaders. Their voices may increase awareness of barriers unique to women and such awareness may then
generate solutions for women to manage or work through these challenges. It is anticipated that an emerging theory of leadership that represents women’s views may foster an appreciation for women’s contributions in academia and open space for more women to assume leadership positions.

Overview of Procedures

Participants in the current study were five female counselor educators with doctoral degrees in counselor education (i.e., not a related field like psychology or social work) who were members of the Association for Counselor Education and Supervision (ACES) and employed full-time for at least four years at an institution accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The type and extent of personal responsibilities (e.g., number of children, marital status) and faculty rank varied among the women, as well as their institutional affiliation (i.e., master’s-only degree counseling program or doctoral counseling program). Two participants were women of color. Purposeful sampling procedures were used to explore female counselor educators’ views of leadership grounded in a rich description of interview data. The five female counselor educators were selected from a national sample and were individually interviewed. Participants engaged in semi-structured interviews in an effort to allow first person accounts and freedom of expression.

The researcher utilized a qualitative method of inquiry, specifically grounded theory, in an effort to seek a thick description of female counselor educators’ views of leadership. A qualitative approach provided the context for views of leadership to be
expressed (Polkinghorne, 2005). Grounded theory grew out of the work of Glaser and Strauss (1967) who sought a method of data analysis whereby an emergent theory is generated from data. Data units are reviewed for shared properties that are then organized into subcategories. Subcategories are reviewed for shared properties that are then organized in key categories. Key categories are reviewed for shared properties resulting in a core category that links them, and the core category is presented as an emergent theory. The current study was not designed to fit or incorporate data into an existing theory. Rather, it was designed to generate a possible theory about leadership in the academic institution in general and counselor education in particular (see Appendix A for grounded theory terms and definitions used in the current study). Conger (1998) appealed for more qualitative research addressing the phenomenon of leadership. He emphasized that qualitative research can contribute to paradigm shifts in viewing leadership. A qualitative design, therefore, was deemed appropriate for the current study.

Review of the Literature

Diverse theories of leadership have been suggested that transcend traditional theories, such as transformational, distributed, and female leadership theories. The presence of multiple theories suggested a need for a theory of leadership to meet the needs of today’s female leaders. A theory that honors women’s views may encompass the barriers or challenges specific to women in academia, diverse leadership paths, and the context or setting in which leadership occurs. The intent of the current study was therefore to consider five female counselor educators’ views of leadership, representing what might be regarded as an expanded view of leadership.
Theories of Leadership

Historical theories emerging in the early 1900s (e.g., trait theory, great man theory) may no longer meet the needs of today’s leaders (Faris & Outcalt, 2001; Wenninger & Diehl, 2001), including counselor educators. This assumption is supported through the development of several diverse theories of leadership (e.g., transformational, distributed; Cox, Pearce, & Sims, 2003; Northouse, 2001). Included in these theories are views of leadership that are gender specific (e.g., traditional, feminist; Strachan, 1999). The presence of these theories suggests that there is no view of leadership that includes and meets the needs and values of all individuals. Additionally, the exclusion of women from leadership inquiry for many years suggests that women’s views are not prevalent in existing theories (Denmark, 1993; Tedrow, 1999). Each person must develop his or her own conceptualization of leadership (Schriberg et al., 2002), including female counselor educators. It is important to have an understanding of the historical growth of leadership theories, as well as current views of leadership, to appreciate the leadership perspectives of female counselor educators.

Historical Theories of Leadership

The concept of leadership has evolved over time, beginning in the 20th century with theories that emphasize leaders’ traits, and shifting to the current focus on transformation or distribution (Johns & Moser, 2001). Historical theories of leadership (e.g., great man theory, trait theory) encompass the belief that leadership is an inherent trait, that is, that one is born with specific personality characteristics contributing to one’s leadership ability. The trait theory specifically suggests that leadership is a genetically
derived trait, not a skill that can be learned or acquired (Faris & Outcalt, 2001; Wenninger & Diehl, 2001). It is important to note that the possession of specific traits may increase the likelihood that one will emerge as a leader; however, it does not necessarily predict one’s success as a leader (Ilies, Gerhardt, & Le, 2004). For example, the great man approach to leadership is based on traits (e.g., intelligence, self-confidence; Daft, 1999) but this does not mean that an intelligent, self-confident person is automatically a successful leader.

In sum, the trait theory of leadership asserts that leaders have a natural ability to lead (Faris & Outcalt, 2001; Johns & Moser, 2001). According to Johns and Moser, early studies examined individual personality traits associated with people who were successful leaders. For example, Stogdill (1974) suggested that leaders are responsible, persistent, confident, and organized.

Findings have been inconsistent in regard to personality traits and leadership as researchers began to recognize that there were not specific traits common across all leaders in all situations (Ilies et al., 2004). Interest shifted to observable behaviors employed by leaders in specific situations. These behavioral theorists found that it was easier and more effective to study observable behaviors than personality traits of leaders. Leaders who demonstrated appropriate behaviors in appropriate situations were thus deemed effective. For example, effective leaders are thought to initiate structure through the establishment of clearly articulated goals, planning of steps and activities aimed at goal attainment, and clearly communicating with others who share in the vision set forth by the goal (Johns & Moser, 2001).
Wenninger and Diehl (2001) proposed that women were excluded from historical theories of leadership because they were not regarded as having traits or behaviors characteristic of leaders. Faris and Outcalt (2001) suggested, however, that women may possess different leadership qualities (e.g., relationship building skills; see Tedrow, 1999) not highly regarded in historical leadership theories. This oversight supports attending to and honoring certain qualities that women may bring to leadership.

**Current Theories of Leadership**

The transition continues between an old and new leadership paradigm because no theory is yet to withstand the test of time (Bennis & Nanus, 1997; Daft, 1999). Theories of leadership continue to evolve and leadership is in the process of being understood in new ways (Bennis & Nanus). Current emphasis, according to Daft, is on the relationship between leaders and followers and minimizes the influence of traits and behaviors. Therefore, leadership is not limited to positional power, but involves people working together in an effort to achieve mutual goals (Locke, 2003; Schriberg et al., 2002). The leadership relationship involves giving service to a purpose and providing service to people (Daft; Kouzes & Posner, 2002). Therefore, leadership development is dependent on interpersonal competence (i.e., understanding and using relational systems to build a sense of community among members; Uhl-Bien, 2003).

Current theories of leadership suggest that leadership is multidirectional, meaning that all participants are influential. Furthermore, the role of leader and follower is not mutually exclusive: leaders may be followers and followers may be leaders (Daft, 1999). In their traditional use, a leader was deemed to have more power than a follower in a
hierarchal system. A collaborative view of leadership, therefore, challenges both traditional and positional theories in that leadership exists in a relationship, not a position of power, a certain behavior, or a specific trait (Faris & Outcalt, 2001).

Transformational Leadership

Transformational leadership is a dominant theory of leadership today (Northouse, 2001) that emerged as historical and behavioral theories of leadership were deemed insufficient (Bass, 1999). Transformational leadership focuses on the relationship between leaders and followers, as well as transformation or change within a system. Researchers, therefore, are interested in the contribution the leader makes to the larger organization or society (Johns & Moser, 2001). Transformational leaders are often referred to as visionaries or charismatic leaders, with these terms used inter-changeably (Alimo-Metcalfe & Alban-Metcalfe, 2001).

Results of an ethnographic study conducted by Pielstick (1998) suggested seven major characteristics of transformational leaders: (a) creating a shared vision, (b) communicating the vision, (c) building relationships, (d) developing and supporting the culture of an organization, (e) guiding implementations, (f) exhibiting character, and (g) achieving results. These seven characteristics appear to reflect three foci: (a) placing an emphasis on a shared vision, (b) promoting change, and (c) facilitating a collaborative relationship.

Vision. Transformational leadership begins with a vision that serves as the potential future or goal of the group (Pielstick, 1998). By looking toward the vision, both the leaders and followers are motivated and inspired to achieve the shared goal (Bass,
Therefore, transformational leaders move from individual goals to a shared vision (Bass). Commitment to the vision creates change through the establishment of direction and focus. However, as Pielstick noted, the leader must clearly define and articulate the vision to others in an effort to inspire them to become committed. The findings of West et al. (2006) supported this claim. Participants of their study suggested that it is necessary to develop a vision during the beginning phases of a leadership initiative and then refer back to the vision for direction and inspiration during the middle and last phases.

**Change.** Transformational leadership stresses the transformational abilities of leaders, suggesting that successful leaders are able to facilitate change. People’s ability to change and adapt remains the central focus of transformational leadership (Johns & Moser, 2001). Transformational leaders take into consideration the beliefs and values of others while engaging in initiatives aimed at creating change in the system and transforming individuals (Daft, 1999; Northouse, 2001; Schriberg et al., 2002). Change occurs through the intrinsic motivation of others experienced in a relationship (Knight & Trowler, 2003; Uhl-Bien, 2003). Transformational leaders commit people to action, empower followers, and serve as agents of change (Bennis & Nanus, 1997).

**Collaborative relationship.** Honoring individual needs and personal development is a necessary component of transformational leadership. It is of utmost importance to consider the motives, values, and ethics of the followers in an effort to satisfy their needs and goals. This is accomplished through collaborative relationships between leaders and followers (Northouse, 2001; Pielstick, 1998). Transformational leaders sacrifice self-
interests and support the betterment of the group (Daft, 1999). By granting autonomy, followers are empowered, which leads to increased self-engagement in the leadership initiative. A collegial relationship is established by facilitating connections and decreasing emphasis on superior-subordinate relationships (Bass, 1999).

Transformational leaders are active in the process of change and serve as role models as others observe and imitate their actions (Bass; Pielstick).

**Distributed Leadership**

Leadership development may need to expand beyond transformational leadership to include distributed leadership, another current theory of leadership (Cox et al., 2003). An assumption is that change, a central and defining feature of transformational leadership, requires distributed leadership which takes into consideration the differing interests and contributions of all members (Knight & Trowler, 2003). Some describe distributed leadership as a process wherein a person delegates tasks among members whereas others assert that distributed leadership arises out of relationships characterized by mutual trust and the pursuit of a common goal (Oduro, 2004). According to the latter view, leadership is not confined to one person (Spillane, Halverson, & Diamond, 2004). The primary feature of distributed leadership is the value of more than one person’s ideas and actions (Oduro; Spillane et al.).

MacBeath (2005) suggested that distributed leadership develops in a series of six steps: (a) leadership responsibility is distributed formally through one’s job description; (b) leadership responsibility is distributed through the delegation of tasks initiated by the person formally designated to have leadership responsibility; (c) those with formal
leadership responsibility invite others who may have expertise in a specific area to 
assume leadership responsibility in that area; (d) as leadership responsibility is distributed 
at increasing rates, the likelihood of distributed leadership increases for future leadership 
initiatives; (e) leadership then becomes dispersed more often and distributed leadership 
becomes a normal occurrence; and (f) a climate of distributed leadership is in place and 
becomes embedded in the culture of the institution. The first step is congruent with the 
view that distributed leadership occurs from a hierarchical position, whereas step six (i.e., 
f) supports the notion that distributed leadership emerges from relationships.

There is confusion over the definition and distinctive features of distributed 
leadership (MacBeath, 2005). Distributed leadership is often referred to as dispersed 
leadership, shared leadership, collaborative leadership, and democratic leadership. 
Dispersed leadership highlights the distribution of leadership among members of an 
organization or institution. Collaborative leadership emphasizes working together or 
forming alliances. Democratic leadership encourages participation of others while aiming 
to empower others (Oduro, 2004). Shared leadership is rooted in the formation of 
relationships with others who are working toward a common goal (Cox et al., 2003; 
Oduro; Storey, 2004). As highlighted by Oduro, the terms overlap and serve to describe 
some of the main features of distributed leadership.

A unique component of distributed leadership is that it is rooted in the educational 
setting whereas many of the existing theories of leadership transcend settings (e.g., 
educational, management). Some go so far to suggest that distributed leadership differs 
from other theories of leadership in that it is not a model, but a framework for the practice
of leadership within educational institutions (Spillane et al., 2004). Whether viewed as a model or framework, distributed leadership is defined by a number of characteristics, including its emphasis on the collaborative efforts of multiple contributors (Oduro, 2004; Spillane et al., 2004). This means that it is necessary to listen to the views of others and make decisions based on consensus (MacBeath, 2005). Storey (2004) added that distributed leadership is often attractive because leadership tasks and responsibilities are stretched over more than one individual.

Central to distributed leadership is trust. Individuals must trust the ability of others, as well as others’ likelihood to follow through on tasks aimed at goal attainment (MacBeath, 2005; Oduro, 2004). A limitation is that distributed leadership may be viewed as a challenge to individuals who perceive the distribution of responsibility as a risk to their professional growth based on the presupposition that others may not be trusted to fulfill their responsibilities. Distributed leadership raises the question of whether everyone has the ability to lead (MacBeath). For example, one with little to no ambition may not have the ability to participate in distributed leadership. There is therefore considerable debate regarding the abilities and effectiveness of leaders. One might ask if someone who does not possess leadership characteristics or skills is capable of leadership (Johns & Moser, 2001). Distributed leadership may therefore pose a challenge when diverse groups of individuals exhibit different leadership capabilities (MacBeath). Despite the challenges, researchers suggest that distributed leadership is a current theory of leadership in educational settings, such as colleges and universities.
Gendered Theories of Leadership

Women’s views may not have been given consideration in the development of historical (e.g., traditional) and current (e.g., transformational) theories of leadership (Osborn et al., 2002). Although traditional theories of leadership are likely to persist (Brady & Hammett, 1999), additional theories have been suggested that are inclusive of women’s views of leadership.

Traditional Theories of Leadership

Traditional leaders may be described as decisive, hard-working, strategic, authoritative, power-seeking (Black & Magnuson, 2005; Harris, 1998), task-oriented, and autocratic (Eagly et al., 1995). These qualities are derived from predominately White male leaders and may not fit or help to describe persons of color and women (Osborn et al., 2002). Traditional leadership may therefore not apply to diverse populations and may even permit discrimination. It is important to recognize that historic theories of leadership are derived primarily from the experiences of White men (see Evans & Herr, 1991; Fitzgerald, 2003).

Institutions of higher learning (i.e., colleges and universities) may encourage a White, middle class conceptualization of leadership (Brady & Hammett, 1999). This conceptualization of leadership may not give consideration to women’s views and therefore contribute to an under-representation of women in leadership positions (Hansman, 1998; Harris, 1998). Billing and Alvesson (2000) stated that differences in characteristics, experiences, and needs among men and women suggest that traditional theories unequally serve men and women. For example, the “good-old-boys-club” in the
culture of the academic institution may contribute to a male hierarchy in leadership (Holley & Young, 2005).

Holley and Young (2005) suggested that some traditional theories grew out of the “great man” theory of leadership grounded in an historical description of men as great leaders. Amey and Twombly (1993) described the “great man” theory as a style of leadership employed by a few men of the 1900s through 1930s who were seen by academics as prominent university leaders. An example of “great man” leadership is evident in the 371-year history of male leadership at Harvard University. Great leaders, however, have been men and women, providing evidence that this historical theory may be invalid. For example, Ivy League schools have historically been led by men although currently four Ivy League Schools are led by women: Dr. Drew Gilpin Faust is the first female president of Harvard University, Dr. Amy Gutmann is president of the University of Pennsylvania, Dr. Shirley M. Tilghman is president of Princeton, and Dr. Ruth J. Simmons is the first African American female president of Brown (Finder & Rimer, 2007). Leadership may therefore be viewed expansively, going beyond historical patterns.

Feminist and Female Theories of Leadership

Osborn et al. (2002) suggested that women’s views of leadership deserve attention as women may share similar conceptualizations of leadership with other women. Feminist theorists have expanded the view of leadership by calling attention to women’s views, as well as a focus on race, class, sexuality, and individual abilities (Strachan, 1999). Feminist and female theories of leadership attend to women’s views (Osborn et
al.) and may serve as support for a theory of leadership that honors women’s views (Brady & Hammett, 1999), such as the views of female counselor educators. However, the process of change that has been initiated by feminism has yet to be embraced by the academic institution (Ropers-Huilman, 1998).

Feminist educational leadership emerged from women’s experiences and beliefs (Strachan, 1999). Feminist activists advocate for more female leaders in the university (Katila & Merilainen, 1999). Educational leaders may endorse working toward improved academic performance, confronting social problems, and rethinking the strategies and leadership roles that may be present in the academic institution (Beck, 1992). Hence, some goals of feminist leaders are to challenge injustices, empower others, and work to establish caring communities (Strachan, 1999).

Feminist leaders believe that traditional uses of power (e.g., using power to control others, using power in a manner that is not facilitative) in the university may be a form of injustice that contributes to the oppression of women (Strachan, 1999). Dunlap and Goldman (1991) recommended that facilitative leadership serves to break down existing power structures. Sharing power, building relationships, and including diverse groups are leadership qualities valued in a female leadership theory (Tedrow, 1999) and may lead to empowerment, as well as social justice. Astin and Leland (1991) suggested that empowerment and collaboration are among the most important aspects of leadership. Empowerment of others (e.g., women, minorities) in the academic institution is central to the reorganization of the university’s structure (Beck, 1992). Feminist leaders believe in the empowerment of their “subordinates” (Denmark, 1993). If leadership were viewed in
terms of a process defined as empowering, facilitative, and collaborative, a different view of leadership may emerge among academics and the larger community (Amey & Twombly, 1993).

Leadership style may contribute to the definition of a leader (Black & Magnuson, 2005). Men may be more effective leaders when leadership roles are congruent with a male leadership style. Conversely, women may be more effective leaders when leadership roles are defined according to a female leadership style (Carli & Eagly, 2001; Colemann, 2000; Eagly et al., 1995; Gardner, 1990). The latter is often synonymous with a relational approach to leadership, alluding to an inclusive and encompassing style (Tedrow, 1999; Young, 2004). Female leaders are often described as empathic, supportive, nurturing, relationship-oriented, collaborative, creative, people-centered, caring, and tolerant (Coleman, 2003; Eagly et al., 1995; Young, 2004). The literature speaks of women leading to empower, mentor, unite, and encourage individuals (Fassinger, Scantlebury, & Richmond, 2004; Young, 2004).

Mitten (1996) proposed that leaders employ an ethic of care in which persons are evaluated according to how well they treat others (i.e., build relationships), as opposed to how well they follow rules. The ethic of caring is an internal commitment to learn about other people in an effort to promote their well-being. An ethic of care may be characterized as: (a) acknowledging multiple perspectives, (b) being open to hearing others’ perspectives, and (c) valuing collaboration. Caring translates into a willingness to promote the development of people within the context of the academic community (Beck, 1992). As noted, the female and feminist theories of leadership are among the first to give
primary consideration to women’s voices. However, they may not consider other theories of leadership or consider all variables related to leadership development.

Women of Color

Women from diverse racial backgrounds may have unique views of leadership compared to those held by White women. Although race is not the primary focus of this study, it is warranted mention due to the interaction of race and gender (Bradley, 2005). Evans and Herr (1991) suggested women of color face the additive element of race when addressing issues related to gender. Women of color are underrepresented at all faculty ranks and their voices are therefore often unheard (Bradley). The perspectives and worldviews of women of color are deserving of recognition (Salazar, Herring, Cameron, & Nihlen, 2000). Portman and Garrett (2005) provided an example of the influence of race on women’s views of leadership. They described female American Indians’ views of leadership as a relational concept that emerged from a shared vision and added that this view is not limited to leadership; it is also grounded in the American Indian lifestyle that values collectivism and collaboration.

In their grounded theory study of the influence of ethnicity, social class, and gender on the experiences of counselor educators of color, Salazar et al. (2000) presented an emerging theory titled “multicultural selfhood.” “Multicultural selfhood” represented the views of 14 counselor educators (7 women and 7 men, of whom 2 were South Asian immigrants, 4 were African American, 4 were Puerto Rican, 1 was Mexican American, 2 were biethnic Mexican European American, and 1 was Native American; when asked for their social class, 7 identified themselves as middle or lower middle-class, 3 as working
class, and 4 as poor) who participated in an ethnographic interview. The grounded theory represented the “identities the participants construct for themselves over the course of their lifetimes and the meanings they create about their identities” (p. 46). The participants described how ethnicity, social class, and gender are interactive components that influenced their identities and experiences, as well as their relationships with colleagues, students, and academia. For example, participants suggested that White counselor educators may experience privileges not granted to those of color (e.g., those with White physical features are more likely to be perceived as competent than those with ethnic physical features). Holcomb-McCoy and Addison-Bradley (2005) added to this finding. They surveyed African American counselor educators’ job satisfaction and perception of the racial climate of their departments. Participants reported being more satisfied with their positions when working in environments that had a positive racial climate. The conclusions drawn from Salazar et al.’s and Holcomb-McCoy and Addison-Bradley’s studies suggested race is a critical factor therefore warranted consideration in the study of women and leadership.

*Barriers to Women’s Achievement of Leadership*

An exploration of diverse theories of leadership sheds light on many facets of leadership that may comprise a theory honoring women’s voices. Women’s views of leadership may include certain barriers to attaining leadership positions. Women may be more likely than men to experience barriers to career progress and difficulties in leadership development (Eagly et al., 1995; Fassinger et al., 2004).
Finley (2002) explained that there are numerous factors that contribute to theories of leadership that honor male perspectives over female perspectives, serving as barriers to women. First, as men continue to be mentored in traditional leadership positions and as institutions continue to embrace traditional definitions of leadership, those in power (i.e., White men) may challenge theories of leadership that are not consistent with traditional views (Raddon, 2002). Second, men may be viewed by society as natural-born leaders. This view can serve as an impediment for women who may not be seen by society as qualified leaders (Finley). Third, traditional traits of leadership may be in direct opposition to Western culture’s expectation of women (Black & Magnuson, 2005). For example, women are often seen by society as caring and nurturing, two characteristics that were not identified in definitions of traditional leadership. Fourth, the value placed on the scholarship of research may contribute primarily to the success of White men, as more men than women are publishing in the scholarly literature (Raddon). Fifth, according to Billing and Alvesson (2000), traditional leadership may not give consideration to responsibilities perceived by society as feminine (e.g., child rearing responsibilities).

**Professional Barriers**

University faculty may struggle with balancing idealistic views with the realities of professional responsibilities and the demands of personal lives (Sorcinelli, 2002). The academic may need to make sacrifices to successfully manage his or her career (Currie & Harris, 2000). Advancement in the profession may be a major challenge for women (Casto, Caldwell, & Salazar, 2005). Traditional and patriarchal theories of leadership can
serve as an overarching barrier to women’s career development. Evidence for this claim may be found in the unequal representation of women in leadership positions as traditionally defined. For example, of the 23 counselor educators recognized in Leaders and Legacies: Contributions to the Profession of Counseling (West, Osborn, & Bubenzer, 2003) for their historical contributions to the profession of counseling, only 4 were women.

Women may be underrepresented in higher faculty ranks (Denmark, 1993; Holley & Young, 2005), such as the full professor rank (Holley & Young; Raddon, 2002). According to data collected from the 2001-2002 National Study of Postsecondary Faculty conducted by the Higher Education Research Institute (HERI), women are underrepresented in tenured and full professor positions. Researchers at the HERI surveyed 32,840 full-time faculty (19,300 men and 13,540 women) at 358 four-and two-year colleges about academic position and tenure status. Results suggested more men (65.3% of the male respondents) than women (48.4% of the female respondents) had earned tenure. Furthermore, women were underrepresented at the faculty rank of full professor (42.6% of the male respondents and 20.9% of the female respondent reported the rank of full professor). More women than men reported earning the faculty ranks of associate and assistant professor (26.4% of male respondents and 26.6% of female respondents reported earning the rank of associate professor and 21.1% of male respondents and 32.6% of female respondents reported earning the rank of assistant professor; Lindholm, Astin, Sax, & Korn, 2002). Prevalence data, as well as women’s
self-proclaimed experiences, indicate that educational leadership remains male dominated (Brady & Hammett, 1999).

Perna (2001) conducted a study investigating the lower representation of women and minorities who had been granted tenure and who had achieved the rank of full professor. Data from the 2003-2004 National Study of Postsecondary Faculty (National Center for Education Statistics, n.d.), representing 339,800 full-time tenured and pre-tenured faculty members, indicated that compared to men, women were underrepresented among tenured faculty positions (i.e., 58% of women and 77% of men had earned tenure at 4-year institutions) and at the rank of full professor (i.e., of those who had earned tenure at 4-year institutions, 37% of women and 62% of men had earned the rank of full professor). Perna attributed this finding to sex differences in amount of time spent at work (e.g., men spent more hours than women in their offices), the quantity of refereed publications (e.g., men published more articles than women), and faculty roles (e.g., differences in time spent on teaching, research, and service). Academics, who contribute a vast amount of time and energy to the university (i.e., work in excess of 40 hours per week) are considered successful (Raddon, 2002). Working a 40-hour work week, as may be the time commitment of many women, may not provide enough time to pursue leadership in the institution (Harris, 1998).

The under-representation of women in academic institutions may help perpetuate their marginalization (Bronstein & Farnsworth, 1998). Aisenberg and Harrington (1988) stated that most universities claim to have gender-neutral environments, yet women continually proclaim professional marginalization and exclusion. Wenninger and Diehl
(2001) supported this claim, stating that women are less likely than males to gain tenure, especially in male dominated departments. Another example is the possible presence of a “glass ceiling” that may marginalize women, serving as an invisible barrier preventing women from advancing beyond a certain level (Carli & Eagly, 2001). Women may react to this negative environment by reducing contact with colleagues, distancing themselves from programmatic or departmental functions, and concentrating on non-academic responsibilities which may contribute to their being overlooked (Bronstein & Farnsworth, 1998). One last example is the “pipeline theory” that suggested women currently hold fewer leadership positions due to their not being included in leadership long enough for a natural progression in career to occur. As a result, many women have not progressed through the “pipeline” (Heilman, 1997).

Female socialization practices inhibited women from attaining leadership positions because women were historically encouraged to develop personality traits and behavior patterns that prevented them from participating in traditional leadership (e.g., men were encourage to seek power and women were encouraged to form relationships with others; Albino, 1992). Women in leadership can utilize their personal characteristics and professional attributes that are in opposition to traditional views to overcome this barrier by influencing people’s perception of power (Becker, 2002). The image of power might be transformed from authoritative and power-seeking to caring and collaborative. Women may use their relational skills to create a style of leadership. A new perspective would value collective and individual leadership theories (Osborn et al., 2002). This may be accomplished by learning to operate in a fashion that allows one to address complex
issues, handle criticism, and make difficult decisions while remaining thoughtful, caring, and considerate without appearing weak or vulnerable (Becker).

The academic institution’s view of the ideal faculty member may make it easier for men to progress than women when the ideal faculty member is equated with traditional and patriarchal views (Jones & Jackson, 1992; Williams, 2000). This is evident in men reporting more favorable experiences of the promotion process than women (Jones & Jackson). Furthermore, women may receive less recognition for their accomplishments than men (Fassinger et al., 2004) and those who adopt a female leadership model may receive student lower evaluations (Eagly et al., 1995). There are many explanations for this difference. For example, the female leadership model is new and has not yet been embraced by all students.

Leadership has traditionally been a male privilege; hence, women in leadership roles may be regarded as threatening (Eagly et al., 1995) and may therefore be exposed to an environment perceived as sexist. Sexist practices in turn can inversely affect women’s beliefs in their abilities (Evans & Herr, 1991). Gender discrimination can be subtle in the institution’s environment and internalized by many women (Katila & Merilainen, 1999). Examples of sexist and discriminatory practices may be seen in differences in socialization practices (e.g., women may be less likely to be granted opportunities due to exclusion from the “good-old-boys-club”), lack of mentoring, and differences in evaluation and promotion practices (Fassinger et al., 2004; Harris, 1998). Bronstein and Farnsworth (1998) sampled male and female faculty at all ranks about their experience of the interpersonal and institutional climate. Their findings suggested that whereas most
men and women experience freedom in their positions, women reported feeling less freedom of expression in scholarly work, within their departments, and in the classroom. Katila and Merilainen also described the tendency for female faculty to be referenced by students by their first names and male faculty to be referenced as “Doctor” followed by their last names. Some may view this as disrespectful or sexist. However, another point of view suggests that this practice serves to empower students and decrease the hierarchical relationship between the professor and student.

Goltz (2005) was interested in women’s experiences of filing sexual discrimination complaints or lawsuits against the academic institution (e.g., perceived themselves victims of sexual harassment, denial of tenure or promotion believed to be related to gender). She interviewed 14 women (6 tenure-track faculty members, 3 non-tenure-track faculty members, 2 undergraduate students, and 3 graduate students; 7 had two or more children) who had filed legal suits. Participants were asked questions related to their experiences at their university, as well as their experiences related to formal legal suits filed against the universities for the alleged sexist treatment. A content analysis of the participants’ responses resulted in themes that described the women’s experiences during the legal process and their perceived outcomes. Participants suggested no response, denial, and in some cases retaliation (e.g., blaming the female faculty member, increasing the workload of the faculty member) were the most common responses to their appeals for justice. Goltz concluded that women in academia, both faculty and students, do not receive proper compensation (e.g., validation of their experience, formal apology,
punishment of perpetrator) for gender discrimination, consequently supporting gender inequity within higher education.

Goltz (2005) highlighted the effect of sexism, yet women of color may experience the combined effect of sexism and racism. Bradley and Holcomb-McCoy (2004) invited African American faculty from CACREP-accredited programs to complete the Counselor Education Faculty Survey they developed. The survey was designed to solicit career aspirations. The 41 respondents (22 men and 19 women) indicated that race-related barriers influenced their career aspirations. Notable among the barriers were racism perpetrated by colleagues, lack of mentoring attributed to the small number of African American counselor educators, excessive service commitments (e.g., required to serve as the “token” member of a committee), research related to race issues viewed as a “soft” discipline, and lack of collegial support.

Professional development opportunities, support from female mentors, family-friendly work environments, and increased commitment to gender equity have been identified as factors contributing to women’s leadership enhancement (Holley & Young, 2005). J. Williams (2000) suggested the creation of a part-time tenure-track position that would ensure that promotion is based on quality of work, as opposed to the amount of time spent at work. In addition, Williams suggested the enforcement of policies to help spouses of faculty find employment. Ultimately, a systemic change, where men and women have equal status quo and power, may enable them to be equally effective leaders (Eagly et al., 1995).
Abouerie (1996) invited 414 academic staff (305 men and 109 women) to provide their opinions regarding five main factors of stress in their lives, including their professional lives. The sample consisted of “97 research assistants and tutors, 178 lecturers, 56 senior lecturers, and 53 readers and professors” (p. 50) in all departments at the University of Wales College of Cardiff. Responses were assessed by the Life Stress Scale developed from the Professional Life Stress Scale. Revisions were made by the researcher to the original scale rendering it suitable for use with university academic staff. Both male and female participants reported that the primary source of stress was work responsibilities. A faculty position holds a number of strenuous demands; some noted by the participants included teaching and research requirements, the challenge of fulfilling both personal and professional responsibilities, meeting professional deadlines, maintaining relationships with other professionals, and managing the politics of the academic institution. Ironically, Leinbaugh, Hazler, Bradley, and Hill (2003) found that similar factors (although identified as a source of stress in the above study) may also be related to job satisfaction. Leinbaugh et al. surveyed 230 counselor educators on issues related to their decision to become faculty members. Participants reported finding satisfaction in being faculty members because of the opportunity to make a contribution to the counseling profession, control teaching load (e.g., opportunity to have more input regarding the topics one teaches), establish and maintain professional connections, remain abreast of current work in the field, and practice autonomy in career decisions.

Similar sources of job satisfaction were suggested by participants in Linley and Joseph’s (2007) study. Linley and Joseph were interested in factors associated with
positive (i.e., “personal growth, positive psychological changes, and compassion satisfaction”) and negative (i.e., “negative psychological changes, burnout, and compassion fatigue”) aspects of personal well-being in therapists (p. 388). Participants were 156 therapists (122 female and 34 male). Although participants were not counselor educators, most counselor educators have training and experience as counseling practitioners (i.e., therapists) and may have similar perceptions of well-being. Responses were assessed by the compilation of several scales (e.g., Crisis Support Scale, Jefferson Scale of Physician Empathy, and Professional Quality of Life Scale) designed to measure salient factors that may be associated with personal well-being. Participant responses suggested that the following factors are associated with positive well-being: participating in personal therapy during or after counselor-training, receiving supervision, therapeutic approach emphasizing transpersonal growth, and receiving peer support. Participant responses suggested that both burnout and lengthy career history (i.e., providing counseling for several years) are associated with negative well-being.

**Personal Barriers**

In addition to professional barriers, personal considerations may also influence gender inequities (e.g., delay or lack of promotion; Jones & Jackson, 1992) present in academia. For example, some may have to defer to a spouse’s career, women are often held responsible for more family obligations than men (Bielby & Bielby, 1992; Harris, 1998; May, 1991; Raddon, 2002), and the tenure process may occur during a time when women are planning to have children (Holley & Young, 2005). An example of gender-
fair practice may be exemplified in policies that provide new parents with a probationary period that permits them to “stop the clock” for one year (Sorcinelli, 2002).

Career paths may be linear for academics (e.g., academics continually move forward in their careers through promotion, increasing involvement in professional development opportunities; Raddon, 2002). Decisions to take a break in one’s career can be devastating to attaining advanced faculty rank (Coleman, 1996). Women are more likely to experience a break in their careers than men. For example, mothers often take a break in their career during child rearing years (Raddon). Occupational choices and success are often dependent on priorities set between work and family (Currie & Harris, 2000; Marks & Houston, 2002) and women in Western society may assume more caregiving and familial responsibilities than men, resulting in career breaks and imbalance in time given to work and family.

Collay (2000) referred to the struggles of female academics in her study of personal issues related to leadership. She was interested in the challenges women experience related to the multiple roles women have as academics and as family members, as well as the implications of family responsibilities on tenure. Collay interviewed 8 recently tenured women from the profession of teacher education (4 minority, 4 White, and 3 of the 8 in same-sex relationships) with multiple life roles (e.g., mother and academic) and multiple commitments (e.g., career and family). The majority of participants were first generation academics and the first to earn college degrees in their families. Participants were women who were personally known by Collay or her professional colleagues (Collay, 2000, 2002). Collay (2000) originally invited 20 women
to participate in the study and 8, including Collay, agreed to participate. Through the method of feminist inquiry, Collay (2000) interviewed participants via telephone about the “challenges of composing a life.” The participants expressed they experienced feelings of not belonging in academia. They attributed their experience to their choice to enter a masculine domain (i.e., academia) and choice of being mothers in a profession that chooses work over family responsibilities, adding that parenting responsibility prevents them from being “mainstream men” (e.g., people who can focus solely on their careers) and delays tenure (Collay, 2000, 2002).

There may be competing themes between traditional male views of the professoriate and views for women in counselor education that result in conflict between the independent and competitive nature of the institution and the often caring and collaborative nature of women. Some of these conflicts can include those of “production and reproduction, selfishness and selflessness, independence and dependence, career orientation and mothering instinct” (Raddon, 2002, p. 388). The personal characteristics of women deserve institutional consideration and serve to expand the theory of leadership. Due to these factors, women may be viewed as more competent than in the past in leadership roles because they may have overcome more barriers than men to achieve their position (Eagly et al., 1995).

Path to Leadership

There are three dominating views of the path to leadership: (a) people inherit leadership traits (Faris & Outcalt, 2001; Kouzes & Posner, 2002; Wenninger & Diehl,
Inherited Leadership Traits and Characteristics

The characteristics of successful leaders remain a focus of interest (Ilies et al., 2004; Johns & Moser, 2001). Kouzes and Posner (1999, 2002) are prominent researchers in the area of leadership; their landmark research is frequently cited. They asked business and government executives what values (i.e., personal traits or characteristics) they look for and admire in a leader. Through a content analysis of the interviews, 225 values, traits, and characteristics were identified and synthesized into a list of 20 characteristics. These characteristics were included in a questionnaire aimed at identifying the most admired leadership qualities and characteristics. The questionnaire was distributed to over 75,000 participants who were asked to select seven characteristics most sought out or admired in a leader. The most commonly selected characteristics were honesty, competence, forward-looking, and inspiring.

Honest people display integrity and character (Kouzes & Posner, 2002) and are viewed as credible. Credibility is a necessary quality for leaders. Those being led need to believe in leaders and have faith in their abilities (Tichy & Cohen, 2003). These characteristics lead one to be viewed as competent, capable, and effective (Kouzes & Posner). Leaders must also believe in their own abilities and competence (Dubinsky, Yammarino, & Jolson, 1995). Pielstick (1998) added that people are likely to place faith and trust in a leader who is honest and trustworthy. Kouzes and Posner (1999) further suggested that credibility is the foundation of leadership: People must be able to trust that
one will do as he or she says he or she will do. In turn, people will believe in one’s ability to lead.

Someone who is forward-looking has a sense of direction and vision and is insightful. These individuals inspire others through their charisma and energy (Dubinsky et al., 1995; Kouzes & Posner, 2002). Through their commitment to a vision, they have the capacity to influence change or create something that is extraordinary. Through their actions, these leaders model behavior for others and hope that others will adopt their approach. The behavior that is modeled relays confidence in one’s vision and inspires others to work toward the vision (Northouse, 2001). Leaders motivate, maintain enthusiasm, and inspire others (Alimo-Metcalfe & Alban-Metcalfe, 2001).

Similar to Kouzes and Posner (2002), West et al. (2003) presented the characteristics that mentors, advisees, and colleagues said they admired in historical leaders in the counseling profession with whom they worked closely. Four prominent female leaders were highlighted. Judith A. Lewis’s commitment to a lifelong vision of “creating counseling models that encourage an environmental and social-justice-oriented perspective” was highlighted (Carlson, Cebuhar, & Goodman, 2003, p. 214). Her commitment to social justice involved encouraging people from diverse backgrounds to become involved in the profession. Jane E. Myers was described as having respect for leaders who display a “passion for excellence” and “commitment to high ideals” (Remley, 2003, p. 241). Her determination and confidence in her ideals and beliefs characterize her leadership style. Loretta Bradley was referred to as “both fearless and effective, not only on her own behalf but on the behalf of others” (Parr, Lewis, &
Marbley, 2003, p. 133). Mary Thomas Burke was described as “visionary,” “holistic,” “nurturing of self and others,” and “humble” (Nassar-McMillan, 2003, pp. 147-149). She and Dr. Bradley were credited with spear-heading innovative programs: Dr. Bradley started a mentorship program at Texas Tech University and Dr. Burke organized personal development programs for groups of women. The characteristics admired in these four female counselor educators are similar to the four highlighted in Kouzes and Posners’s study: honesty, competence, forward-looking, and inspiring.

Developing Leadership Skills

Leadership is not limited to a select few individuals who display specific characteristics. Although there are characteristics that are admired in leaders (e.g., honesty, competence), most believe that leadership skills can be learned (Kouzes & Posner, 2002). This assumption is supported by Tichy and Cohen’s (2003) view of leadership as a set of skills and abilities.

Leadership is composed of attitudes and behaviors that can be developed in counselors (West et al., 2003). Among these are passion for the profession and developing a professional identity (Magnuson, Wilcoxon, & Norem, 2003). Professional identity is related to one’s values, ideals, and goals (West et al.). The career strategy employed and professional values (e.g., believing there are benefits to involvement in professional organizations, collaborating with other professionals) held by women may affect their leadership development (Albino, 1992). As more women attain leadership positions, they may develop appropriate skills and behaviors thereby increasing the accessibility of leadership roles (Eagly et al., 1995).
Black and Magnuson (2005) emphasized that support and feedback contribute to leadership development. One way to share advice and give support is through mentoring, an interpersonal relationship that helps mentees in many aspects of the profession of counseling (Casto et al., 2005; Cawyer, Simonds, & Davis, 2002). Mentoring serves as an avenue for enhancing women’s careers by helping women be more successful within their profession (Haring-Hidore, 1987; Wright, 1992). For example, mentors help mentees acquire the knowledge and skills necessary for advancement in the profession of counseling (Casto et al.).

Mentoring may aid in the enhancement of leadership skills and increase the number of women who attain higher leadership positions (Devos, 2004). Mentoring has a positive effect on leadership growth (Hansman, 1998) and helps women navigate in a male dominated profession by facilitating connections for the mentee in the profession (Casto et al., 2005). Portman and Garrett (2005) suggested that mentors can encourage leadership among women. Future leaders emerge when their mentors nurture them with a collective and collaborative approach characterized by compassion and courage. Chi Sigma Iota (CSI), the Counseling Academic and Professional Honor Society International, supports mentoring as a practice aimed at facilitating leadership development and encourages counselor educators to engage in mentoring (CSI Academy of Leaders for Excellence, 1995, Practice # 8).

W. B. Johnson (2007) suggested the supervisory relationship (e.g., an experienced counselor supervising a novice counselor or counselor-trainee) shares similarities with the mentoring relationship. He further suggested leadership development is nurtured
through multiple relationships, such as supervisor-supervisee and mentor-mentee. The chief functions of supervision highlighted by Watkins (1997; e.g., providing feedback, discussing alternative views and approaches, enhancing supervisee’s professional development) contribute to leadership development. A supervisory relationship that incorporates characteristics of the mentoring relationship (e.g., collaboration, support, sharing feedback, fostering self-exploration) may also enhance leadership development. For example, supervisees who share in a relationship of this nature are more likely to emerge as competent and confident professionals. This type of supervisory relationship was referred to by Johnson as collaborative supervision. Collaborative supervision not only incorporates the mentoring relationship, but is similar to transformational leadership due to interrelated components (e.g., shared vision, promoting change and professional development, facilitating a collaborative relationship; Johnson).

Kouzes and Posner (2002) offered suggestions to assist people in developing leadership skills. One primary suggestion is to develop a vision or plan for the future, followed by steps to attain the vision (Kouzes & Posner; Magnuson et al., 2003). One must be aware of his or her values and develop a vision for the future based upon the values of self and others (Magnuson et al.). Individuals are more likely to commit to a vision when they are involved in its formulation and implementation (West et al., 2003). The vision should embrace new opportunities for change or create change so as to motivate and recruit others in meeting the expectations set forth by the vision (Kouzes & Posner). Kouzes and Posner recommended rewarding those who participate in the vision in an effort to recognize their efforts and inspire future contributions.
Stout-Stewart (2005) explained the behaviors and practices of female community-college presidents in rural, suburban, urban, and inner-city settings. Her study was based on the assumption that the growing presence of women in leadership enables women to refine leadership practices. The 126 participants were members of the American Association of Community Colleges and completed Kouzes and Posner’s (2002) Leadership Practices Inventory (LPI), as well as a questionnaire developed by the researcher to supplement the LPI. The LPI requires participants to rate 30 items on a 10-point scale (10 = almost always, 1 = almost never) on 5 patterns of leadership action (i.e., model, inspire a shared vision, challenge, enable, and encourage the heart).

Participants in Stout-Stewart’s (2005) research suggested that the pattern of behaviors (i.e., leadership patterns) varied among the presidents according to race, ethnicity, amount of experience, and educational background; the participants followed differing career paths in the journey to the presidency. Participants, however, rank ordered Kouzes and Posner’s (2002) five principles of leadership from most to least exemplary. The mean scores of the participants’ rankings suggested the following pattern: enabling others to act, modeling the way, encouraging the heart, challenging the process, and inspiring a shared vision. The findings suggested that whereas there are multiple approaches to developing leadership skills, it is beneficial to give consideration to the behaviors suggested by Kouzes and Posner. Therefore, a standardized “cookie cutter” approach that is intended to apply to all individuals to assist in developing leadership skills and patterns may not be appropriate. Less structured and more individualized approaches, such as providing feedback (Black & Magnuson, 2005) or
assisting one in developing a vision (Kouzes & Posner, 2002) may offer more appropriate
guidance to individuals interested in developing leadership skills.

*Serendipitous or Chance Events*

Counselors often cite serendipitous or chance events as contributing to their
leadership success (Krumboltz, 1999; Mitchell, Levin, & Krumboltz, 1999). A
serendipitous event may be defined as an unplanned event that influences one’s
professional path, decisions, and interests (Krumboltz; E. N. Williams et al., 1998). Both
chance and planning can influence professional paths (Williams et al.). However,
serendipity is ever-present and merits consideration as it often plays a significant role in
leadership (Krumboltz) and can influence one’s professional path by changing one’s
perception or actions. Chance events can affect someone’s career path (e.g., influence
them to pursue a specific profession), provide options within one’s career, and provide
encouragement or increase self-confidence (Williams et al.).

Although serendipity may play a significant role, crediting serendipitous or
chance events with attained success does not mean that the individual did not play an
active role in his or her own professional path. Rather, one can say that the individual
chose to act on or take advantage of the serendipitous event. Consequences of the event
would not have occurred if not for the individual’s actions (Krumboltz, 1999; Mitchell et
al., 1999; E. N. Williams et al., 1998). Williams et al. encouraged people to take
advantage of a chance event, viewing it as an opportunity rather than a challenge.
Krumboltz, Mitchell et al., and Williams et al. suggested that an individual is also
responsible for recognizing the opportunities as they arise, approaching the opportunities,
exploring and learning about the opportunities, accepting the opportunity, and agreeing to face challenges that may develop, believing that the opportunity is attainable, and taking action despite uncertain outcomes.

Samuel T. Gladding’s career path serves as an example. Dr. Gladding is a prominent counselor and past-president of ACA whose career path has been referred to as “an excellent example of exploration, transition and establishment” (Henderson, 2003, p. 160). Henderson recounts Dr. Gladding’s decision to recognize, explore, and act on a serendipitous event. After struggling with his decision to pursue a career as a minister, Dr. Gladding found himself pondering the recommendation of an academic advisor, whom he turned to for guidance, to explore the profession of counseling. If not for Dr. Gladding’s decision to look into and act upon the recommendation of his advisor, he may not be the highly respected counselor that he is today.

E. N. Williams et al. (1998) investigated the influence of chance events on academic women’s professional paths. They interviewed 13 female counseling psychologists about serendipitous events that influenced their path towards a position in academia. Interview data were broken down into meaningful units (units ranged from a sentence to several paragraphs). Units were revised and regrouped multiple times until consensus was reached among members of the research team. After a group of consensually agreed upon units was organized, researchers asked an outside auditor to review them along with the original transcripts. The outside auditor’s comments were considered by the research team and revisions were made in the analysis based on the
auditor’s feedback. During the final phase, the research team continually grouped units into categories that were organized into core ideas.

Participants in E. N. Williams et al.’s (1998) study suggested that chance events may influence the paths of many professional women. Happenstance influenced both choice to become a counseling psychologist and choice to enter academia, along with congruence between professional choice and personal interests and desires. Most participants cited an unplanned event (e.g., someone intervening such as accepting the recommendation of an academic advisor, a random event such as standing next to someone in a cafeteria line) occurring at a point when they were feeling confused or dissatisfied; however, some stated that the event occurred at a time when they were satisfied in their profession. The primary influence identified as happenstance by the participants was the encouragement of others or the recruitment by others to enter the profession of counseling psychology. However, some events cited were random (e.g., having a conversation with someone seated next to them on an airplane).

Magnuson et al. (2003) conducted a grounded theory study of 10 leaders (4 men and 6 women) in counseling in an effort to learn about turning points in their professional development, specifically turning points that led them to become leaders (i.e., experiences that led to their emergence as professional leaders). Purposeful sampling procedures were used to select individuals who had received national awards or had otherwise been recognized in counseling, served on regulatory boards, authored at least 10 professional articles or books, had a minimum of 15 years of post-academic professional experience, were licensed or certified in counseling, and held the credential
of counseling supervisor. Participants held various roles and were employed in multiple settings: counselor educators, private practitioners, school counselors, coordinators of school counseling programs, and directors of counseling agencies.

The researchers in Magnuson et al.’s (2003) study collected data through individual interviews lasting approximately 60 to 90 minutes. Once interviews were transcribed, each participant was sent a copy of his or her individual transcript for review. Feedback offered by participants was considered in the data analysis process. Researchers reported that they utilized the constant comparison method recommended by Glaser and Strauss (1967) to analyze all data. Data analysis resulted in a total of 8 categories representing the participants’ views regarding their emergence as leaders in the profession of counseling.

Magnuson et al.’s (2003) findings suggested that individuals attribute some of their success to serendipitous events that they have embraced. Some of the participants stated that the path toward leadership was not always a clearly designed plan, whereas many went so far as to attribute their success to luck or serendipity. Luck as applied to leadership development can be described as the revelation of a series of events rather than the intentional creation of them. An example would be being accepting a position in a professional association offered by a mentor, choosing to accept the position, and moving into a higher position after one year of experience. It appears that the interaction of specific leadership characteristics, the development of leadership skills, and happenstance may influence the path toward leadership for female counselor educators.
Leadership Setting

Leadership is a broad phenomenon that has evolved from many disciplines and settings (e.g., management, education, industry). This has resulted in an extensive amount of information, as well as a lack of coherence in definition, meaning, and practice (Faris & Outcalt, 2001; Schriberg et al., 2002). For the purpose of the current study, leadership is considered within the context of academia, specifically counselor educators employed in doctoral or master’s counselor preparation programs.

The university is in constant flux; therefore, no single approach to leadership can be applied. Within academia, leaders are faced with the demand of fulfilling multiple roles and extensive academic duties as they serve the university, profession, colleagues, and students (Filan & Seagren, 2003). Across universities, attention needs to be given to the teaching, research, and service demands of the institution and department and how this influences leadership. For example, departments within and across universities may differ in what they deem important. Some universities may emphasize high quality teaching whereas others emphasize adherence to a strict curriculum or research mission (Knight & Trowler, 2003). Although there are diverse demands across departments, demand differences may be heightened for those employed in doctoral versus master’s programs as there are likely to be differences in research, teaching, and service demands. For example, faculty at master’s-only programs may have more stringent teaching demands whereas faculty at doctoral programs may have more stringent research demands.
The context of academia may influence female counselor educators’ views of leadership. Leadership studies conducted in some professions (e.g., sociology, business) may overlook the context of the academic institution. Furthermore, leadership styles, values, and expectations vary within the academic institution. For example, one department may operate in a collegial fashion whereas another may have a competitive atmosphere characterized by hostility (Knight & Trowler, 2003). Due to the complex issues associated with leadership across academic units, it is important to consider the ways leadership exists within counselor education.

Counselor Education

Counselors are encouraged to become leaders within their academic programs and the profession (Dollarhide, 2003). The CACREP (2001) Standards call for counselor education and supervision programs to prepare doctoral students for future leadership positions and to view one’s self as an emerging leader. Participants in the current study were employed at CACREP-accredited institutions because it seemed likely, based on CACREP’s mission to prepare future leaders, that these counselor educators would have conceptualizations of leadership.

Professional counseling organizations serve as venues for leadership development. The American Counseling Association (ACA) is the primary professional organization for counselors and counselor educators and serves as an opportunity for members to develop talents and invest their energies in a common area (e.g., Counselors for Social Justice are committed to promoting social justice) so as to develop as leaders (Faris & Outcalt, 2001). Professional organizations provide an avenue for connecting
with others who share similar interests and commitment to the profession of counseling (West et al., 2003). Effective leadership is necessary for an organization or institution to operate at an adequate level (West et al., 2006).

Niles et al. (2001) interviewed 14 counselor educators who had achieved the faculty rank of full professor, had at least 15 years of experience in the profession, and were employed at Carnegie I or II institutions. Niles et al. asked participants for recommended practices for successful performance in research, teaching, and service. In terms of research, participants suggested developing a disciplined approach to scholarship, working collaboratively on research projects, having a focused area of research stemming from one’s own interests, and writing in an effort to refine skills. In regard to successful teaching practices, participants suggested using multiple approaches that are student-centered. Remaining abreast of current issues and maintaining a positive attitude toward teaching were also mentioned. In an effort to meet service requirements, participants suggested taking advantage of opportunities, networking, and engaging in service activities. Niles et al. emphasized that time should be appropriated among research, service, and teaching as called for in one’s academic position. This can be accomplished by allocating time to scholarship, prioritizing activities, and integrating the three areas of scholarship, such as incorporating research into teaching (Niles et al.). These recommended practices can also be applied to leadership development in counselor education.

West et al. (2006) explored the beliefs and behaviors of counselors at various phases of leadership initiatives. Their study built on Niles et al.’s (2001) by looking
specifically at the practices of leaders who engaged in leadership initiatives within the profession of counseling. The 31 participants previously served a leadership position in ACA, one of its divisions, or affiliate organizations. Participants varied in years of service to the profession, ranging from 15 to 40 or more years. A Q-sort of 39 statements intended to reflect leadership styles and values were generated from interviews conducted with 9 leaders in the counseling profession according to three themes: (a) considerations given to understanding the context in which the leadership occurs, (b) considerations given to a vision for a leadership effort, and (c) considerations given to implementing action for a leadership effort. Sorting of the statements took place according to the three phases of leadership effort: beginning, middle, and end.

Themes (i.e., factors) reflecting the participants’ leadership styles and values were extracted from a factor analysis of each of the three sorts. For example in the beginning phase the first factor was “anticipating and awakening communal vision” which reflected the view of leadership as a communal activity comprised of efforts to build consensus and develop a preliminary vision (West et al., 2006, p. 9). “Working alongside others” was the third factor suggested by participants for the middle phase of leadership which suggested a need for collaborative relationships (p. 11). A third example is the third factor in the end phase of leadership, “considering ‘what have I learned’” (p. 13). This factor highlighted a need for people to reflect on their experience (West et al.).

The participants in West et al.’s (2006) study suggested that people are viewed as an important resource leading to a communal view of leadership during the beginning phase of a leadership initiative. Furthermore, the participants recommended offering a
preliminary vision and making efforts to ensure that multiple perspectives are included in the vision. Participants in West et al.’s study also conveyed the importance of ensuring that the vision is congruent with the leader’s values, as well as the values of the group. Once the middle phase is reached, participants recommended acknowledging any challenges or frustrations one may encounter, including internal and external pressures. Continued efforts are aimed at communicating the vision while also considering details of the leadership initiative. During the ending phase, participants spoke of engaging in reflective thinking regarding progress and communicating the vision of the organization to other organizations in an effort to ensure continuity within the profession.

As did Niles et al. (2001), West et al. (2006) offered recommendations to assist in the development of leadership abilities in the counseling profession. These include: presenting and actively participating in professional conferences and workshops, writing for publication (e.g., nationally refereed journals) so as to communicate with a wide audience, engaging in research initiatives, providing counseling services, teaching and supervising, and providing service through commitment to a specific cause or mission (e.g., involvement in a professional organization, such as ACA or ACES) that has implications for the profession of counseling.

Systemic Change in the Value Placed on Leadership

The current study was designed to generate a theory of leadership by considering the views of five female counselor educators. As Boyer (1990) considered the understanding of scholarship within academia, the current study considered a view of
leadership within academia by soliciting from five female counselor educators their views of leadership.

Prior to the 1990s, scholarship within academia was considered largely a matter of research, as opposed to teaching or service (Mathie et al., 2004). An alternative was an expanded view of scholarship that encompassed efforts aimed at reaching the students and the larger society. Academics called for an expanded view of scholarship that addressed the view of teaching as a scholarly work; conversation that addresses students, faculty, and the larger community; and work initiatives that honor flexibility and collaboration across disciplines (Sorcinelli, 2002). In response to these requests, Boyer (1990) proposed that research not be the only defining feature of academic scholarship. He suggested that teaching and service also be considered acts of scholarship and thus extended the view of scholarship to include discovery, integration, application, and teaching. He added that all forms of scholarship are inter-related and should be treated as building on one another, calling for a more inclusive view of scholarship (Boyer, 1990, 1991).

Boyer’s (1990) work was viewed as a turning point in scholarship and his book, *Scholarship Reconsidered*, became the “best-selling publication in the history of the Carnegie Foundation” (Rice, 2002, p. 9). Rice asserted that traditional views of scholarship were viewed as being too narrow, limiting, and disconnected from the larger community. An expanded view of scholarship was thought to shape a new generation of scholars who would be more apt to meet the demands of today’s society (Boyer, 1991). Opportunities available to faculty members have broadened through Boyer’s view of
scholarship (Rice). Thus, faculty may benefit from an expanded view of scholarship, especially those with talents in realms other than research (Mathie et al., 2004). Similar benefits may be awarded to faculty members if a theory of leadership was embraced that honors the views of female counselor educators.

Honoring Female Counselor Educators’ Views of Leadership

A theory of leadership that honors female counselor educators’ views may resemble Boyer’s (1990) reconsideration of scholarship, integrate historical and current leadership theories, consider barriers faced by female counselor educators, acknowledge diverse paths toward leadership, and consider the context in which leadership is occurring while recognizing that leadership may take different forms according to gender (Fitzgerald, 2003). Women may become involved in leadership through multiple domains (Black & Magnuson, 2005). Men and women have equal ability to work hard and accomplish goals and deserve an equal playing field that embraces multiple leadership perspectives (Albino, 1992). New theories of leadership may be needed in order to meet the needs of women in the transitioning academic institution (Amey & Twombly, 1993).

Fassinger et al. (2004) emphasized that women and minorities represent the largest increase in many professional areas, such as science, technology, engineering, and mathematics. An example of this increase in counseling is observed in data obtained from the ACA roster of presidents, from 1966 to 1986, 10 of the 21 (approximately 48%) ACA presidents were women, and from 1986 to 2006, 14 of the 21 (approximately 67%) presidents were also women, representing a nearly 20% increase in female leadership. In its earliest years, 1 of the first 10 presidents was a woman (1952-1961), compared to the
most recent years, where 6 out of the last 10 presidents were women (1997-2006; data obtained from the ACA roster of presidents; R. Yep, personal communication, November 16, 2005). This increasing presence of women in leadership in the counseling profession merits consideration of female counselor educators’ views of leadership.

Honoring and accepting leadership theories that transcend traditional practices and integrate current (e.g., transformational) and feminist leadership concepts, may enable women to embrace a theory of leadership that represents their voices. Furthermore, a reconsidered theory of leadership may be more congruent with women’s leadership styles (Billing & Alvesson, 2000), and more representative of women’s private and professional identities (Aisenberg & Harrington, 1988). A theory of leadership that honors the views of female counselor educators may offer an alternative perspective that the academic institution can embrace in an effort to expand the current conceptualization of leadership.

Leadership is shaped and limited by the beliefs and images about what leadership consists of (i.e., conceptualization) and what leaders look like (e.g., personal characteristics and behaviors; Amey & Twombly, 1993). Raddon (2002) claimed that change within the academic institution’s view of leadership is necessary. Educators understand that a vision and reputation take time to develop (Black & Magnuson, 2005) and adopt. Beal, Rogers, and Bohlent (1957) offered insight into the process of adopting an emerging theory of leadership. They outlined five stages people experience when an idea is introduced: (a) individuals are made aware of an idea in turn influencing them to become more familiar with the concept, (b) as information is gathered individuals attempt
to assimilate the concept by comparing it to other ideas or experiences that are familiar to them, (c) once individuals are comfortable with the concept they make a decision to apply it or disregard the idea, (d) those who decide to apply it then try the new idea, and (e) a decision is made regarding the adoption or rejection of the idea. Valente and Rogers (1995) added that the adoption of a proposed paradigm is reliant on interpersonal communication to spread interest in the idea as attempts are made to endorse or disprove the theory. The current study intended to contribute to this process by generating a theory of leadership grounded in the views of female counselor educators.

Leaders can share in the adoption process and facilitate systemic change by participating in leadership across time (Osborn et al., 2002). A double-bind situation may be that those who hold the power to influence systemic change are those who are rewarded by the traditional or male theories of leadership (Raddon, 2002). The tendency for men’s views of leadership to be valued over women’s views of leadership can delay the adoption of women’s conceptualizations of leadership by the academic institution (Katila & Merilainen, 1999).

In an effort to encourage further incorporation of women’s views of leadership by the academic institution, individuals can choose to position themselves in a manner that resists the dominant discourse or traditional definition of leadership (Raddon, 2002). Women in leadership positions may employ multiple methods in an effort to meet personal or institutional demands. Some women may choose to adapt to the institution’s existing theory of leadership, deny gender issues, and align their behaviors with a male theory of leadership. Others may reconcile and rely on a mixed style of leadership that
may be instrumental or relational in nature. Some may choose to remain resistant to male leadership styles, focus on gender issues, and build coalitions aimed at infusing relational approaches to leadership (Tedrow, 1999). The latter may support Raddon’s suggestion that one may resist traditional theories of leadership and support women’s views of leadership.

*Considering the Voices of Women in Counselor Education*

Leadership research began to include women as participants over the last two decades (Denmark, 1993; Tedrow, 1999). Prior to this inclusion, gender was ignored as a variable, leaving many unexplored areas concerning women and leadership (Denmark). A mere 20 years, therefore, have elapsed for women’s views of leadership to be fully incorporated into the conceptualization of professional leadership. Women’s voices deserve continued consideration in the leadership domain. Leinbaugh et al.’s (2003) findings may support this claim in that counselor educators reported experiencing the strongest sense of personal well-being when they were able to assert control over their professional lives. Furthermore, participants in Leinbaugh et al.’s study reported satisfaction when working with administrators and committees that support them. These needs and desires may not be met in a community that does not incorporate multiple voices into the domain of inquiry regarding leadership views.

Viewing leadership from the perspectives of women may help one to understand women’s leadership practices (Schriberg et al., 2002). Practicing leadership in a manner consistent with women’s views and styles may benefit emerging leaders (Ropers-Huilman, 1998). Considering women’s conceptualizations of professional leadership can
facilitate a greater appreciation for the contributions of female leaders to counselor education. Giving women the opportunity to articulate their views of leadership may open the space to think about and influence change (Raddon, 2002). Therefore, the current study was designed to explore women’s conceptualizations of leadership in the counseling profession.

Chapter Summary

Chapter 1 presented an introduction to the current study and a review of relevant leadership research and literature. The question that guided the current study was: How do five female counselor educators conceptualize leadership? A review of current and historical theories of leadership suggested a need for a theory of leadership that values the voices of female counselor educators. The purpose of the current study, therefore, was to generate a theory grounded in female counselor educators’ views of leadership. Barriers and challenges to leadership that women may face were considered, as well as leadership perspectives, practices, and paths within the context of academia. Boyer’s (1990) reconsideration of scholarship exemplified the transitioning views in academia, another one being that of leadership.

Chapter 2 describes grounded theory as a method of qualitative inquiry appropriate for the study of women and leadership. Procedures followed for participant selection, data collection, establishment of trustworthiness, and data analysis are explored.
CHAPTER II

METHODOLOGY

Current research of women and leadership has focused on women’s ability to lead, including the effectiveness of female leaders, the manner in which women lead, and barriers restricting women’s movement in the leadership domain (Eagly et al., 1995; Fassinger et al., 2004; Induik, 2001). Current research of leadership is based on multiple, current theories of leadership, such as transformational and distributed leadership (Northouse, 2001; Storey, 2004), as well as leadership development and leadership within specific settings, such as academia (Knight & Trowler, 2003; Kouzes & Posner, 2002). A theory of leadership that honors the voices of women would add to the conversation of theories of leadership (Fitzgerald, 2003).

Purpose of the Study

The purpose of the current study was to generate an emergent theory of leadership grounded in female counselor educators’ views of leadership. An assumption was that female counselor educators’ conceptualizations or views of leadership may not be consistent with or be fully expressed in traditional, gendered, or current theories of leadership. Raddon (2002) suggested that the current view of the “successful academic” needs to embrace the values of women. The question that guided the current study was: How do five female counselor educators conceptualize leadership?
Grounded Theory as Qualitative Inquiry

The specific method of inquiry used in this study was grounded theory. Grounded theory falls under the umbrella of qualitative research and grew out of the work of Glaser and Strauss (1967) who sought a method by which meaning is derived from dynamic and fluid social interaction (Fassinger, 2005). Grounded theory does not test an existing theory. Instead, it aims to generate a theory from collected data (Glaser & Strauss). The purpose of the generated theory is to help explain and understand a phenomenon (Glaser & Strauss), in this case, leadership from the perspective of female counselor educators. Grounded theory involves organizing raw data into data units that can then be compared and subsumed into categories based on shared properties. The process is recursive (Corbin & Strauss, 1990) as the researcher moves back and forth between steps until no new data units or shared properties emerge. Grounded theory was also selected in an effort to hear from those whose voices have not been well represented in research on leadership in academia, counselor education in particular.

Wiersma and Jurs (2005) highlighted the differences between qualitative and quantitative research. Qualitative and quantitative research differ in their origins and purpose. Whereas quantitative researchers are interested in describing a quantifiable phenomenon through the process of deduction (i.e., making specific conclusions from general principles through the testing of theories and hypotheses; R. B. Johnson & Onwuegbuzie, 2004), qualitative researchers are interested in providing a descriptive analysis through the process of induction (i.e., making general conclusions from a specific situation through the discovery of patterns and generation of theory; Johnson &
Onwuegbuzie). Qualitative research emerged from several paradigms (e.g.,
postpositivism, social constructionism, pragmatism) that seek to understand phenomena
(e.g., leadership) in a specific context (e.g., counseling). Quantitative research reflects a
positivist perspective interested in locating definitive explanations for phenomena
(Creswell, 2007). Both qualitative and quantitative research are informed by different
paradigms, or philosophical assumptions about the world and how it is understood. The
paradigm determines the design of the study (e.g., participant selection, data analysis).

Current leadership research is both quantitative and qualitative in nature (Conger,
1998). Polkinghorne (2005) suggested that the paradigm and purpose of a research
investigation should guide the selection of an appropriate methodology. The purpose of
the current study was to generate a theory grounded in female counselor educators’ views
of leadership, and therefore is congruent with a qualitative approach. Conger added that
qualitative research is a more appropriate method for exploring leadership due to the
complexity of the phenomenon (i.e., there is no theory that explains all aspects of
leadership, leadership is dynamic and composed of many views such as behavioral and
interpersonal, and leadership is a socially constructed process that continues to evolve).
He explained that qualitative research may generate a deeper understanding of the
complexities of leadership through the generation of rich data that can uncover
leadership’s many dimensions, especially in previously unexplored areas, such as female
counselor educators’ views of leadership.
Procedures

Inclusion Criteria

Participants included five female counselor educators from separate institutions across the United States and included only those who had earned doctoral degrees in counselor education, versus related fields (e.g., counseling psychology, social work). The following criteria were used for participant selection.

Faculty Rank

Female counselor educators achieving different faculty ranks may have diverse leadership experiences and views. Participants were therefore asked to identify themselves as holding the rank of assistant professor, associate professor, or full professor. Faculty rank was defined by the counselor educator’s report of her current academic standing within her institution of employment. At least one participant was selected from each faculty rank.

Personal Responsibilities

Research suggested that personal responsibilities influence women’s attainment of leadership (e.g., may serve as barriers). Personal responsibility was not a criteria for inclusion; however, participants were asked to comment on the type and amount of their personal responsibilities. Personal responsibilities could include parental status (i.e., identifying self as a parent, which may include biological, adopted, or step children), familial responsibility (e.g., caring for elderly parent or other family member, responsibility for household chores, responsibility for primary financial income), and
relationship status (e.g., involvement in a committed homosexual or heterosexual relationship that might include marriage).

Institutional Affiliation

All participants were employed in CACREP-accredited master’s-only degree programs (i.e., Community Counseling, Mental Health Counseling, and School Counseling), and those offering a master’s and a doctoral degree (i.e., Counselor Education and Supervision programs). At least two participants were employed at master’s-only degree programs and at least two others were from doctoral degree programs. Differing demands (e.g., teaching, research, and service) in doctoral programs compared to master’s-only programs may influence conceptualizations of leadership.

The mission of CACREP is to “promote the professional competence of counselors and related practitioners through the: development of preparation standards, encouragement of excellence in program development and accreditation of professional preparation programs” (CACREP, n.d.a). CACREP aims to “provide leadership and promote excellence in the professional preparation” of counselors by encouraging the continuing development of counseling preparation programs and counseling students (CACREP). The three master’s-only programs with the highest percentage of CACREP-accredited programs are Community Counseling, Mental Health Counseling, and School Counseling. CACREP has one accreditation for doctoral degree granting programs (i.e., Counselor Education and Supervision).
ACES Membership

All participants were current members of the Association for Counselor Education and Supervision (ACES), a division of the American Counseling Association (ACA). ACES is concerned with the quality of the education and supervision of counselors (ACES, 2006). Membership in ACES demonstrates one’s commitment and interest in professional development, which might include leadership. Members of ACES may be considered persons who would have given some thought to their views of leadership. One participant was selected from each of the five ACES regions (North Atlantic, North Central, Southern, Rocky Mountain, and Western).

Length of Employment

Participants were employed for at least four years as full-time counselor educators; in the current study this ranged from 4 to 21 years. The researcher recognized that those employed for at least four years were likely to speak of views as counselor educators as opposed to views as doctoral candidates. It is also likely that those employed for at least four years would have had an opportunity to receive performance feedback from peers through the reappointment and review process. For example, the University of North Carolina at Greensboro offers initial appointment as an assistant professor for four years wherein faculty are reviewed in their third year for reappointment to a second term of three years as an assistant professor (University of North Carolina at Greensboro, n.d.).

Race

At least one participant selected was a woman of color. Women of color may have unique views about leadership in counselor education and face the additional
influence of race when addressing issues related to gender (Bradley, 2005; Evans & Herr, 1991).

Participant Selection

Qualitative research relies on purposeful sampling (Creswell, 2007) and the strategy used in the current study was multiple variation sampling. The purpose of multiple variation sampling is to select a heterogeneous sample through diverse inclusion criteria selected by the researcher at the outset of the study. Researchers have suggested that a heterogeneous sample increases the likelihood that multiple views are revealed (Creswell, 2007; Lincoln & Guba, 1985). Inclusion criteria were developed for the current study to select participants who were informative about leadership and were able to speak about leadership from a variety of perspectives. Each demographic category was filled by the first participant to meet the inclusion criteria not already met by another participant.

The 2007-2008 current presidents and immediate past-presidents of the five ACES regions were consulted to help identify counselor educators who might fulfill the inclusion criteria (see Appendix B for ACES Region Presidents Instructions). They were contacted via e-mail and asked for their assistance with participant selection. Those who agreed were informed about the purpose of the current study and were asked to provide the researcher with the names of three to five ACES members from their region whom they would recommend for inclusion in the current study (i.e., speak to the topic of leadership in Counselor Education), one of whom was a woman of color. The current and past ACES region presidents were made aware that only one of the women recommended
would be included from each region. The current ACES region president-elect was consulted in the event the ACES president or past-president declined. Nine of 15 ACES past, current, and president-elects offered recommendations.

All female counselor educators who were recommended by the ACES region current presidents and past-presidents and president-elects were considered by the researcher. Of the recommended participants, those who most closely met the inclusion criteria were contacted. Participants were contacted in the order they were identified (i.e., the first person considered to most closely meet inclusion criteria was contacted first, the second person considered to most closely meet inclusion criteria was contacted second). Prior to selection for contact, the researcher’s dissertation advisors were consulted to assist in the determination of participants thought to most closely meet inclusion criteria. Academic department websites were visited to locate information about the recommended participants prior to contact (e.g., faculty rank, ACES membership).

Of the women contacted, those who expressed interest in being considered for participation were e-mailed to determine eligibility (i.e., to determine if they met inclusion criteria; see Appendix C for e-mail to recommended participants). E-mail screening involved asking participants if they earned their doctoral degrees in counselor education and to verify that they were ACES members and currently employed in CACREP-accredited programs. Potential participants who indicated they were employed in CACREP-accredited programs were then asked to comment on the remaining inclusion criteria (i.e., race, faculty rank, length of employment, and institutional
affiliation). Due to the sensitive nature of personal responsibilities, this information was gathered throughout the interview process.

Prospective participants meeting inclusion criteria based on self-report were briefly (i.e., approximately 20 minutes) screened via telephone to confirm inclusion criteria and clarify the researcher’s expectation of participants (see Appendix D for inclusion criteria process). This process continued until five women were identified who met inclusion criteria, fulfilled diverse categories (e.g., no more than three of the five participants could be assistant professors), and provided verbal consent to participate in the study. Those who provided verbal consent to participate were asked for their preferred telephone number, e-mail address, and postal mailing address for use in further communications.

Written consent was solicited and obtained prior to conducting interviews. A copy of the consent form was mailed to the participants’ preferred postal mailing addresses, and they were asked to sign and return the consent form (see Appendix E for informed consent form). Participants who met inclusion criteria, fulfilled diverse categories, and provided written consent to participate were asked to schedule an initial formal interview with the researcher that would occur via telephone at a time that was convenient for them. The telephone interviews were conducted from a private office to ensure privacy and confidentiality. Participants were asked to select a location that would be private and free of distractions (e.g., her private office).

The researcher requested that participants agree to maintain participation throughout the duration of data collection and analysis. The data collection and analysis
process lasted 3 months and included 3 rounds of semi-structured individual interviews lasting approximately one hour each and a member check that was also a semi-structured individual interview. Participants were compensated with a $15 gift card for their full participation.

Participants

The participant grid (see Table 1) provides demographic information for each participant. The pseudonyms Barbara, Emily, Kate, Elizabeth, and Natalie were selected by the participants and used to protect their identities. In an effort to further protect participants’ identities, their ACES regional affiliation is not disclosed. Elizabeth and Natalie were employed in programs that award doctoral degrees; and Barbara, Emily, and Kate were employed in master’s-only degree granting programs. Three participants were assistant professors (i.e., Barbara, Emily, and Natalie), one was an associate professor (i.e., Elizabeth), and one was a full professor (i.e., Kate). Participants varied in personal responsibilities: Barbara and Emily were married, Elizabeth and Natalie indicated involvement in a committed relationship, and Kate was divorced and currently single. All participants indicated they were heterosexual. Barbara was the only participant with children. Two participants were from diverse cultural backgrounds: Emily indicated she was Asian, and Natalie indicated she was African American. All participants reported they had at least one sibling. All participants maintained participation in the current study throughout the duration of data collection and analysis.
### Table 1

**Participant Grid**

<table>
<thead>
<tr>
<th>Participant</th>
<th>Faculty Rank</th>
<th>Institutional Affiliation</th>
<th>Personal Responsibility</th>
<th>Length of Employment</th>
<th>Race</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara</td>
<td>Assistant</td>
<td>Master’s-only</td>
<td>Married 2 children</td>
<td>4 years</td>
<td>Caucasian</td>
</tr>
<tr>
<td>Emily</td>
<td>Assistant</td>
<td>Master’s-only</td>
<td>Married No children</td>
<td>5 years</td>
<td>Asian</td>
</tr>
<tr>
<td>Kate</td>
<td>Full</td>
<td>Master’s-only</td>
<td>Divorced No Children</td>
<td>21 years</td>
<td>Caucasian</td>
</tr>
<tr>
<td>Elizabeth</td>
<td>Associate</td>
<td>Doctoral</td>
<td>Committed relationship</td>
<td>6 years</td>
<td>Caucasian</td>
</tr>
<tr>
<td>Natalie</td>
<td>Assistant</td>
<td>Doctoral</td>
<td>Committed relationship</td>
<td>4 years</td>
<td>African American</td>
</tr>
</tbody>
</table>


Researcher Qualifications and Involvement

Interviews were conducted by the researcher. She is a Caucasian female who is currently a doctoral candidate in the CACREP-accredited Counselor Education and Supervision doctoral degree program at Kent State University, a public university located in Northeast Ohio. She is a licensed Professional Clinical Counselor, with supervisory endorsement, in Ohio and a Nationally Certified Counselor. She has been an ACES member for five years, is single, heterosexual, middle class, and does not have any children.

Although the researcher was interested in learning from those interviewed, she acknowledged that she had specific assumptions about leadership in counselor education and in academia prior to conducting this research. She believes in social justice initiatives, such as advocating on behalf of those who may not be awarded the opportunity for their voices to be heard (e.g., women, ethnic minorities, and children). The researcher therefore assumes that female counselor educators have not had sufficient opportunity to voice their views of leadership. She was also in the process of refining her own conceptualization of leadership. She acknowledged that leadership was more textured than her current understanding, but was unaware of the complexity of the phenomenon of leadership. The researcher was mindful that leadership expanded beyond formal positions (i.e., ACA presidency), but struggled in solidifying her definition of leadership (i.e., finding the language to define or discuss leadership without referring to formal positions).
The researcher was the primary data-gathering instrument. She had the ability to adapt her queries (e.g., select follow-up questions) to participants’ responses and to respond to verbal cues. For example, after each participant responded to interview question one, the researcher selected probing questions or comments based on each participant’s unique response. By adapting to the participants’ responses, the researcher was able to attend to multiple factors and levels simultaneously, process information immediately, ask for clarification, and make adjustments as needed (Lincoln & Guba, 1985). This skill was utilized during the interviews as the researcher selected sub-questions based upon each participant’s response. The researcher was experienced in interviewing due to her training and practice as a licensed professional counselor.

Data Collection Protocol

Approval was sought from the Kent State University Human Subjects Review Board (HSRB) prior to making contact with the research participants (see Appendix F for HSRB Approval Form). Once approval was granted, the researcher contacted women recommended to her by 2007-2008 ACES region president-elects, current and past-presidents to invite eligible female counselor educators to participate (see Appendix G for data collection and analysis process).

Arrangements were made for the initial interviews with participants who met inclusion criteria and gave consent to participate in the study. Participants were asked to e-mail a copy of their curriculum vitae to the researcher for her review prior to conducting the initial interview (i.e., round I). The curriculum vita was reviewed for
information pertaining to the participant’s professional career path and served to provide context for the interviews.

The researcher then engaged each participant in the first round interview that consisted of a 1-hour, semi-structured, individual telephone interview. All subsequent interviews were semi-structured, lasted approximately one hour, and conducted via telephone. Each round of interviews occurred approximately one month apart (i.e., Round I in December, Round II in January, and Round III in February). Round I interview questions were broadly related to leadership so as to initiate discussion. Questions for subsequent interviews (e.g., round II and III) pertained to specific leadership perspectives and were closely related to the topic of leadership.

Theoretical sampling procedures were used to develop questions for subsequent interviews. Glaser and Strauss (1967) described theoretical sampling as

> The process of data collection for generating theory whereby the analyst jointly collects, codes and analyzes his [or her] data and decides what data to collect next and where to find them, in order to develop his [or her] theory as it emerges. (p. 45)

The researcher engaged in data analysis after each interview, as recommended by Corbin and Strauss (1990). The theoretical ideas (e.g., themes, similarities in participants’ responses) that emerged through the data analysis guided the development of questions for subsequent interviews (Corbin & Strauss).

Data collection ended (i.e., no subsequent interviews were conducted) when the data were considered saturated by the researcher. Data were considered saturated when there was redundancy in participant responses (Creswell, 1998). Glaser and Strauss
(1967) and Corbin and Strauss (1990) stated that theoretical sampling increased the likelihood that interview questions were formatted around theoretically relevant and salient issues, thus increasing confidence in the findings.

An electronic digital recording device was used to record data from all interviews (i.e., interview rounds I, II, III, and the member check). Data were stored as an electronic file. Electronic files were labeled by number according to participant.

During and following (i.e., within 3 hours) all interviews, the researcher wrote process notes. The researcher and hired transcribers (i.e., staff at the Kent State University College and Graduate School of Education, Health, and Human Services Bureau of Research Training and Services; BRTS) transcribed each interview and all process notes. Hired transcribers were required to sign a confidentiality form (see Appendix H for confidentiality form). When interviews were transcribed by hired transcribers, the researcher checked the transcripts for errors.

Within one week of transcribing each interview and process note, the researcher created a memo. The member check was conducted after all 3 rounds of interviews with each of the five participants were transcribed and each memo completed. Data from transcription and analysis of all interviews and member check, feedback from the peer reviewer, and data from transcription and analysis of process notes were used in the final data analysis.

**Semi-Structured Interview Format**

Individual interviews are the most common method of data collection in grounded theory (Fassinger, 2005; Polkinghorne, 2005). The interview allows the researcher to
describe participants’ conceptualizations through first person accounts (Polkinghorne).
The semi-structured interview format (Lincoln & Guba, 1985) was utilized in an effort to allow participants freedom to express their conceptualizations of leadership in counselor education.

In each round of data collection, all participants answered interview questions formulated by the researcher and derived from existing literature and theoretical sampling (i.e., developing subsequent interview questions from the analysis of previously collected data; Glaser & Strauss, 1967). See Table 2 for a listing of all interview questions. Strauss and Corbin (1990) suggested that recurrent themes in the existing literature and previous data analysis may be relevant to a study and therefore are worthy of consideration in the development of interview questions. Sub-questions in all interviews were determined based on participants’ responses. This follows a funnel-like approach wherein broader questions are initially asked and additional questions and prompts are used to elicit more specific information (Fassinger, 2005). This process relies on the skilled judgment of the interviewer to guide the interview (Polkinghorne, 2005). Consistent with Fassinger’s recommendation, asking open-ended questions followed by sub-questions and prompts provided room for flexibility, assisted in establishing rapport, encouraged participants to elaborate, and provided clarification. This procedure was instituted in an effort to construct a full account (see Polkinghorne) of the topic in question, that is, five female counselor educators’ conceptualizations of leadership.
Table 2

Interview Questions

<table>
<thead>
<tr>
<th>Round</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>During this interview I was wondering if you could describe your experiences for me in both higher education and the counseling profession. Let’s start with your experiences in higher education. Describe for me your experiences in the counseling profession.</td>
</tr>
<tr>
<td>II.</td>
<td>How would you describe someone you regard as a leader in counselor education? What about you? How would you describe your involvement in leadership?</td>
</tr>
<tr>
<td>III.</td>
<td>In previous interviews we discussed your professional identity as a counselor educator (your view of yourself as a counselor educator); could you tell me about your leadership identity? We (researcher and interviewee) have had some discussion around the current state of leadership in counselor education, as a profession. What do we do well in leadership in counselor education? What other views or perspectives do you have about leadership in counselor education?</td>
</tr>
</tbody>
</table>

Verification Procedures

Verification procedures were utilized to increase the trustworthiness and quality of the study, which in turn increased the transferability, credibility, and dependability of conclusions drawn (Creswell, 2007; Lincoln & Guba, 1985). Creswell described the verification process as “an attempt to assess the ‘accuracy’ of the findings, as best described by the researcher and participants” (p. 206). First, the researcher established and implemented explicit and systematic participant selection and data analysis processes. Second, existing literature was consulted during the development of interview
questions. Strauss and Corbin (1990) suggested that concepts that “turn up over and over again” in the existing literature are significant because they may be relevant to the topic at hand and therefore worthy of consideration in the development of interview questions. In the current study, these concepts included characteristics of historical, current, and gendered theories of leadership; leaders’ characteristics and behaviors; leadership development (e.g., inherited traits, serendipitous events); and professional and personal barriers.

A third verification procedure used was the inclusion of excerpts from the interview transcripts in chapters 3 and 4 to illustrate or explain the derivation of findings from the data (Glaser & Strauss, 1967; Polkinghorne, 2005). The fourth verification procedure was to make explicit the data coding process so as to help the reader understand how the theory and conceptual categories were derived.

_Triangulation._ Triangulation helps to ensure the credibility of data and data analysis by soliciting and then comparing different sources of similar information (Fassinger 2005; Lincoln & Guba, 1985). This was accomplished by comparing interview transcripts with material from process notes kept by the researcher, feedback collected from the member checks and peer reviewer, and emergent categories (Glaser & Strauss, 1967). Once data analysis was complete, existing literature was re-consulted for information that was similar or different from the findings. Whereas similar information was used to support findings, different information (e.g., participants did not acknowledge serendipity as contributing to their leadership development was offered for future consideration).
Prolonged engagement. Prolonged engagement with participants through the interview process (i.e., a total of 4 to 5 hours spent interviewing each participant over a 3-month period) helped to increase the likelihood in the current study that the researcher would be able to detect errors or distortions in the interview transcripts. It also provided the researcher with a sufficient amount of time to become acquainted with each of the participants, increasing the likelihood that each participant would feel comfortable disclosing personal information (Lincoln & Guba, 1985).

Process notes. To increase trustworthiness and reflexivity of the findings, the researcher wrote process notes during and immediately following (i.e., within 3 hours) each interview to record her impressions (e.g., “I believe she may be referring to the process of developing leadership skills”), thoughts (e.g., “I need to continue exploring this topic before moving onto the next question”), feelings (e.g., “I felt uncomfortable when she disclosed that personal issue”), observations (e.g., “She has made several references to that topic”), and questions to clarify during following interviews and member checks (e.g., “What additional information can you provide me regarding your view that leadership is collaborative”). According to Fassinger (2005), writing process notes is similar to the process of journaling. This practice made the researcher more aware of her reflexivity (e.g., thoughts and feelings) by capturing her ideas, observations, assumptions, biases, insights, and choices. The process of keeping process notes helped to “bracket” the researcher’s assumptions and expectations, as Rennie (1994) recommended. The process notes were used in the development of follow-up questions and included in the final analysis of the data to assist in the interpretation of data.
Memos. Organization of the data and reflexivity (i.e., process notes) in the analysis process was aided by the use of memos throughout data collection and analysis. This followed Corbin and Strauss’s (1990) recommended practice of simultaneous data collection and analysis beginning as soon as the first piece of raw data is collected. As recommended by Conger (1998), the memo served as an ongoing summary of the preliminary data units, subcategories, and key categories (Conger). The memo format was used to document preliminary analysis of the interviews, process notes, and member check.

Burck (2005) offered a memo format adopted with revisions for the current study (see Appendix I for memo format). Burck’s memo contained three columns: (a) Text, (b) Category, and (c) Research Category. The column titles were re-named in the current study to reflect the grounded theory language offered by Glaser and Strauss (1967); the second term is the label used in the current study: (a) Text = Data Unit, (b) Category = Subcategory, and (c) Research Category = Key Category. The researcher added three additional columns labeled “meaning unit” to record the descriptive statement, code, label, name, or definition given to the data units, subcategories, and key categories reflecting the researcher’s interpretation of the data. The memo in the current study therefore had six columns: (a) Data Unit, (b) Meaning Unit, (c) Subcategory, (d) Meaning Unit, (e) Key Category, and (f) Meaning Unit.

A capital letter (i.e., A, B, C, D, and E) was used to identify each participant and a Roman numeral was used to identify the interview (i.e., I = Interview Round 1 and II = Interview Round 2) from which the original data unit was associated. Process notes (PN)
were coded by letter and lower-case Roman numeral (e.g., the first process note was labeled PNi). The page and line number of the original data unit were also recorded. For example, a data unit from page 10, line 90 of the transcript from the Round I interview conducted with Participant A was labeled as follows: A, I, 10, 90.

Immediately (i.e., within one week) after the transcription of each individual interview, process note, and member check, the researcher began the process of constant comparison by creating a memo. For example, after the transcription of the Round I interview with Participant A, the researcher began organizing the transcript into data units (i.e., single pieces of information that were interpretable in the absence of additional information; it could be a word, sentence, phrase, paragraph, or page of text; Fassinger, 2005; Glaser & Strauss, 1967; Lincoln & Guba, 1985). From this point the process of constant comparison was utilized to complete the memo. As each interview, process note, or member check was completed and transcribed, the researcher added to the existing memo by inserting rows for each new data unit. For example, after the transcription of the Round I interview with Participant B, the researcher inserted rows to reflect the data units from that interview. The resulting memo contained the preliminary analysis of the five interviews from Rounds I, II, and III, process notes, and member checks. Due to the labeling of each data unit (e.g., A, I, 10, 90), the memo could also be thought of as a collection of separate memos reflecting the preliminary analysis of each individual interview, process note, or member check. These separate memos were referred to as the “Individual Participant Analysis.”
The memos containing the preliminary data analysis of the five Round I interviews and process notes completed to that point in data collection aided in the development of Round II interview questions, consistent with Burck’s (2005) recommended practice of allowing the emergent categories in the memo to influence the direction of subsequent interviews. The memos containing the preliminary data analysis completed to that point (i.e., analysis of the five Round I interviews, five Round II interviews, and process notes completed to that point in data collection) aided in the development of Round III interview questions. The memos containing the preliminary data analysis of the five Round I interviews, five Round II interviews, five Round III interviews, and process notes completed to that point in data collection aided in the development of the member check interview questions.

Log. A log was maintained to document the step-by-step approach and back and forth process the researcher utilized when creating the memo and engaging in the ongoing analysis of data. The log can be considered a timeline of each step of the data collection and analysis process. For example, the first three items in the log were: (a) emailed ACES region current and past presidents for participant recommendations, (b) past president of the Western ACES region recommended participant, and (c) current president of the North Central ACES region recommended participants.

Peer review. Throughout data collection and analysis, a peer reviewer was consulted for feedback and “to provide an external check of the research process” (Creswell, 2007, p. 208). The peer reviewer was not affiliated with the research project. She is an associate professor of counseling with expertise in grounded theory
methodology and an interest in women’s issues in counselor education. Prior to data collection, the researcher provided the peer reviewer with a copy of the purpose of the current study, statement of the problem, research question, memo format, and a copy of the dissertation proposal (i.e., chapters 1 and 2). The peer reviewer was not supplied with any identifying information about the participants. The peer reviewer was asked to familiarize herself with the documents (see Appendix J for peer reviewer instructions). The peer reviewer was consulted on multiple occasions throughout data collection and analysis. Following completion of the Round I interviews with Participants A, B, C, D, and E, the peer reviewer was consulted for feedback regarding the interview process. She was provided with 5 pages of the transcript from the Round I interview with Participant B and process notes for participants A, B, C, D, and E. The researcher and peer reviewer discussed the use of probes, follow-up questions, quality of responses, quality and flow of conversation, possible presence of personal bias, and the quality of process notes.

Following transcription and preliminary analysis of the Round I interviews with Participants A, B, C, D, and E, and the development of Round II interview questions, the peer reviewer was provided with the list of Round II interview questions and a summary of the preliminary data analysis. She and the researcher discussed the peer reviewer’s perception of the Round II interview questions (e.g., Do they seem to elicit responses more closely related to leadership? Do the questions seem like they were derived from data analysis?).

Following transcription, and preliminary data analysis of the Round II interviews with Participants A, B, C, D, and E, and the development of Round III interview
questions, the peer reviewer was again consulted for feedback. The peer reviewer was provided with a copy of Round III interview questions and a summary of the preliminary data analysis completed to this point. The peer reviewer and researcher discussed emergent themes, how Round III interview questions were derived from the preliminary data analysis, and quality of the data collected to that point.

Following completion, transcription, and preliminary data analysis of the Round III interviews with Participants A, B, C, D, and E and the development of preliminary key categories and member check interview questions, the peer reviewer was again consulted for feedback. She was provided with three pages of the transcripts from interviews I, II, and III with Participant C, summary of preliminary key categories, visual representation of the findings (see Appendix K for example of preliminary key categories from peer review and member check), preliminary data analysis for participant C (i.e., memo), member check instructions, and member check interview questions. The peer reviewer was asked to comment on the member check process (e.g., comment on the accuracy of the researcher’s representation of each participant’s response, indicate areas that were unclear or misleading, identify areas where the researcher’s personal biases appeared to have influenced data interpretation, comment on the quality of the member check interview questions, comment on her perception of how the emergent key categories represent the participants’ responses). The researcher included the peer reviewer’s feedback in her (i.e., the researcher’s) data analysis.

**Member checking.** Verification of the researcher’s interpretation of the data was sought through member checking. Member checking occurred after data were considered
saturated and all interviews were transcribed and preliminary data analysis completed (see Appendix L for member check instructions given to participants). Member checking was conducted in individual, semi-structured telephone interviews. When asked to participate in the study, participants were informed that they would be asked to verbally provide results of their member check during a follow-up telephone interview. Participants indicated a preference for an individual member check format for the member check rather than participating in a focus group.

Three pages of transcript from each round of interviews (e.g., Participant A received 3 pages from Round I, II, and III), preliminary data analysis (e.g., Participant A received her memo), summary of preliminary key categories, and five diagrams reflecting each of the preliminary key categories and their properties and dimensions were sent to each participant via e-mail to her preferred e-mail address. Each participant was asked to review the materials for accuracy, provide clarification, and indicate areas that were unclear or misleading to her. Through the member check process the researcher was able to determine if participants believed that the preliminary data interpretation was relevant and accurate. Member checking also provided the participants with the opportunity to confirm, clarify, or dispute the preliminary key categories and enhance the theoretical discussion (Atieno Okech & Kline, 2005). This feedback enhanced the trustworthiness and credibility of the results (Fassinger, 2005; Lincoln & Guba, 1985).

The member check interview occurred approximately 2 weeks after participants received the materials to review and within one month after the preliminary data analysis of the primary interviews (i.e., Round I, II, and III). Member check individual interviews
were conducted via telephone and lasted approximately 30 minutes. The same procedures were used as with previous interviews for storing and transcribing data (i.e., electronically recorded and stored). Four questions were posed to participants:

1. What has the interview process been like for you?
2. How does the preliminary organization of the data (e.g., preliminary key categories) represent and/or not represent your conceptualization of leadership?
3. What areas need to be clarified so as to accurately reflect your views of leadership?
4. Throughout the interview process, participants mentioned that it’s one thing to just think about one’s conceptualization of leadership and another thing to try to articulate it.
   a. How has your conceptualization of leadership, if at all, been formalized or refined through the interview process?

Data Collection and Coding Procedures

The researcher used an inductive method of data analysis and interpretation in which theory is “grounded in” the data (Glaser & Strauss, 1967; Lincoln & Guba, 1985; Strauss & Corbin, 1990). The constant comparison method of data analysis was followed wherein data units were compared to one another after placing them into categories derived from shared properties. The process of constant comparison involved open, axial, and selective coding organized by the memo. The process continued until a core category emerged (see Appendix M for data analysis diagram and see Appendix N for data coding
process). Participants’ responses in the second and third round of interviews and the member check interview served to saturate the emerging categories and their properties and dimensions. Accordingly, the data analysis process in the current study followed these steps: Step I: Coding following Round I Interviews; Step II: Coding following Round II Interviews; Step III: Coding following Round III Interviews; Step IV: Coding following Member Check Interviews; and Step V: Emerging Theory Refined.

**Step I: Coding Following Round I Interviews**

The transcripts from each of the five participants’ three rounds of interviews and member check interviews, as well as the process notes maintained by the researcher were considered the raw data. The raw data were organized into *data units* through the process of *open coding*. Data units were single pieces of information that were interpretable in the absence of additional information. The size of the data unit varied; it was a word, sentence, phrase, paragraph, or page of text. As recommend by Fassinger (2005), Glaser and Strauss (1967), and Lincoln and Guba (1985), the data unit was the smallest amount of information that maintained meaning when removed from the surrounding information.

A cumulative total of 1,498 data units were identified by the researcher from 20 individual interviews. The following procedure was used to label each data unit. A capital letter (i.e., A, B, C, D, and E) was used to identify each participant in the preliminary organization of the data. The capital letter was replaced with each participant’s pseudonym in the current chapter. A Roman numeral was used to identify the interview (i.e., I = Interview Round I and II = Interview Round II) which the original data unit was
associated. The page and line number of the original data unit were also recorded. For example, a data unit from page 10, line 90 of the transcript from the Round I interview conducted with Participant A was labeled in the current chapter as Barbara, I, 10, 90. The researcher highlighted data units while reading each transcript and documented them in the memo. Appendix O illustrates the selection of several data units from an excerpt of an interview with Elizabeth.

The peer reviewer was consulted for feedback throughout data collection and analysis. She was asked to identify data units in the portion of the transcripts she was given following the completion of the first round of interviews with all participants. The researcher and peer reviewer compared the data units they selected and concluded that there was overlap in their selections (i.e., they selected similar pieces of information as important and meaningful). Table 3 provides an example of meaning units derived from data units.

Once all data units were recorded in the memo, the researcher applied a meaning unit to each data unit. A meaning unit was the descriptive statement, code, label, and definition given by the researcher to the data units, subcategories, and key categories. Meaning was attached to the data units that most closely represented the participants’ responses based on the researcher’s interpretation (Fassinger, 2005). As recommended by Rennie (1994), during data analysis the researcher asked herself “What meaning is contained here?” In some cases, the meaning unit was represented by the participant’s language (e.g., direct quotes) whereas in other cases it was represented by the interpretation of the researcher. For example, the following data unit was selected: “My
leadership style can include not so much of me saying say how the [organization] should look, but I remember going around the [organization’s] members first and seeing how they see this [organization] to be” (Emily, I, 4, 128). The researcher believed the participant was describing her style of leadership as collaborative. This interpretation in turn became the meaning unit: “collaborative style.”

The peer reviewer was also asked to generate meaning from the data units she selected. In reference to other data units, she added, “I notice a thread of collaboration throughout some of the units.” She added inference to several other data units: “they seem to be talking about what makes an effective leader.” The researcher included the peer reviewer’s suggestions in the preliminary organization of the data.

As the meaning units were compared, those with shared properties were grouped and became subcategories. A meaning unit then was used to define the subcategory. The subcategory was fluid and could change as more shared properties emerged. Subcategories reflected themes and similarities in the data units’ meaning units. Meaning units with shared properties (i.e., with similar content) were merged or grouped into subcategories. Meaning units were applied to each subcategory that reflected the researcher’s interpretation of the subcategory (Glaser & Strauss, 1967; Lincoln & Guba, 1985). The researcher continued to ask herself, “What meaning is contained here?” For example, the following data units were selected that informed the subcategory “personal and professional barriers”: “I still think about, like how do you balance family and work. How do you be all that you can be professionally and, okay I am going to have a baby next year, and all of those kinds of things” (Elizabeth, I, 16, 351) and “What’s going
### Table 3

**Memo Excerpts: Data Units and Meaning Units From Round I Interview**

<table>
<thead>
<tr>
<th>Data Unit</th>
<th>Meaning Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well I think it [making connections] is an impact in how you do leadership. I mean I think one form of leadership is relational, and so I think that because that’s how I frame my professional life, it impacts how I take on informal or formal roles of leadership (Kate, I, 18, 470)</td>
<td>Style of leadership – relational; approach to life influences one’s leadership style</td>
</tr>
<tr>
<td>I think the standards for women is a little different than it is for men, when you walk into the class as a male, even as a young male, demanding respect whereas a woman it’s almost a different ball game (Natalie, I, 10, 357)</td>
<td>Sexism – different standards, difficult to earn respect and credibility</td>
</tr>
</tbody>
</table>

It’s always in contention with my obligation to my kids and husband” (Barbara, MC, 4, 74). Table 4 provides two examples of meaning units applied to subcategories.

The peer reviewer and researcher discussed the data units and meaning units and the shared themes they perceived emerged from the data. For example, the peer reviewer suggested a shared property of “collaboration.” The peer reviewer offered suggestions for locating shared properties. She encouraged the researcher to ask herself, “How do the data give a richer sense of what the participant is trying to say?” The researcher asked herself this question throughout the remainder of the data analysis process. The researcher shared her insights with the peer reviewer, and the peer reviewer in turn offered her suggestions. The researcher considered the peer reviewer’s suggestions when selecting sub-categories.
Table 4

*Memo Excerpts: Subcategories and Meaning Units From Round I Interviews*

<table>
<thead>
<tr>
<th>Data Unit</th>
<th>Meaning Unit</th>
<th>Subcategory</th>
<th>Meaning Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well I think it [making connections] is an impact in how you do leadership. I mean I think one form of leadership is relational, and so I think that because that’s how I frame my professional life, it impacts how I take on informal or formal roles of leadership (Kate, I, 18, 470)</td>
<td><em>Style of leadership</em> – relational; approach to life influences one’s leadership style</td>
<td>Relational Skills</td>
<td>Using a collaborative approach to leadership by making connections</td>
</tr>
<tr>
<td>I think the standards for women is a little different than it is for men, when you walk into the class as a male, even as a young male, demanding respect whereas a woman it’s almost a different ball game (Natalie, I, 10, 357)</td>
<td><em>Sexism</em> – different standards, difficult to earn respect and credibility</td>
<td>Managing Intervening Barriers</td>
<td>Barriers related to gender intervene and inhibit progress</td>
</tr>
</tbody>
</table>

*Step II: Coding Following Round II Interviews*

The five digitally recorded tapes were transcribed from Round II. The data were organized into data units. These data units were added to the memo containing the data units and meaning units from the Round I interviews. The same process for selecting meaning units in Step I was followed in Step II. First, shared properties were identified among the data units from Round II. Second, shared properties were identified between
those data units and data units and subcategories from Round I. Third, the data units were organized into additional subcategories or synthesized into existing subcategories through the constant comparison of the data. The peer reviewer shared that she perceived many subcategories as emerging at this point in the analysis process. She explained, “It’s like they [participants] are all throwing a shot at the dart board,” which was interpreted to mean that numerous subcategories were emerging, yet more information was needed to understand the participants’ conceptualization of leadership. In an effort to condense the number of subcategories, the peer reviewer and researcher identified subcategories that “were on the same continuum” and grouped them together. The researcher asked herself, “How is each subcategory helping to fill in gaps from the other subcategories?”

Shared properties among subcategories and meaning units from Rounds I and II were organized into more encompassing key categories through the process of axial coding, as recommended by Fassinger (2005) and Glaser and Strauss (1967). The key categories were described by their shared properties and assigned a meaning unit. Recall that the data analysis process is ongoing and goes back and forth between open, axial, and selective coding. Data were reduced through repeatedly re-evaluating, re-grouping, and re-organizing as meaning units and shared properties were identified among the data units, sub-categories, and key categories. Table 5 presents a memo excerpt depicting the preliminary data analysis from Step II.
Table 5

*Memo Excerpt: Data Units, Sub-categories and Key Categories From Round II Interviews*

<table>
<thead>
<tr>
<th>Data Unit</th>
<th>Meaning Unit</th>
<th>Subcategory</th>
<th>Meaning Unit</th>
<th>Key Category</th>
<th>Meaning Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are genuine. They are very sincere, yet, you know, they have the level of confidence (Emily, II, 3, 75)</td>
<td>Characteristics used to describe a leader—genuine, sincere, confident</td>
<td>Congruence With Values</td>
<td>Features of leaders valued by participants</td>
<td>Collaborative Leadership Approach</td>
<td>Style of leadership characterized by values reflected in characteristics</td>
</tr>
<tr>
<td>Leaders are someone who can kind of see the things in a different lens. Acknowledge the need and come up with this creative way to meet that need (Emily, II, 8, 203)</td>
<td>Leaders are creative, consider diverse needs and views</td>
<td>Relational Skills</td>
<td>Skills leaders use to increase effectiveness</td>
<td>Collaborative Leadership Approach</td>
<td>Collaborative approach to leadership characterized by skills</td>
</tr>
<tr>
<td>Well I think it [making connections] is an impact in how you do leadership. I mean I think one form of leadership is relational, and so I think that because that’s how I frame my professional life, it impacts how I take on informal or formal roles of leadership (Kate, I, 18, 470)</td>
<td>Style of leadership – relational; approach to life influences one’s leadership style</td>
<td>Relational Skills</td>
<td>Using a collaborative approach to leadership by making connections</td>
<td>Collaborative Leadership Approach</td>
<td>Collaborative approach to leadership encouraged by skills</td>
</tr>
</tbody>
</table>

*(table continues)*
Table 5 (continued)

*Memo Excerpt: Data Units, Sub-categories and Key Categories From Round II Interviews*

<table>
<thead>
<tr>
<th>Data Unit</th>
<th>Meaning Unit</th>
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<th>Key Category</th>
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<td>Sexism – different standards, difficult to earn respect and credibility</td>
<td>Managing Intervening Barriers</td>
<td>Barriers related to gender intervene and inhibit progress</td>
<td>Making a Difference</td>
<td>Making a difference restricted by intervening barriers</td>
</tr>
</tbody>
</table>
Step III: Coding Following Round III Interviews

The five digitally recorded tapes were transcribed from Round III. The data were organized into data units. The process for identifying meaning units followed in Steps I and II continued to be utilized. The data units and meaning units were added to the memo.

First, shared properties were identified among the data units from Round III. Second shared properties among data units, subcategories, and key categories from Rounds I, II, and III were organized into additional subcategories or synthesized into existing subcategories or existing key categories through constant comparison of the data. Table 6 presents a memo excerpt depicting the preliminary data analysis from Step III.

The process of constant comparison in Step III resulted in six subcategories and three key categories. The three key categories were Motivation, Collaborative Leadership Approach, and Making a Difference. The six subcategories were Personal Interest, External Encouragement, Congruence With Values, Relational Skills, Advocacy, and Managing Intervening Barriers. The researcher asked the peer reviewer to review a portion of each participant’s interview transcripts, as well as the subcategories and key categories. The peer reviewer selected data units and shared how she interpreted each in relation to the subcategories and key categories (i.e., how the subcategories and key categories capture the data units). The peer reviewer confirmed most of the subcategories and key categories. She suggested that the researcher may want to re-consider the name given to the key category Making a Difference. The key category Making a Difference was initially called Leadership Application. The peer reviewer’s suggestions led the
### Table 6

**Memo Excerpt: Data Units, Sub-Categories, and Key Categories From Round III Interviews**

<table>
<thead>
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<th>Subcategory</th>
<th>Meaning Unit</th>
<th>Key Category</th>
<th>Meaning Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>I see our role as counselor educators being a faculty member as creating a legacy of leadership (Elizabeth, III, 7, 127)</td>
<td>Counselor educators have a responsibility to create a legacy of leadership</td>
<td>Advocacy</td>
<td>Impacting through advocating for students and profession</td>
<td>Making a Difference</td>
<td>Leadership applied to attain goal</td>
</tr>
<tr>
<td>They are genuine. They are very sincere, yet, you know, they have the level of confidence (Emily, II, 3, 75)</td>
<td>Characteristics used to describe a leader—genuine, sincere, confident</td>
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*Memo Excerpt: Data Units, Sub-Categories, and Key Categories From Round III Interviews*

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<td>Barriers related to gender intervene and inhibit progress</td>
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<td>Making a Difference restricted by intervening barriers</td>
</tr>
</tbody>
</table>
researcher to look more closely at the key categories and re-name the Key Category “Making a Difference” so that it was more representative of the participants’ voices. Figure 1 presents the three key categories, six subcategories, and selected data units.

*Step IV: Coding Following Member Check Interviews*

The member check was conducted with all participants. The participants were offered the opportunity to engage in an individual interview or focus group format for the member check. All participants selected the individual interview format. The five digitally recorded tapes were transcribed from the member check interviews. Data collected from the member check served to support and more accurately define the key categories. Member checking revealed participants supported the emerging key categories and subcategories from Round III presented to them by the researcher. For example, Barbara commented on the accuracy of the subcategory *External Encouragement* and added that she was able to personally connect her experiences when she stated, “the theme around being mentored and inspired by other women, feeling acceptance, feeling valued, and I see that too, yeah, that strong connection there” (Barbara, MC, 8, 174). Natalie commented on her ability to identify with the key category *Collaborative Leadership Approach*. She stated: “When I looked at everything it looked good, and I think I agreed with a lot of what people were saying in terms of personality, style, the characteristics” (Natalie, MC, 4, 80).

Although no new information was revealed during the member check interviews, participants’ comments strengthened the conceptualization of the key categories by confirming the accuracy of the researcher’s analysis. Feedback from participants revealed
Figure 1. Data analysis diagram: Key Categories, subcategories, and data units
that the key categories were accurate descriptions of their conceptualization of leadership in counselor education. Kate mentioned,

The [organization of the data] certainly makes sense. I mean it’s certainly large chunks of information and data clustering around certain things. It certainly initially seemed to make sense for me. There was nothing that seemed like, “what was she thinking?” (Kate, MC, 4, 99; 107)

The participants indicated that the researcher accurately interpreted their comments. Emily explained, “I thought that you represented my views and I appreciated you carefully going through this” (Emily, MC, 4, 85). Barbara added,

I felt like you made good choices about things. I definitely would say that there weren’t things that I felt were inaccurate or were in the wrong categories. I don’t think you over analyzed the content. It wasn’t like you were trying to squeeze the meaning out of everything. I thought that it was an appropriate amount of analysis. (Barbara, MC, 9, 178; 202)

When asked for clarification, the participants’ comments were similar to the researcher’s assumptions. For example, Elizabeth offered insight into the subcategory, “Advocacy,” in stating, “I wasn’t thinking that I had spoken much about advocacy explicitly. I think I probably spoke about it implicitly, and so I was like ‘oh yeah that’s right, like that’s another word I could put to it’” (Elizabeth, MC, 8, 174). All key categories appeared to parallel the participants’ conceptualization of leadership in counselor education. Emily explained her experiences were reflected in the key
categories, “In some of the themes, there was I guess reassuring for me, or validating for me to know that other people have similar views” (Emily, MC, 12, 351).

Step V: Emerging Theory Refined

Data units and meaning units from the member check were added to the memo. Through the process of constant comparison, the data from the member check were integrated into existing key categories. As recommended by Glaser and Strauss (1967), the emergent theory was developed through the process of selective coding as meaning units were constantly compared to the emerging concepts (i.e., data units, subcategories, and key categories) until no new shared properties were identified. The meaning units of key categories were reviewed to identify a core category (i.e., emergent theory; Fassinger, 2005; Glaser & Strauss, 1967). The core category represented shared properties among all of the meaning units of key categories (Strauss & Corbin, 1990). The core category generated was compared to the raw data to ensure that it was grounded in the participants’ experiences and thus represented an emerging theory (Lincoln & Guba, 1985) of the participants’ conceptualization of leadership, Leadership as Evolution.

The peer reviewer shared her insights related to the development of the emergent theory, “Development of leadership occurs over time, it isn’t a state; the participants are talking about characteristics over a continuum.” The peer reviewer shared her insights before the researcher revealed that her interpretation of the data suggested that leadership was an evolution. Figure 2 presents the six subcategories that informed the three key
Figure 2. Data analysis diagram: Emergent theory, key categories, and sub-categories
categories, which then were translated into the core category, or what is referred to as the emergent theory.

Chapter Summary

Chapter 2 presented grounded theory as a suitable method of qualitative inquiry for the study of women and leadership. Participants were five female counselor educators from separate institutions across the United States. Participants selected were full-time faculty at CACREP-accredited universities, were current ACES members, and had earned doctoral degrees in counselor education. Participants varied in faculty rank, personal responsibilities, and institutional affiliation. Procedures were taken to ensure trustworthiness and credibility (e.g., keeping process notes, member checking, and peer review). All participants engaged in 3 semi-structured, individual telephone interviews lasting approximately 1-hour and completed a member check in the form of a 30-minute to 1-hour follow-up interview by telephone. Data were analyzed according to constant comparison procedures.

Chapter 3 reports the findings of the current study, including data coding procedures, data analysis, and emerging categories. The findings contribute to the study of women and leadership in counselor education through the anticipated emergence of a theory of leadership. This theory of leadership can be considered in future discourse within the profession and larger community. The findings may stimulate future qualitative research of female counselor educators’ views of leadership.
CHAPTER III

RESULTS

Chapter 3 reports the results of the analysis of interview data that addressed the research question: How do five female counselor educators conceptualize leadership? This chapter contains a description of the theory and properties that emerged from the analysis of the interview data collected from the five participants through three rounds of individual interviews and a member check interview. Contributions of the peer reviewer are also presented.

The data collected from the five female counselor educators and the researchers’ interpretation suggested an emergent theory that the researcher entitled: *Leadership as Evolution*. The emergent theory was informed by three key categories: *Motivation*, *Collaborative Leadership Approach*, and *Making a Difference*. Participants sought leadership opportunities and were encouraged to do so by others in their professional and personal lives. Increased involvement in leadership guided by interest and encouragement facilitates the development of a collaborative approach to leadership that continues to become more refined. Ongoing efforts to make a difference through leadership efforts were influenced by their interests, encouragement, and collaborative leadership approach. Participants agreed that leadership is an ongoing process undergoing constant change. Figure 3 presents a visual conceptualization of the emergent theory, *Leadership as Evolution*, including the three key categories and subcategories that influence their leadership.
Figure 3. Emergent theory and key categories and properties

Key Categories of Emergent Theory: Leadership as Evolution

Three key categories emerged from the data analysis to inform the identification of an emergent theory, *Leadership as Evolution*. The key categories show the
phenomenon of leadership for these five women as evolving, including an interwoven leadership path characterized by: (a) interest in leadership and encouragement to participate in leadership initiatives, (b) valuing leadership that is congruent with one’s values and aspiring to approach leadership by working collaboratively with others, and (c) an ongoing commitment to leadership impacted by their advocacy efforts and at times made difficult by intervening barriers.

**Motivation**

Participants described two primary paths that influenced and continue to motivate them to grow and develop in leadership in counselor education. The paths were not unidirectional and were described as entwined and multi-directional. Although participants may not have followed the same step-by-step approach, they all emphasized the influence of their own self-interest and encouragement from others. For example, Kate described a path that is deliberate and requires one to first understand the context and history of the leadership setting (e.g., state counseling organization; counseling department at one’s university). She spoke of advantages of beginning in leadership activities where one is comfortable. Progress should be slow as to allow one the time to gain sufficient experience, increase understanding of issues, develop appropriate skills, and adequately understand the context. Kate stated:

> I think the advantage of moving up slowly and doing some smaller things first is that you really get your feet wet and you have a chance to consider whether this is a place where I can make a contribution, it will be an opportunity, but it’s also a
responsibility to be involved and you know just kind of help the next generation.

(Kate, I, 7, 176)

Natalie described a need for ongoing encouragement from others, as well as a need to understand the context of leadership. She stated: “I naturally am just kind of reserved and quiet, I have never been one to just jump up and say, ‘oh, I’ll be president.’ That has never been me” (Natalie, I, 16, 554).

Barbara and Elizabeth described a process of “jumping into” leadership initiatives. They seemed to believe that one learns about leadership through involvement in leadership. Through experience one develops leadership skills and understanding of the context. Therefore, the individual might not be fully equipped with the skills or knowledge at the onset of the leadership initiative, but quickly develops them through their interest and ongoing commitment. Elizabeth described a current need for leadership within a counseling organization and her decision to embrace the leadership opportunity: “Sometimes you have to step up to the plate and do it yourself” (Elizabeth, I, 3, 60).

Barbara described a similar experience: “No one asked me to do it, I just . . . get so . . . antsy thinking about how much time is being wasted and how we are not thinking developmentally about what people need” (Barbara, III, 11, 255).

Elizabeth, an associate professor, shed light on her current struggle to move forward in her leadership involvement. She explained that she is in a transitional phase in her leadership development:

It’s kind of like climbing a mountain, I get to the top and am kind of enjoying it and I feel confident in who I am as a leader and I’ve had some really neat
opportunities and experiences, but how do I take what I’ve learned from this process and kind of apply it to there? So it’s really a re-construction process I think for myself; there does seem to be this gap between where I am at right now and the things I’ve experienced, and what would be the next step. (Elizabeth, III, 4, 87)

Participants emphasized self-interest in leadership. As Kate discussed her future retirement, she explained that she will maintain an ongoing interest and commitment to leadership: “I’m interested in giving back and continuing to be involved [in leadership]” (Kate, III, 8, 148). Self-interest manifested as a personal desire to learn about leadership and engage in ongoing participation in leadership. Natalie described her ongoing efforts to maintain motivation: “I just got to keep going and do the best [I] can” (Natalie, E, II, 19, 539).

Participants explained that they had and maintain a personal interest in becoming involved in leadership initiatives. For example, they made a personal commitment, sought out opportunities, and gained experience. Natalie explained that she is motivated to learn about the context in which she may be leading and then make attempts to become involved in leadership: “[I’m] trying to equip myself with the knowledge and information, then try to look at leadership, look at ways in which I can get into leadership positions” (Natalie, III, 4, 91; 93).

The participants also mentioned a commitment to ongoing engagement in leadership initiatives that is encouraged by others through mentorship. In turn, the participants spoke of encouraging others to participate in leadership through their
mentorship. Encouragement provided the extrinsic motivation to keep moving forward in leadership. Barbara described current mentorship of her students:

They’ve [students] traveled [to conference] and I have also been doing some research and some presentations on the professional development of school counselors and trying to arm these people with that sense of, ‘Hey this is only the beginning’ and sending them out there [to practice as school counselors] with something that they can grab on to. (Barbara, I, 9, 249 & 253 & 256)

Elizabeth mentioned her appreciation of encouragement from others: “If someone were to say ‘oh you’re a leader,’ or that kind of thing I guess that feels good because that’s kind of who I want to be, that feels good, that external validation” (Elizabeth, III, 10, 159).

The following discussion describes the subcategories Personal Interest and External Encouragement that comprise the key category of Motivation as illustrated in Figure 3.

**Personal Interest**

Participants emphasized being motivated by a personal interest to participate in leadership initiatives. This interest came from within the individual and entailed a sense of responsibility and obligation to participate in leadership, due in part to their positions as counselor educators. Participants sought out leadership initiatives as they were compelled to do so by an inherent passion for leadership. Kate disclosed she feels compelled to participate in leadership; she explained:
I feel like what I do for a living, including any leadership roles I take on, I have the feel of a calling to me, that we [counselor educators] have a unique set of characteristics that we feel can make a difference in a particular way. (Kate, I, 12, 312)

As one advances in her career, the interest to participate in leadership intensifies. Participants added that they communicate their passion with the larger group of leaders as they move forward in their careers. Barbara clearly explained this commitment to ongoing and advanced contributions. She mentioned:

I feel like there is a season in your life when we all need to take a turn at leadership. I just feel like there is a bit of a professional obligation when you get to a certain stage to take a turn, so I am doing the state presidency. (Barbara, III, 17, 375)

Through their leadership contributions, the participants were able to model leadership to others, in the hopes of motivating others to become interested in leadership. Natalie shared that her commitment is intensified by her interest in serving as a role model for other African American women. She added:

As an African American woman, I have an obligation to go out and be a leader and I’ve been thinking about this a lot, it’s important to do that because it’s hard for people to be what they can’t see. (Natalie, III, 12, 295)

Participants emphasized that interest alone is insufficient; leadership is earned through the hard work, commitment, and dedication of the individual. Elizabeth mentioned that she took initiative and sought out opportunities to become more involved:
I think leadership development starts with a sense of personal confidence in that fact that I can take a risk and then I think it has to be surrounded by opportunity and then I think experience really solidifies, I think sometimes people are real go-getters, and so they start thinking aloud, “How can I make a difference? How can I be involved?” and they will go seek out something, there is a milieu of available opportunities. (Elizabeth, II, 12, 166)

Participants advised that a willingness to seek opportunities is influenced by a willingness to accept challenges, take risks, challenge personal and professional limits, spend time in preparation, and assume responsibility. Embracing and accepting opportunities provided participants with a chance to learn and practice leadership, make a contribution, meet new people, establish connections, observe others, and consider multiple perspectives. Emily described her efforts to seek and embrace opportunities through her self-encouragement to take risks: “I hope I will want to take more risks as I continue to be in this field and just to enjoy working with people” (Emily, I, 10, 341). “I take some risks and I know who to consult with, I feel fortunate to be able to observe leaderships that other people bring into the department” (Emily, II, 10, 25).

By deliberately seeking and taking advantage of opportunities, participants emphasized that they felt motivated to take on new and what was perceived by the participants as grander initiatives as they move forward in their careers. Although some felt they had already developed the skills necessary to successfully fulfill the responsibilities associated with their leadership roles, others felt they were in the process of developing the necessary skills and experiences. Perhaps due to differences in the
extent of experiences, participants differed in their readiness to embrace more leadership opportunities despite their personal motivation. Emily, an assistant professor, alluded to a need to gain more experience before feeling ready to accept grander leadership responsibilities: “I know I’d like to expand my involvement as a leader, like taking some positions for an organization” (Emily, II, 11, 277).

It may be because of my own development, that at this point I don’t see myself as someone who can lead the large organization, I definitely see myself as someone who can impact others, maybe on the smaller scale, that is something I can do. (Emily, III, 10, 235)

Kate explained that the transition into grander leadership roles and the development of leadership skills is often a gradual process that requires deliberate preparation. She cautioned that throughout the developmental process, counselor educators need to gain experience and an understanding of the context of the profession. Kate added insight to Emily’s comment:

Young people may jump too quickly into mainline leadership roles before they are really ready. I don’t think it serves them well individually and I don’t think it serves the association or department well programmatically, so I think there is a developmental process to getting to know yourself in leadership, getting to know the context in which you will be leading, know the history, not getting stuck in the history, but at least being aware of it, giving yourself time to develop some sort of vision for your place. (Kate, III, 5, 104)
As mentioned, participants have a sense of personal responsibility to impact leadership by creating a legacy of leadership and are called to be “stewards” of the profession. Emily described her motivation to become committed to the leadership development of her students and counseling professionals:

Hopefully, the students or professionals I work with will be inspired by some of the things I do or I say. I really appreciate students, one of the best rewards I have as an educator is students coming back and telling me how what I said or what I did got them to think more about what they want to do with their lives. (Emily, II, 12, 311)

Barbara added she feels a commitment to ongoing betterment of herself and her leadership within the profession:

I think as a leader I am motivated by improvement. One of my strengths is trying to wrap my head around what current practices are and that really motivates me. Thinking about how we can do things better and making it happen. (Barbara, II, 10, 241; 249)

Participants emphasized that not only is it necessary to gain experience and develop understanding of the context as they move forward with their personal interest in leadership, but it also took time to develop their voice. Participants explained that interest may motivate them to become involved, but finding their voice gave them the necessary means to motivate others to become involved in leadership. Additionally, they are able to express their personal interest through the establishment of their voice. Elizabeth explained that she found it necessary to find her voice and learn to express herself: “I’m
still thinking of other voices and honoring other voices, but I am much more willing to put my voice out there, strongly, and to believe in it, and be articulate in where I’m coming from” (Elizabeth, III, 5, 99). The participants’ voices became more reflective of their personal interest, as opposed to the multiple voices of others, as they maintained their motivation to continue participating in leadership. Barbara mentioned that she had to challenge herself to develop and share her voice with others: “It’s just that you trust yourself more and you don’t have that baggage of personal insecurities that’s always in the back of your mind” (Barbara, III, 10, 251). Personal interest becomes clearer as participants gained confidence and developed voice.

As participants found their voice, they made a conscious effort to motivate others by sharing their views and opinions. Sharing their voice may depend on collaboration with others interested in leadership. Natalie explained: “You have to get on boards and be involved in your state association and it can be overwhelming, but if you don’t do that, it’s so easy to be ignored and not have a voice” (Natalie, III, 12, 281). Emily added:

My sense is that if you do not voice your own opinions you can be perceived as someone who is indecisive or someone who is afraid of stating opinions, so I constantly remind myself the importance of stating my opinions, as well as listening to others. (Emily, I, 4, 132; 149)

Personal interest motivated the participants to seek and embrace leadership initiatives. As they became involved in leadership, they began to perceive a sense of responsibility and obligation to participate in leadership. In turn, the participants made a purposeful and ongoing commitment to maintain motivation to engage in leadership.
Through their leadership involvement, the participants found their voice and were self-motivated to communicate their personal interest for leadership with others. Even as participants maintained their interest, they shared that they will continue to grow and develop as leaders. This process is influenced greatly by the encouragement they receive from others.

External Encouragement

The second subcategory that informed the key category of Motivation is External Encouragement. External encouragement occurred through providing and receiving mentorship, as well as through seeking to achieve professional goals (e.g., tenure and promotion). The evolving cycle of encouragement leads to ongoing commitment and involvement in leadership initiatives. Participants explained they acquired and continue to obtain the support, encouragement, and feedback needed to increase their self-confidence, in turn influencing their abilities and willingness to participate in leadership.

For the five female counselor educators in the current study, mentoring was an ongoing process of encouragement that: (a) was a responsibility in their position as counselor educators, (b) provided self and others with the confidence to participate in leadership, (c) offered themselves and others opportunities to become involved in leadership, and (d) provided a relationship to engage in ongoing leadership development. Emily explained:

Through encouragement from others and my own desire to pursue education I was led to move forward, so the encouragement from others is certainly something that I appreciate and the mentorship that had been provided, say for example
applying for scholarships for presenting at the conference together. (Emily, I, 6, 181-183)

During the second round of interviews, Emily further explained: “Mentorship to me relates to leadership. Mentors are those who can then help others see strengths in themselves. I think mentorship is a very important part of raising great leaders in the field” (Emily, II, 18, 509). Natalie added: “It’s almost like mentorship helps you develop the skills in leadership, you have the skills and now its more reliance on yourself to utilize them” (Natalie, II, 23, 669).

Most participants viewed providing mentorship as their responsibility as counselor educators and receiving mentorship as contributing to their confidence in themselves to pursue leadership. Participants were committed to providing leadership in an effort to motivate others to become involved in leadership. Natalie suggested: “Mentorship is more like preparing leadership. I think being a mentor is someone who is leading you towards your vision, or leading you towards a leadership position that you’re interested in” (Natalie, II, 23, 655). Additionally, mentorship is often thought of as a personal and intimate relationship that provides one with the opportunity to engage in leadership. Barbara explained:

I would have to say that there is an element of a little bit more intimacy and maybe a little bit more one-on-one tailored kind of personal approach [in mentorship]; I have a very good mentor here. And while I see her as a leader in our department and I see her as a leader in the field, I am glad she doesn’t lead me in our mentorship relationship. It is clearly to me, listening and offering advice
and mainly hearing my struggles and, you know, offering support. (Barbara, II, 15, 363)

Participants agreed that mentoring students may give them leadership opportunities and experiences that enhance their leadership development. Natalie emphasized that mentoring students should start at the onset of the student’s counselor education training:

We need to start training students to be leaders when they first walk into the doctoral program. We need to get them on committees with the national associations, the regional and the local ones. We start appointing them to committees very early in their doctoral training, so by the time they graduate, they’re semi-seasoned leaders already. (Natalie, III, 18, 450-452)

Committee involvement provides the context to establish the mentoring relationships needed to develop confidence in leadership abilities, motivating one to become more involved, and developing the skills needed to further engage in leadership.

Mentors are often motivational and inspirational, encouraging leadership development in their students. Emily described her commitment to mentorship:

I am, in terms of age, closer to a lot of my students, sometimes I think they see me, they can relate to me . . . but I think that mentorship is one of the most important things that we do as counselor educators, if students reach out and so forth and seek my support then definitely I make it as my priority. (Emily, I, 7, 221)
Perhaps mentors contribute to leadership development through personal support, exposing vulnerabilities, providing support and encouragement, and modeling leadership. This involves mentoring counselor educators in leadership initiatives who are at earlier phases in their career. Kate, a seasoned leader, explained that mentorship also involves stepping aside and giving opportunities to others. She asked:

What does that mean for the next generation, you know how do we negotiate leadership when you have the old geezers like us who come out and then you have a new generation that has been mentored that are ready to put their mark on things? (Kate, II, 19, 353)

Receiving mentorship was often interpreted by the participants as receiving encouragement from others who recognized their strengths and suggested leadership initiatives where they were likely to be successful. Barbara offered that mentorship from others gave her the encouragement and motivation needed to move into leadership positions:

People seeing potential in me and then offering things up to me, maybe before I even thought I was ready. A good teacher or mentor sees what you could do and gives you the opportunity to stretch yourself, even if you think you’re not ready for that. (Barbara, III, 4, 71-75)

Participants were inspired by their mentors and stated that they model their leadership after them. Natalie added: “I’ve done a lot of watching people. Like some of my best mentors, I’ve watched how they’ve done things, observing them. It’s a continuous process” (Natalie, III, 3, 75). In addition to modeling themselves after their
mentors, participants explained they were encouraged to develop their own unique approach to leadership. Emily’s comment illuminated this approach to leadership development:

I’m sure I have developed my idea of leaders by interacting with my mentors who are also leaders. They definitely had a great influence on my development of leadership skills as well as characteristics. One of the things they kept telling me is to find your own niche, your own voice. Because if you try to be like someone else, then you lose yourself in the process. (Emily, III, 5, 119)

The motivation to obtain professional goals was also noted, such as engaging in leadership that was reinforced by the external encouragement of earning tenure and receiving recognition and validation from others. Elizabeth disclosed engaging in leadership in an effort to help secure tenure: “I guess I really don’t want to do that, but I should because of tenure” (Elizabeth, III, 10, 167). Barbara also noted engaging in leadership for the purpose of earning tenure: “[Engaging in leadership] is always in the back of your mind if you’re on a tenure [track], you’re thinking, ‘Well I got to chalk up some things here on my service record’” (Barbara, III, 10, 251).

Although Elizabeth acknowledged engaging in leadership in an effort to earn tenure, she also noted that leadership involvement should benefit others:

It’s not all about what you can put on your vita; it’s about this idea of “How can I impact the profession, and how am I doing that today and how am I doing that this week?” I hear some things at conferences when I’m talking to pre-tenured
faculty members, this idea of “Oh my God, I have to do this for tenure.”

(Elizabeth, II, 15, 202)

Natalie cautioned that one should not engage in leadership solely for self-promotion: “I think there are some people who take a leadership position for the wrong reasons. It’s more about power and notoriety and that annoys me” (Natalie, II, 6, 180).

Participants explained that their interest in leadership and commitment to ongoing professional growth and development motivated them to engage in continuing leadership initiatives. That is, they took the initiative to express their interest in leadership and continue to seek out opportunities to become involved. Their efforts were encouraged by their mentors, who at times offered suggestions and modeled behaviors conducive to leadership development (e.g., leadership skills). In turn, the participants gave back to the next generation of leaders through their mentorship efforts. This process may encourage a new generation of leaders to also take interest in leadership involvement. The participants maintain their current involvement in leadership and build upon their experiences.

**Collaborative Leadership Approach**

Participants emphasized that there are multiple ways of being a leader and performing leadership. Emily explained: “I think everyone has different abilities as a leader. Some of them are great at being a public figure, some of them are great at working behind the scene, yet influencing people” (Emily, II, 12, 323). Despite differences in styles, abilities, and strengths, the participants described an appreciation for a collaborative approach to leadership in counselor education. References made to
collaboration included connecting with others, soliciting feedback, sharing power, sharing ideas, and engaging in dialogue. Elizabeth appreciated collaboration with others:

Because for me I think I can have an idea, but it can get so much more multi-dimensional and more helpful when you bring in other people and maybe my initial idea gets changed, and I think my visions are definitely co-constructed with others. (Elizabeth, I, 6, 132)

Leaders who create a vision, motivate and inspire others to become involved in the vision, set and accomplish goals, and provide group members with opportunities to contribute were valued by the participants. Kate offered an example of collaborative leaders:

They are good group workers, they are good in terms of facilitating a process, and with one of them I am thinking about [a specific person she identified as a leader] they probably have a clearer vision and value system for the association . . . the other leader is one that is more facilitating others, visions coming forward. (Kate, II, 3, 68)

Participants explained that they valued a collaborative style of leadership. Natalie described a leader whose collaborative approach she valued: “She is more [like], ‘Let’s work collaboratively as a group. I want to get everyone’s feedback on this’” (Natalie, II, 8, 236). Because they valued a collaborative approach, the participants were likely to admire those who utilized this leadership style. Elizabeth stated the following when describing an admired leader’s style whom she felt approached leadership
collaboratively: “This is my perspective and then I’ll listen to yours” (Elizabeth, II, 2, 47).

Not only was a collaborative approach valued, but each participant described her own style as collaborative. Natalie stated: “It is more of a collaborative approach. Because that works so much better than just saying ‘I’m the boss.’ More of a shared leadership” (Natalie, II, 6, 156). Kate explicitly stated that her leadership is collaborative: “I tend to approach leadership very collaboratively and from an egalitarian perspective, so I tend to use my personal relationships and informal interaction style and humor” (Kate, I, 13, 328). The participants’ collaborative approach to leadership became more refined and integrated over time. Emily explained she learned to work collaboratively with others through experience: “I don’t see leadership and being a follower in a dichotomous way. I think it’s just a flip side of the coin in order to be a good leader, you must have also learned to be a good team player” (Emily, I, 8, 300). This statement illustrated the perspective among participants that collaborative leadership is about “taking turns,” turns as a “leader” and a “follower” or one might conclude as a “teacher” and a “learner.” Leadership is a fluid process where participants take turns at different points in their career and at different points during leadership initiatives. Therefore, to be a leader does not imply that one is in charge, but that one is working with others on a shared vision. Kate added that she helps her students develop a collaborative approach: “I am conscious of having some responsibility as a group leader and helping students through the process of learning to work together” (Kate, I, 3, 60).
Participants explained that the leadership approach that was prevalent in the profession, as well as their own leadership approach, has changed over time and continues to evolve as it becomes more collaborative. Kate commented that her leadership style is likely to change through experience: “If you interview me ten years from now I am not sure it will be exactly the same” (Kate, II, 7, 137). Natalie explained that in earlier years leaders were more authoritative in their approach: “A leader is somebody who just runs the organization . . . the group sits back and takes orders from the leader. . . . now it has changed and that is it more of a collaborative approach” (Natalie, II, 6, 164). Kate added that in prior years leaders were considered “experts” as opposed to “facilitators:” “I think there was a time where it was sort of assumed that some of our leading experts in our field were the ones that were running for formal office” (Kate, II, 8, 149). Elizabeth described her perception of changes in the approach to leadership: “I think that they have impacted the leadership process in terms of people being more inclusive . . . I’ve seen more of a shared leadership style emerging in the profession” (Elizabeth, II, 7, 112). Elizabeth’s comment suggested that although a collaborative approach to leadership is valued, the counseling profession is still in the process of adopting this approach.

Participants clarified that although they value a collaborative approach to leadership, inherent in leadership roles is power. Those who utilize a style of leadership that involved (a) the distribution of power, (b) considering the group members’ needs, and (c) voicing concerns were considered by participants to be utilizing an effective
collaborative approach to leadership. Emily emphasized her appreciation for shared power:

One of the reasons I came here [her department] was because I saw people working together, that was very important for me to have as a quality . . . and at the departmental level, we [colleagues] really share responsibilities, we do review exams, as a collective force, we help each other in the admissions process, we share the power together. (Emily, I, 8, 225; 257)

Through a collaborative approach that involves sharing power with others, leaders consider diverse views and aim to broaden perspectives and thinking. Barbara explained, “I think I am most comfortable kind of shoulder-to-shoulder with people and kind of drawing on people’s views and maybe stating that or summarizing. So for me, facilitating leadership and movement in a group” (Barbara, III, 2, 47).

Participants’ collaborative approach to leadership suggested a style of leadership that is nurturing, caring, facilitative, and inclusive. Kate emphasized,

Women and people of color do tend to think more inclusively, they are aware of where other people might be coming from, they might be more willing to go out on a limb to speak for someone that doesn’t have a voice. I think there are pieces that are gender associated or culture associated and that we certainly need multiple voices at the table. (Kate, III, 12, 216)

Participants suggested that men and women may approach leadership differently; however, these differences may be more likely related to personality differences than gender differences. According to Natalie there are gender differences in leadership, “I do
think men and women lead differently” (Natalie, II, 8, 220). However, she later explained,

I don’t know if it’s gender or there’s a gender difference in style; it might just be a personality thing, you know because I do know some males who are really collaborative in their leadership and people love them. So I do think it’s more of a personality thing; I don’t know if it’s a gender thing or not. (Natalie, MC, 3, 70)

Barbara felt differences in approach were likely related to counselor training:

I think people who have been trained as counselors, therapists, case managers, you know, men and women, bring some common social skills and empathy and value of human contact and uniqueness and so in terms of them shining as a leader, I think men and women who are in our field share a lot of the same values.

(Barbara, II, 7, 194)

Therefore, people who value collaboration may be more likely to seek a career as a counselor educator.

A collaborative approach to leadership is informed by one’s values and is characterized by the use of relational skills. The following discussion describes the subcategories Congruence With Values and Relational Skills that comprise the key category of Collaborative Approach to Leadership as illustrated in Figure 3.

Congruence With Values

Participants agreed that everyone has the potential to lead, yet each individual may assume a different approach. As mentioned, the approach valued by participants in the current study is collaborative. A collaborative approach to leadership is nurtured by
the participant’s values (e.g., value personal relationships, appreciate contributions of others, honor diversity, assume responsibility, and share ideas). Elizabeth stated:

My values manifest in the work that I do as a counselor and the work I do as a counselor educator, and the work I do as a leader . . . and I think those personal values, you know, emerge in the leadership values too. (Elizabeth, III, 9, 143)

Inherent in a collaborative approach are a number of values that manifest in the participants’ approach to leadership (e.g., genuineness, empathy, and respect).

Leadership values begin to develop in childhood and continue to grow throughout one’s life. Kate indicated that her values grew out of her Christian faith:

I mean I grew up in a Christian family and so culturally I certainly have that Christian lens . . . I feel like what I do for a living, including any leadership roles I take on, almost have the feel of a calling to me, that we have a unique set of characteristics that we feel can make a difference in a particular way. (Kate, I, 12, 232; 308)

Kate’s shift from reference to herself to reference to self and others suggests that all counselor educators share similar values and are called to participate in leadership. This shift also suggests a tendency to value the collaborative efforts of others. Emily explained that she first recalled learning leadership values from her grandmother. She described her grandmother’s initiatives to help a poor community in Asia: “She would collect eggs from people in the community and she would sell the eggs to the stores, the market, and save the money for the community” (Emily, II, 8, 193).
Thus, the values the participants described as contributing to a collaborative approach to leadership were learned early in life and are likely to be present in future leadership initiatives. Elizabeth explained,

I have a natural personality that gets excited about things; I get really excited about the opportunity to be impactful. I am organized and I can get tasks accomplished. I follow-through, so I have really tried to pay attention if I get excited and make a commitment to something that I follow through on it; commitment to follow through is another strength. I think another strength is that I like to meet people, and so I think that brings a personal touch to things.

(Elizabeth, I, 8, 176)

Elizabeth highlighted the following values: passionate, committed, and reliable.

Many values were offered by participants during the interview that help facilitate a collaborative approach to leadership: humble, collaborative, passionate, considerate, credible, genuine, people-oriented, confident, invested, enthusiastic, dependable, team player, flexible, and willing to acknowledge faults. Participants offered numerous examples. Emily shared,

I consider those people [leaders she admires] to be great leaders because they are not only telling you what your strengths are, but helping you believe you also possess those strengths, so they know how to help individuals empower themselves. (Emily, I, 6, 187)

In her second interview, Emily added, “leaders are someone who can kind of see the things in a different lens; acknowledge the need and come up with this creative way to
meet that need” (Emily, II, 8, 203). Natalie emphasized: “I appreciate honesty, and being straight-forward and inspiring and intelligent” (Natalie, II, 6, 164).

Participants’ values inform their collaborative approach to leadership, as well as their value for others who espouse a collaborative leadership approach. Values are learned early in life (i.e., childhood) and continue to grow and develop through life experiences. Therefore, as one participates in leadership, as leader or follower, she refines her value system and expounds her appreciation for a collaborative approach to leadership.

*Relational Skills*

A collaborative approach to leadership involves the development and utilization of leadership skills that were described by participants as relational in nature. Barbara explained, “good leadership really is enacted through those connections; through personal contacts and just making a point of regular contact with people, updating them and you can’t be a leader in a vacuum” (Barbara, II, 7, 18). Participants could recall learning skills from personal and professional role-models whom they admired for their relational skills. Kate recalled a leader whom she admired for his skills:

> His leadership is much more about sort of facilitating other’s work than having a particular agenda himself. He is a really good listener. Sort of hearing where other people are coming from and what they want to accomplish. He does have a vision for inclusiveness and positive relationships. (Kate, II, 2, 52; 60)

Just as a plethora of values were presented, many relational skills were offered, including: *group skills, interpersonal skills, negotiation skills, willing to expose*
vulnerabilities, collaborates, identifies strengths, makes people feel welcome, takes time to understand context, and maintains effective boundaries. Kate referred to her own skills:

I think I have reasonably good people skills, I’m open and approachable, I have a certain level of personal warmth and sense of humor . . . I am pretty good at big picture kinds of things, good with group work” (Kate, I, 12, 328; 332)

Emily stated:

What I try to do is to show my appreciation to the people who take time to talk with me or to put efforts to create something, to achieve goals as a team, and a genuine appreciation needs to be there in my mind . . . when others are trying to make difficult decisions, try to be authentic and know what is it that person needs to hear at that moment that would then help the person make the decision for themselves. (Emily, III, 8, 181-185)

Natalie called attention to the need to connect with people and address differences: “Like you have to have that genuine people personality because you are going to be working with people all the time and people with different personalities and you have to kind of negotiate the difference in personality” (Natalie, II, 5, 120; 136).

Developing relational skills needed to engage in a collaborative approach to leadership is an ongoing process. Kate explained that the development of relational skills involves a series of building on previously learned skills:
I think most of us, even if we’ve got good basic skills need to come in steps along
the way in order to be the most effective person in that [leadership] role later . . .
so it is part of the developmental process to me. (Kate, II, 15, 116; 281)

In other words, relational skills are learned or developed over time through
experiences that involved the deliberate engagement in leadership activities. Elizabeth
emphasized the importance of learning from experience: “I think experience really
solidifies” (Elizabeth, II, 11, 164). Natalie commented on her continued need for
experience: “I’ve still got a long ways to go and a lot to learn” (Natalie, III, 3, 53). Emily
added that the development of relational skills is ongoing: “I myself am growing and that
growth never ends. But I also like to think that I got kind of smarter doing that” (Emily,
III, 6, 135).

Through the use of relational skills that are congruent with their values,
participants spoke of the approach to leadership as collaborative. They emphasized that
developing a collaborative approach to leadership took time and continues to take time,
as well as energy. Their approach was described as constantly growing and evolving as
they gain experiences. A collaborative approach to leadership therefore involves ongoing
reflection of values and development of relational skills.

Making a Difference

A commitment to advocacy was conceptualized by participants as a reason for
continued engagement in leadership. Through a commitment to advocacy, participants
hoped to make a difference or significant contribution. Emily emphasized, “I know that
what I do makes a difference in other people’s lives” (Emily, II, 13, 339). Participants
shared that whereas leadership in counselor education has evolved over the last 10 years, they emphasized that there are areas for growth and development. It was emphasized that change in leadership within the profession is expected to take time; however, more of a commitment is needed from counselor educators who are invested in leadership in an effort to make a greater impact on leadership in counselor education, as well as specific areas (i.e., multiculturalism). Kate stressed: “Just talking isn’t enough, it’s doing something about it, bringing leadership to people who might make a difference or who will consider it” (Kate, I, 9, 230). Elizabeth added,

I see our role as counselor educators being a faculty member as creating a legacy of leadership. We can all have an impact, whether it’s in our communities or it’s in our profession, or it’s in, you know, our family lives. (Elizabeth, III, 8, 127)

Despite ongoing efforts to make a difference, participants described managing intervening barriers that delay or stall the influence they are attempting to make (e.g., systemic obstacles, personal limitations, and discrimination). The subcategories Advocacy and Managing Intervening Barriers inform the key category Making a Difference: as illustrated in Figure 3.

Advocacy

Advocacy was part of the participants’ conceptualization of leadership in that advocacy was believed to be a primary goal of leadership, including the influence of change, expanding worldviews, generativity (i.e., support and encourage new generation of leaders), and professional growth and development. Advocacy efforts were engaged in by participants in an effort to make a difference through their leadership in counselor
education. The initial effect is often small and develops or has a grander influence over time. Additionally, it takes time for counselor educators to embrace the difference that is intended to be made through the participants’ leadership efforts. Natalie expressed novice leaders’ readiness for change: “I think we are really pulling for change . . . we are ready for [and] looking for the change, even if others aren’t necessarily ready to accept it” (Natalie, II, 18, 515). Participants recognized that change takes time and ongoing advocacy efforts.

Participants were willing to suggest areas in leadership that need improvement or change, that is, areas where it may help to make a difference. Participants suggested that more attention be given to building collaborative relationships, including more diverse perspectives, intentionally including people not in the dominant culture, considering the larger group and setting aside personal agendas, and considering new ways of doing things. Participants did not imply that there was not current advocacy efforts in these areas, but did suggest that ongoing attention to these areas is needed in order for change to occur. Emily expressed her aspirations to promote diversity:

I hope that we continue to promote multiculturalism and diversity. Sometimes I feel that we just criticize each other rather than trying to help each other, making a change on the system level, it cannot be done just with one person. (Emily, III, 14, 345)

Elizabeth added:

We have to pay more attention, or continue to pay the attention to different contexts . . . because our world is changing. I think in leadership we have to be
willing to put aside our own agendas, to recognize the needs of the larger profession. I think we need to be more willing to have some more conversations with ourselves and with each other. (Elizabeth, III, 14, 223)

Leaders are in the position to be the voice of the group, broaden perspectives and thinking, reach out and empower others, and raise awareness. Barbara explained: “A leader wants to get things done. He has a mission. He has something he is passionate about. He has goals he wants to achieve” (Barbara, II, 5, 120). Elizabeth added that a goal is to make a difference within the system: “I’ve always wanted to have an impact. I go back and forth between micro level issues and the macro level issues. I think leaders work to make change on multiple levels” (Elizabeth, II, 13, 176). As one progresses within leadership, there is a stronger sense of commitment to advocating for newer professionals. Now in an advanced stage in her career Kate stated, “I certainly feel at this stage in my career there’s a responsibility to give during leadership, and also the generative aspect of trying to help the next generation get ready to take over leadership” (Kate, III, 3, 72). Therefore, advocacy also involved creating space for a new generation of leaders who bring fresh ideas about how to make a difference.

Participants’ advocacy efforts were often in a specialized area of interest (e.g., multiculturalism, social justice). When referring to a regional conference, Natalie described her efforts to make a difference by advocating for under-represented populations: “If I could just get people to think about something in a different way. I want people to think about multi-cultural presentations that they can do, this is my one
shot to get people to think differently” (Natalie, II, 17, 491). Emily added that advocacy is needed to influence social change on a systemic level:

The effective leader is going to be someone who can impact the individuals, not only the individuals, but the system itself. To create social changes or changes in the system, so the systems can be organizations or institutions or departments.

(Emily, III, 2, 43)

Participants described an ongoing commitment to making a difference through advocacy efforts, conceptualized as the primary goal of their leadership.

Participants emphasized that advocacy involves taking action and making greater commitments to issues within the profession (e.g., social justice and multiculturalism). More leaders are needed who are altruistic, engage in civil discourse, and are more diverse in personal background (e.g., gender, ethnicity). Natalie explained:

Our field is very elitist and it’s dominated [by White men]. You can look at who writes the articles, who really is out there is White men, it’s run by White men. It’s hard for you [Natalie] to get in. I’ve only seen one or two women who are Deans in our whole college, our whole university. When you look at who’s in positions of leadership, it’s still mainly White men. I think [including women] is something we do a great job of talking about, but will we ever get there? It may be years. (Natalie, III, 10, 229)

Kate added that there are ongoing efforts to include people from diverse backgrounds; however, optimal levels are yet to be reached:
The president of the associations tended to be White men, and certainly have had women more solidly represented in the leadership in the last twenty-five years. I think there are pieces that are gender associated or culture associated that we certainly need multiple voices at the table. We don’t need to always be surrounded by people who look like us, who have experiences like us, who think like us. I think for that to occur, the dominant culture, be it male or White, needs to be willing to intentionally include others, advocate for others being at the table, support of anti-oppression and anti-racism and anti-sexism, and in doing that actually bring diverse voices to the table. (Kate, III, 13, 232)

Participants’ recommendations for making a difference within the profession through ongoing advocacy efforts suggested that the phenomenon of leadership continues to evolve.

Participants explained that ongoing advocacy efforts are needed in an effort to make a difference. Emily emphasized her continued commitment: “I hope I’m purposeful so I can invest my energy in a way such that would be beneficial not only to myself, but to others as well” (Emily, III, 6, 145). Kate added: “I’m interested in giving back and continuing to be involved in some way” (Kate, III, 8, 148). Participants hoped their advocacy efforts would have an ongoing influence on leadership. In other words, that their efforts would not stop with them or the immediate group with whom they interact, but that their advocacy efforts would have a systemic influence.
Managing Intervening Barriers

Participants described barriers that were present and at times hampered their ability to make a difference. Despite ongoing advocacy efforts, barriers are persistently present that need addressed in order to make the difference that the participants intended in leadership in counselor education. Barriers were conceptualized as a part of reality, in that, they were always present, yet they were not viewed as preventing or stopping participants’ leadership efforts. Natalie stated: “The barriers and the challenges will always be there” (Natalie, II, 7, 204). Awareness of barriers and resilience among the participants gave them the opportunity to address the barriers. Natalie commented on her resilience: “I always believe that I can get through anything, you know, with faith, and I pray a lot” (Natalie, III, 15, 356). Kate disclosed the process she uses as she comes into greater awareness: “[I say] okay this is what’s going on, this is how I handled it, what could I have done differently, what should I have done differently” (Kate, II, 19, 361).

The women cited barriers that were related to systemic obstacles; personal limitations; responsibilities; and gender, race, and age discrimination. Kate described a personal limitation: “Sometimes not having the resources you want to have and seeing what could be done if you had the resources. Sometimes my own procrastination or organizational flaws” (Kate, II, 17, 313). Some of the systemic issues described by participants were sexual harassment, being ignored, judgment imposed by others, biased views, oppression, and not having a voice. Elizabeth described frustration related to limited knowledge of historical and contextual information needed to move forward in leadership in the profession:
As I try to make transition to professional leadership at the national level, that’s been the hard part for me because there seems to be dynamics and histories and nuances that I’m not privy to because I haven’t been in the profession for a long time. (Elizabeth, MC, 5, 114)

Emily described an experience of being ignored by colleagues at a meeting:

I may say one thing and someone says the same thing and people will respond to that person instead of responding to me. I learned to present myself differently, so that students know I’m okay with who I am or the other people know I’m okay with who I am. (Emily, II, 18, 483)

Emily further explained that a lack of confidence and having a diverse cultural background may contribute to her perception of being ignored: “I might be seen as passive or timid, not having opinions. But when it comes to leadership, I’m not quite sure if my leadership style would be effective in this social, culture context” (Emily, II, 7, 163).

Barriers were cited related to one’s personal characteristics, such as procrastination, disorganization, lack of self-confidence, and lack of time. When Elizabeth reviewed the preliminary data analysis during her member check, she identified with the following barriers: “What I really connected to was lack of time and balancing personal and professional responsibilities, you know those more stood out to me” (Elizabeth, MC, 7, 142). Balancing personal and professional responsibilities was also cited by most, as well as challenging personal times (e.g., divorce) and child care
responsibilities. Barbara was the only participant with children and disclosed the added pressure of care-giving responsibilities:

When I was like [age], we had kids, you know, late and I was getting my PhD, and that is something that is maybe different than other people in their career at my age. I have young children and so for me as a person who is a professor and a leader and that kind of thing, a part of me always has my mind back home.

(Barbara, II, 18, 423)

The other four women revealed that colleagues with children have struggles similar to Barbara’s; however, the fact that they do not have children makes it difficult to relate personal experiences to care-giving responsibilities.

Barriers related to gender, age, and culture were experienced or observed by participants as happening to colleagues, such as male domination, exclusion from the ‘good old boys club’, sexism, leadership historically being masculine, and adapting to a new culture. Participants agreed that they have observed or heard others report these barriers; however, all participants did not acknowledge personally experiencing gender, age, or race related barriers. The two participants from diverse cultural backgrounds, Emily and Natalie, were more likely than the other participants to report this type of barrier. It was suggested that personal characteristics (e.g., “White, middle-class”) and contextual factors (e.g., “faculty support”) may serve as protective factors for the other three participants. Natalie described a challenging experience that she attributed to gender discrimination: “I think the standards for women are a little different than for men, when
you walk into the class as a male, even as a young male, demanding respect, whereas a woman, it’s almost a different ball game” (Natalie, I, 10, 357). Natalie continued:

In academia as a woman a lot of times you don’t get the leadership opportunities; it’s male dominated in academia, we have one female dean that I know of, the deans are all men, they’re all men, so it’s hard to watch when you don’t see a lot of women, particularly women of color in those positions, you just don’t. (Natalie, I, 16, 568; 570; 572)

Barbara acknowledged experiencing gender barriers early in her career, but perceived them as decreasing over the years:

I experienced [gender barriers] a lot earlier in my career. Yeah, it is almost like in the earlier years when there were more barriers, but it feels like there is respect or have I grown more confident in myself? I don’t know what it is. But something is different. (Barbara, II, 18, 413)

Kate also acknowledged increased barriers early in her career:

I think earlier in my career it was easier for women to be not taken quite as seriously. You had to work harder to try to secure your place and voice. I mean I have been on a panel before of leaders when I was the only woman and I really had to be assertive to be heard. (Kate, II, 17, 321)

Perhaps then barriers decreased as one gained leadership experience or grew in her confidence.

Emily was from an Asian cultural background and spoke of many barriers related to cultural discrimination. Her difficulties began when assimilating to America culture,
“trying to adapt to a new culture and surviving” (Emily, I, 5, 165). She added: “I’ve experienced many subtle discriminations. I’ve been made fun of my accent, I look young and I’ve been challenged by that professionally as well” (Emily, II, 16, 441). Natalie was able to talk about cultural discrimination as well:

You feel like, not just as a Black woman, but just as a woman in general, you have to be twice as good to prove that you can stay there (in academia). And I see that, especially it’s hard for women who don’t have children. I think they expect more of you if you don’t have a family. (Natalie, III, 14, 326)

Kate called attention to cultural discrimination:

You know, when people are operating from positions of privilege they never really acknowledge what they are unaware of, and they are plunging [forward] with an agenda for an association for instance or for a department, without understanding how privileged they are. (Kate, II, 16, 309)

Multiple suggestions were given for Making a Difference by managing the barriers that hindered the women’s leadership efforts. Participants found comfort in the support of others and their own self-confidence. Kate referenced confiding in friends, as well as utilizing group conflict resolution skills: “One [method] is trying to use my absolute best counseling interpersonal group skills, actively listening, clarifying issues, dealing directly with conflict, those kinds of things. The other [method] is support from my professional and personal friends” (Kate, II, 19, 361). Protective factors (e.g., “setting one’s own standards,” “not personalizing others actions,” and “being open-minded”) help
safe-guard against barriers. Natalie emphasized: “Realize that it’s [discrimination] really not about you, it’s about them [other people]” (Natalie, II, 21, 587).

Emily cautioned against personalizing others’ actions: “I kind of manifest that [negativity] within myself and negatively affect myself. So my responsibility to constantly check to see which part of negative stereotypes I’m internalizing and how would I then fight against that” (Emily, III, 11, 265). Most emphasized that once tenure is earned one is protected from most external barriers (e.g., “resistance” and “criticism”). Elizabeth acknowledged: “Then to be tenured, and to really be in the place of, well it’s not really free reign, but there is sort of this place of a lot of opportunity and a lot of freedom” (Elizabeth, III, 4, 83). Ongoing efforts to earn professional security in turn diminished the intensity of intervening barriers.

Although intervening barriers may have constrained the participants’ efforts to make a difference, they were able or are in the process of addressing the barriers and reportedly engaged in ongoing leadership efforts to make a difference. Barriers are always likely to be present and as time progresses new barriers are likely to emerge. Barriers range across a spectrum of areas (e.g., race, personal limitations) and appear to have a larger impact early in one’s career, decreasing as one gains leadership experience.

Emergent Theory

Leadership as Evolution surfaced as the emergent core category or theory in which all key categories were conceptualized and organized. The emergent theory appeared to capture the participants’ view of leadership. Participants’ descriptions revealed that the conceptualization of leadership in counselor education filters throughout
all the key categories and properties (i.e., Motivation, Collaborative Leadership Approach, and Making a Difference). The emergent theory provides the context for the participants’ conceptualization of leadership in counselor education and served as a contextual category through which all key categories are interrelated. The emergent theory, key categories, and subcategories are illustrated in Figure 3.

Leadership as Evolution

Participants’ conceptualization illustrated Leadership as Evolution. Participants’ conceptualized leadership as an ongoing and constant process were characterized by: (a) reasons for engaging in leadership, (b) ways to approach leadership, and (c) purpose of leadership efforts. Within each of the characteristics was an unfolding progression that continually evolved (i.e., in constant motion, growing, enhancing, and changing).

Leadership as Evolution begins with the motivation to participate in leadership initiatives. Motivation is sustained through self-interest and encouragement. Participants explained that they had a personal desire to participate in leadership. It takes ongoing commitment and dedication to maintain motivation. Even as participants maintained commitment and dedication, they shared that they will continue to grow and develop in leadership. Their motivation was and continues to be encouraged by their mentors. In turn, they encourage the development of passion for leadership in students and other professionals through mentoring relationships.

Ongoing efforts to participate in leadership necessitate the development of an approach to leadership. One does not embark upon leadership efforts with a solidified approach, but acquires and refines an approach across time and through participation in
leadership. In the current study, the participants valued a collaborative approach to leadership and encouraged the adoption of a collaborative leadership approach in the counseling profession. They also aspired to approach leadership collaboratively. Participants work to develop their approach, and emphasized that development is ongoing (i.e., there is no endpoint where one is done developing an approach).

A collaborative approach to leadership is informed by the participant’s values and conducted through the use of relational skills. Participants began to develop a value system in childhood and continue to solidify values as they mature and gain experience. Their approach was described as constantly growing and evolving as they grow in their values and learn relational skills.

The participants explained that the purpose of leadership is to make a difference. Through an ongoing commitment to advocacy one can make a difference. Intervening barriers, however, complicate, but do not prevent one’s ability to do so. Despite persistent barriers, participants explained the need for change, growth, and expansion of worldviews. Change is a complex process that starts small and expands across time. Expansion occurs through commitment to advocacy and management of intervening barriers.

The emergent theory represents participants’ ongoing efforts throughout the three rounds of interviews to clarify their conceptualization of leadership. Participants’ views of leadership became more refined throughout the interview process. Participants’ identities as leaders and confidence in their leadership abilities became more established over time, in turn contributing to the emergence of the theory. Figure 3 presents
Leadership as Evolution, including key categories and subcategories that inform the emergent theory.

The key categories are all present in leadership, but all evolve or change over time. Participants described ongoing efforts to maintain self-interest in leadership. They also seek continued encouragement from others within the profession. In turn, they provide constant encouragement to others (e.g., students) to engage in leadership. Participants described striving to refine their approach to leadership and ongoing efforts to make a difference.

Leadership development appears to begin with a self-interest in leadership that is sustained by intentionally seeking opportunities and receiving encouragement from others. As participants gained experience and became more involved in leadership, they developed and refined their approach, which was described by the participants in the current study as collaborative. Through a collaborative approach to leadership, the participants described efforts to make a difference within the profession and larger society.

Evolving Efforts to Conceptualize Leadership

Participants acknowledged that leadership in counselor education is a vaguely defined phenomenon. Throughout the interview process, participants engaged in ongoing efforts to clarify their conceptualization of leadership. As the interviews continued, the participants’ views of leadership became more refined and it became apparent through the three rounds of interviews that the phenomenon of leadership is evolving. Early attempts to conceptualize leadership (e.g., during Round I interviews) resulted in efforts
to quantify leadership according to the location or setting where they participated in leadership (e.g., professional organization, department, local community, and classroom) or formal role (e.g., president, committee chairperson). Natalie described her leadership according to her position and the setting: “I go into schools [in my community] and I do a little mentoring program for them with the girls” (Natalie, I, 12, 413).

Participants had difficulty describing the complexity of leadership through use of descriptive statements (i.e., describing the purpose and goals of leadership). In turn, they named settings or formal roles and put a label on leadership (e.g., committee member). Participants began this discussion by describing their current involvement in leadership. For example, Barbara stated: “I am currently an [ACA state president]” (Barbara, I, 3, 79). Participants agreed that quantifying leadership according to formal positions helped to provide a shared language used to describe leadership. Elizabeth explained:

I think the reason why we [counselor educators] quantify leadership this way, is that it’s easy, it’s easy to say I was president of this, or I was chair of that, and to kind of think about leadership that way; it’s just a very easy and tangible, you and I know what I mean when I say I was president of this or chair of that, we have a shared language for leadership. (Elizabeth, III, 18, 283)

Kate, a seasoned professional, disclosed formal positions she held throughout her career revealing her movement into advanced leadership positions:

I was president of [an ACA division], that was one of the first things I was involved in leadership and I was vice-president for [another ACA division] and I then was President of [a state ACA division], I started leadership in smaller ways,
for example my first thing with [a national ACA division] was chairing an Interest
Network, I started with smaller bites to this whole leadership pie and then became
more involved at the national level then was involved at the regional level with
professional associations, I was secretary for [my regional counseling association]
when I first became a counselor educator, then was president of [my regional
counseling association], then later president of [a division of ACA]. (Kate, I, 4,
108-116)

Emily began to define leadership with a description of her current involvement:
Primarily I have been involved with the multiculturalism and diversity movement
at the campus level and I received training from a [national registry for
counselors] and my colleagues and I provided diversity workshops in the area
both on campus and in the community to raise awareness . . . I consider it as
leadership. (Emily, I, 2, 18)

Elizabeth began her discussion of leadership with her first experience she defined as
leadership: “I think that the very first leadership experience I had was with teaching”
(Elizabeth, I, 1, 13).

As the interviews continued, participants’ conceptualization of leadership became
increasingly refined. They began to describe their interest in leadership and the
encouragement they received. The also described the approaches to leadership that they
valued and the impact of their leadership efforts. Prompting and the use of sub-questions
during each round of interviews helped the participants “step back” and reflect on their
views. For example, the researcher stated during the second interview with Elizabeth:
“You had mentioned that leadership isn’t necessarily described by the role that somebody holds, can you say more about that?” (Researcher, II, 3, 62).

The complexity of their conceptualization is evident in the key categories in the current study. Participants agreed that through reflection, as the result of three rounds of individual interviews and acquired leadership experience, they were able to conclude that leadership is a complex phenomenon that expands beyond venues and formal roles. Their conceptualizations evolved from positional descriptions of leadership to classifying leadership according to service provided to the profession. Kate commented: “They [counselor educators] do put leadership in the service area [of Boyer’s model of scholarship]” (Kate, II, 8, 149). Participants proceeded to give examples of service to the profession and larger community (i.e., local schools and community agencies, citizens in the community in which they live). Barbara described her leadership within school counseling: “I am providing leadership within the school counseling profession; I organize elementary school counselor meetings once a quarter on different topics and I actually did that when I was a school counselor as well” (Barbara, I, 3, 71). Natalie discussed current community service: “I do a lot of stuff with kids and the community that I don’t put on my resume . . . for example, we give scholarships to students who come from chaotic environments, but they have excelled somehow academically” (Natalie, I, 12, 411-423).

The participants emphasized, however, that leadership is not limited to those in formal positions (e.g., president of a professional organization). Kate explained: “I think there was a time where it was sort of assumed that some of our leading experts in our
field were the ones that were running for formal office” (Kate, II, 8, 149). Kate continued to explain how leadership expands beyond formal roles:

I think some people go into leadership because they have a particularly strong set of beliefs about what we need to be about as a profession . . . they are going to try to bring to the association or institution an awareness or knowledge of this particular way that we might go or direction that we might go. (Kate, II, 8, 165)

Participants’ conceptualization of leadership appeared to unfold as they began to define leadership by highlighting their motivation to become involved in leadership, their valued approach to leadership, and the impact and influence people can have rather than a checklist of positions held. The evolution is reflected in the key categories. Perhaps leadership is a more refined process that cannot simply be defined by position or setting.

Kate disclosed her value of a collaborative or facilitative approach to leadership: “I think I do tend to value facilitative leaders. Whether they have a strong sense of purpose or they have their own sense of process” (Kate, II, 9, 173). Natalie also discussed her value for a collaborative approach: “With some of the boards that I sit on, I, you know, it’s more collaborative and I’ve found that that really works best with students and with people in general” (Natalie, III, 2, 33). Evolution in the refinement of participants’ conceptualization was also reflected in their discussion of the difference they aspire to make through their leadership efforts. Natalie explicitly stated: “You have to be an advocate for what you are doing” (Natalie, II, 16, 459). Barbara described reflecting on her intended use of leadership, she rhetorically asked: “How do I want to use the
information I have in the society to benefit myself or raise awareness at the societal level” (Barbara, III, 11, 273).

Evolving View of Self as a Leader

Leadership identity and confidence in one’s abilities to pursue leadership initiatives appears to be evolving and becomes more polished over time. Participants’ conceptualization of leadership may have been influenced by their academic rank (i.e., participants who earned the rank of associate and full professor had more refined views than participants who earned the rank of assistant professor). Emily and Natalie, both assistant professors, referred to themselves as novice leaders, suggesting a need for more experience before feeling confident in oneself as a leader. Emily explained,

I am still learning about the profession itself, developmentally for me is to reflect on where I would like to go from here, what types of leaderships, leadership roles do I hope to take at the institutional level, as well as regional or national, and so forth and that’s something I have to start thinking more. (Emily, I, 10, 363)

Natalie added:

I would say honestly I’m just starting out in leadership. I would consider myself a novice leader . . . I still look at myself as a novice leader. I’m still trying to learn some of the ins and outs of leadership. I have to be honest about that. (Natalie, III, 2, 29)

However, Barbara referred to herself as a mature leader: “I’d have to say that I am pretty mature in my development of my style and my leadership capacities, as far as comfort level with what I can accomplish” (Barbara, III, 2, 55). Kate attributed her refined
leadership identity to the amount of experience she had: “Well I think I am a leader, and I have been, and you know, partly because of my stage in career” (Kate, III, 3, 68).

A perceived sense of self-competence and self-efficacy helps to minimize self-doubt and increases the likelihood that one will engage in leadership. Self-competence and self-efficacy were thought to increase one’s likelihood to engage in leadership. Elizabeth commented:

I think it’s more about self-confidence. As a leader, you are not going to look like this other person right next to you and just because they do it their way doesn’t mean it’s the one and only best way to do it. I had to gain some more confidence, I think. Like my sense of who I am had to embrace being a leader. (Elizabeth, III, 11, 175)

Participants agreed that conceptualizing leadership is a process in that views are refined over time and skills to engage in leadership are learned over time. Development of leadership characteristics and skills was described as an ongoing and lifelong process beginning in childhood. Elizabeth explained:

I’ve always been motivated by a desire to make a difference in the world around me. I think that that is a characteristic that I had when I was young and growing up. I don’t know if my parents kind of created that or communicated that to me, but I can think back and I can definitely see through what I was involved in when I was younger that I’ve always wanted to have an impact. (Elizabeth, II, 13, 176)

Emily attributed her characteristics as a leader to an influential care-giver: “My grandmother had a great influence on my personal development, to be kind to others as
well as be kind to yourself and know that even though no one notices your conduct, you know that a higher power does” (Emily, III, 7, 165; 171). This early value system that she learned continued to reveal itself throughout her conceptualization of leadership during the interviews. Barbara learned leadership skills from childhood role-models:

Growing up, I was involved in track and cross country and I think that probably I’ve looked up to a lot of the older athletes, like more high school people that were a few years ahead of me, pretty much every team I was on in high school I got the most inspirational award. (Barbara, III, 8, 211-215)

Through the encouragement and mentorship of others, the participants described ongoing development as a leader. Their conceptualization became more refined as they developed as individuals within leadership.

Chapter Summary

Three key categories were conceptualized from the ongoing data collection and analysis conducted with five female counselor educators. The key categories that represented the participants’ conceptualization of leadership in counselor education include: Motivation, Collaborative Leadership Approach, and Making a Difference. Leadership as Evolution served as a contextual category through which all key categories are interrelated. Continued discussion and interpretation of results, including a description of limitations and recommendations for future research are found in Chapter 4.
CHAPTER IV
DISCUSSION, LIMITATIONS, AND RECOMMENDATIONS

The purpose of the current study was to generate an emerging theory of leadership grounded in female counselor educators’ views of leadership. The question that guided the current research asked how five female counselor educators conceptualized leadership. The data suggested an emerging theory of leadership, Leadership as Evolution. In this chapter the results are discussed and interpreted, contributions of the findings to existing literature are presented, implications and delimitations are explored, and suggestions for future research are provided.

The Emergent Theory

Analysis of the data revealed participants conceptualized leadership as an evolving phenomenon. The emergent theory was supported by three key categories: Motivation, Collaborative Leadership Approach, and Making a Difference, which acted as filters for leadership as an ongoing and constant process. Personal interest in leadership led participants to intentionally seek leadership opportunities. Their investment was supported and encouraged by others in their professional and personal lives. Leadership experience guided by an increased involvement in leadership includes the development of a collaborative approach to leadership that continued to become more refined. Through their interest, encouragement, and collaborative leadership approach, participants engaged in ongoing efforts to make a difference within the profession and
larger society. Through ongoing efforts to make a difference, participants maintain passion and interest in their leadership initiatives suggesting evolution is not linear.

Participants’ conceptualization of *Leadership as Evolution* began with efforts to quantify leadership according to formal position (e.g., professional organization president) or the setting where their leadership efforts are conducted (i.e., committee membership). This in turn provided a shared language used to describe leadership. As a result of reflection and information processing through dialogue with the researcher (i.e., the interview), participants came to agree that leadership is better described by the impact and influence one is making. Participants agreed that leadership is an ongoing and constant process undergoing persistent change. Their views of leadership have been refined and clarified throughout their lives and careers, as well as through the duration of the current study. Additionally, skills to engage in leadership have developed over time.

*Contributions of the Current Study to Leadership Literature*

The results of the current study suggested an emerging theory of leadership, Leadership as Evolution, grounded in the views of five female counselor educators. The intent was to contribute to scholarly discourse on female counselor educators’ conceptualizations of leadership. Denmark (1993) and Tedrow (1999) both recognized the need to include women in the study of leadership due to minimal inclusion of women’s views and voices to date.

The presence of multiple theories of leadership suggested that there was never a view of leadership that included and met the needs and values of all individuals because leadership is always evolving. Despite a conceptualization of leadership that does not
meet the needs of all people in all professions, a view of leadership that more closely meets the needs of female counselor educators was offered by the participants.

Johns and Moser (2001) reported that the concept of leadership has evolved over time beginning with theories that emphasize leaders’ traits and shifting to a focus on transformation or distribution. Participants in the current study engaged in ongoing efforts to clarify their conceptualization of leadership. As data collection progressed, their views became more refined and textured revealing that the phenomenon of leadership is evolving. Leadership is an ongoing and constant process characterized by: (a) reasons for engaging in leadership, (b) ways to approach leadership, and (c) purposes of leadership efforts. Theories of leadership continue to evolve as leadership is in the process of being understood in new ways (Bennis & Nanus, 1997). The current findings supported this claim that leadership is in constant transition. For example, a collaborative leadership approach was described as valued by participants and adopted over time. In turn, a collaborative leadership approach was modeled for students through mentorship who could also develop this leadership approach.

Amey and Twombly (1993) asserted that new theories of leadership are needed to meet the needs of women in academia, including female counselor educators. The participants in the current study embraced this claim by suggesting a collaborative approach to leadership propelled by a personal interest in leadership and encouragement from others with the intent of making a difference within the profession and larger society. The current findings echoed Rice’s (2002) conclusions related to scholarship in academia. He proposed that traditional views of scholarship are too narrow and limiting.
Boyer (1991) offered a view of scholarship thought to meet the needs of a new generation of scholars. Similarly, the emergent theory of leadership in the current study was likely to more closely meet the needs of today’s female counselor educators. The following discussion builds on exiting literature and discusses the contributions of the current findings.

_Ongoing Leadership Development_

The three views most commonly accredited with leadership development include: (a) inherited or genetically predisposed leadership traits (Faris & Outcalt, 2001; Kouzes & Posner, 2002; Wenninger & Diehl, 2001), (b) learned or developed leadership skills (Kouzes & Posner; Tichy & Cohen, 2003), and (c) chance events or serendipity (Krumboltz, 1998). Participants in the current study supported the first and second suggestion: leadership is developed through personal interest in leadership and encouragement from others. For example, when referencing her current leadership initiatives, Kate simply stated: “It’s what I am passionate about” (Kate, II, 11, 213). Participants offered that their personal interest and passion were guided by dedication to leadership, hard-work and commitment, and encouragement from others. This was tempered by the development of relational skills and grounded in their personal values.

Participants did not acknowledge serendipitous moments as influencing their leadership development. Krumboltz (1998) suggested that leadership may be the result of taking advantage of certain unexpected events or opportunities. Participants’ responses were contrary to happenstance. As mentioned, the participants were motivated by personal interest and the encouragement of others in their involvement in leadership. In
addition to being motivated to participate in leadership, Kouzes and Posner (2002) proposed that leadership skills can be developed over time. Participants agreed, commenting that the development of a collaborative approach to leadership is learned through the acquirement of relational skills. Participants added that they help others develop leadership skills by sharing their passion with the larger group of professionals and engaging in mentoring relationships.

*Encouragement Through Mentorship*

Participants agreed with Hansman (1998), that providing and receiving mentorship positively influenced leadership growth. Participants in the current study explained that the encouragement and support they received from their mentors influenced their belief in themselves as capable leaders. The participants further commented that they hope to provide their mentees with similar experiences. Kate commented on her attempt to demonstrate leadership with her students: “I model it by being a pretty open person myself and not afraid to acknowledge when I don’t know something” (Kate, I, 4, 97).

Increased self-confidence and encouragement influences participants’ willingness to seek and accept leadership opportunities. Like the women in Portman and Garrett’s study (2005), the participants in the current study stated that they benefited from the mentorship of women. Their collaborative mentoring relationships provided the context for their leadership values and skills to be nurtured and developed. Through the mentoring relationship, participants felt they acquired the needed preparation to engage in their individual leadership initiatives. Kate contributed significantly to this finding. This
is partly due to her current academic rank (i.e., full professor) and amount of experience (i.e., 21 years). As Kate explained:

I tried to take the opportunity when offered to do leadership training with the generation that preceded me from [a division of ACA] and they were great mentors and I have tried to offer that to individuals that have come behind. (Kate, I, 5, 116)

Other participants discussed the mentorship they received from others, likely due to current academic rank and amount of experience. Elizabeth offered: “My department chair is a really important mentor for me, and just being able to watch him and being close to him [is helpful]” (Elizabeth, I, 2, 48).

**Valuing a Collaborative Approach**

The emergent theory provided ideas related to literature claiming there are multiple models of leadership that are not fully represented by women’s views, female counselor educators in particular. Schriberg et al. (2002) called attention to leadership as a phenomenon that lacks theory agreed upon by all persons. The participants in the current study acknowledged difficulties they encountered when attempting to conceptualize leadership for themselves. This was most apparent in their early attempts in the current study to conceptualize leadership according to formal roles and settings in which leadership is applied. Their conceptualization concluded that leadership is in constant evolution, perhaps leading one to accept that leadership will remain a complex phenomenon grounded in a multitude of leadership theories.
Despite the complexity and numerous theories, the participants’ conceptualization more closely supported female (Osborn et al., 2002; Strachan, 1999) and transformational theories (Northouse, 2001; Alimo-Metcalfe & Alban-Metcalfe, 2001) of leadership, and diverged from traditional theories (Amey & Twombly, 1993; Holley & Young, 2005). Participants agreed that their approach to leadership is collaborative. Brady and Hammett (1999) suggested that women challenge traditional approaches to leadership by collaborating, including sharing power and building relationships. Participants offered that a collaborative approach to leadership calls for the inclusion of others. The female counselor educators were committed to forming connections with the people they work with (e.g., students, colleagues, counseling organization members).

Participants’ collaborative approach to leadership most closely supported female and feminist models of leadership. The participants valued an approach to leadership that embraced nurturing others in their leadership development, caring and respecting others, and using a collaborative approach that are all fundamental to female models of leadership. In turn, they opposed an authoritative approach. Tedrow (1999) added that feminist leaders share power through the establishment of relationships. Feminist leaders were also described by Tedrow as committed to including diverse groups in an effort to engage in social justice and advocacy initiatives. As mentioned, the purpose of the participants’ leadership was to make a difference through their advocacy efforts.

Participants described a collaborative approach to leadership in a way that parallels female and feminist theories; however, they did not outwardly identify with these theories. The characteristics of a collaborative approach articulated by participants
were very similar to female and feminist theories (e.g., building relationships, respecting others views). They instead suggested that a collaborative approach to leadership may be more informed by personality differences than gender differences. As participants described leaders whom they admired for their approach to leadership, they frequently attributed characteristics to the leader’s personality. Elizabeth, for example, stated: “His [department chair] personality is really supportive and really like well why don’t you [Elizabeth] try it” (Elizabeth, I, 11, 247).

Perhaps a collaborative approach to leadership is therefore informed by personality or even counselor training. Participants did acknowledge that counselor educators are exposed to training that is conducive to the development of a collaborative approach to leadership. For example, counselor educators learn skills to establish working relationships that are collaborative in nature (e.g., non-judgmental, accepting). Barbara explained:

I think people who have been trained as counselors, therapists, case managers, you know, men and women, bring some common social skills and empathy and the value of human contact and uniqueness and so in terms of them shining as a leader, I think men and women who are in our field share a lot of the same values. (Barbara, II, 7, 194)

Barbara suggested that both male and female leaders demonstrate a collaborative approach to leadership in counselor education. When asked to describe a leader whom participants admired for their leadership, they described both male and female counselor educators. Natalie stated, describing a male counselor educator: “He is just genuine. He’s
just himself. He opens his door to anyone, laid back, and he is such a sweetheart” (Natalie, II, 3, 84). Natalie added during her member check: “I do know some males who are really collaborative in their leadership and people love them” (Natalie, MC, 3, 70).

Findings inform current research addressing women in leadership, suggesting an emergent theory valued by women, but challenging the notion that leadership is gender specific.

Although the approach to leadership that participants embraced represents a female model of leadership, participants offered different opinions about gender specific leadership approaches. Participants’ conceptualization did support Brady and Hammett’s (1999) claim that feminist and female theories of leadership are more likely to honor women’s views; therefore, supporting an emergent theory of leadership that honors the views of female counselor educators. However, the emergent theory may not be female-specific (i.e., male counselor educators may espouse a collaborative approach to leadership that is in constant evolution).

Participants’ approach to leadership offered some support for transformational models of leadership. Both (i.e., participants and transformational models) share an appreciation for the relationships they establish with others and share the goal of making a difference (Daft, 1999; Knight & Trowler, 2003; Tichy & Cohen, 2003). Participants emphasized that making a difference (e.g., transforming or influencing others) is achieved through adherence to their personal values, such as advocating for others in an effort to give them a voice and sharing power. Participants offered that their approach to leadership is best supported through their commitment to making a difference, inspiring
others to assume leadership roles just as they have been encouraged by others, and providing opportunities to the group in an effort to contribute to a new generation of leaders. The new generation of leaders is likely to support the collaborative approach to leadership suggested by the participants.

Dissatisfaction With Traditional Leadership

Traditional approaches to leadership were not supported by the participants and may not inform the next generation of leaders. Just as the participants believed, feminist leaders believe that traditional uses of power are less effective than a collaborative approach. For example, power attributed to the leader based upon formal role or position should not be used to benefit the leader and instead should be used to benefit the group (Strachan, 1999).

Traditional theories of leadership were derived from the views of White men (Fitzgerald, 2003) and did not support the collaborative approach to leadership suggested by the female counselor educators in the current study. Barbara shared that she does not appreciate leaders who are “all about power, resisting ideas from below, that kind of thing. Not sharing” (Barbara, II, 9, 225). Holley and Young (2005) speculated that the “good-old-boys-club” may contribute to a male hierarchy in leadership. Barbara added that the ‘good-old-boys’ mentality is not honored: “[like the] same people holding on to power and almost kind of circulating within the organization instead of bringing new people and energy and new views” (Barbara, II, 12, 298). Kate disclosed that she did not value “autocratic leaders or people who don’t leave room for differences in opinion” (Kate, II, 9, 173). Natalie further commented: “I think there are some people who take a
leadership position for the wrong reasons. It’s more about power and notoriety and that annoys me” (Natalie, II, 6, 180). Leadership is more appropriately approached with the intent of empowering others and forming relationships (Amey & Twombly, 1993), perhaps through a collaborative leadership approach.

Using Relational Skills

Participants emphasized that their approach to leadership is informed by their use of relational skills. Uhl-Bien (2003) commented that effective leadership involved using relational systems to work collaboratively with others. Barbara recognized the relational skills of members of a professional organization: “This is a place [professional organization conference] where I saw women leading out (acting as leaders), they introduced me around, they were excited about my presence there” (Barbara, I, 12, 347). Osborn et al. (2002) added that women’s use of relational skills culminated in a collaborative style of leadership.

Participants recognized that characteristics conducive to a collaborative approach involved the use of relational skills. Participants supported Coleman’s (2003) claim that female leaders value sensitivity, supporting others, nurturing colleagues and students, collaborating with others, and valuing differences. Emily commented on her admiration of two specific leaders: “I consider those people to be great leaders because they are not only telling you what your strengths are, but helping you believe you also possess those strengths, so they know how to help individuals empower themselves” (Emily, I, 6, 187). The current findings support the use of relational skills in an effort to operate from a collaborative approach to leadership.
Change Agents Through Advocacy Efforts

Results of the current study suggest female counselor educators engage in leadership with the intent of advocating for self and others. Leaders are motivated and inspired to achieve goals through a shared vision; in the current study this is making a difference through advocacy (Bass, 1999; Pielstick, 1998). The participants hoped to inspire colleagues, future counselor educators, and students to think in new ways and embrace others with diverse backgrounds with sensitivity, empathy, and understanding. Through their leadership initiative, the participants spoke of aspiring to influence change within leadership in the counseling profession. For example, participants suggested giving voice and respect to under-represented populations.

Each participant’s advocacy efforts were manifested in areas where she felt a personal connection. For example, Kate was committed to social justice and Natalie to multiculturalism. Kate disclosed that her primary goal was to call attention to social justice and diversity issues during her presidency of both regional and national counseling organizations: “as I look at what I’ve asked people to pay attention to the year I was president, both the social justice and diversity issues were certainly there for me” (Kate, I, 7, 191). Natalie emphasized that her primary goal as president-elect of a counseling association was to call attention to multicultural issues: “I want people to think about multicultural presentations that they can do, this is my one shot to get people to think differently” (Natalie, II, 17, 491).

The findings are consistent with literature suggesting that leaders engage in initiatives aimed at influencing change in the system, in this case counselor education and
society (Daft, 1999; Northouse, 2001; Schriberg et al., 2002). House and Martin (1998) acknowledged the function of leaders as change agents, specifically leaders specializing in school counseling. They acknowledged that those acting as change agents and advocates are considered leaders within educational systems. The current findings contribute to the existing literature in that leaders are passionate about influencing change, making this the fundamental goal of their leadership initiatives.

Kate was especially passionate about advocating for the next generation of leaders in the counseling profession. She referenced herself as a seasoned leader who has had numerous opportunities within counselor education. As she considers the transition into retirement, she reflects on how she might support and encourage newer professionals and students. She mentioned that one way to achieve this goal is through her relationships with students and newer professionals: “I certainly feel at this stage in my career there’s a responsibility to give during leadership, and also the generative aspect of trying to help the next generation get ready to take over leadership” (Kate, III, 3, 72). Johns and Moser (2001) supported the belief that the relationship between leaders and followers provides the venue to make a contribution to the profession, in this case helping newer professionals embrace leadership. Pielstick (1998) added that change is facilitated through a collaborative relationship, such as the relationship between the leader and followers.

Obstacles to Making a Difference

As mentioned, participants expressed an interest in making a difference through their leadership efforts. At times, their efforts were hindered by intervening barriers.
Eagly et al. (1995) and Fassinger (2004) suggested that women may be more likely than men to experience barriers in leadership development. Although all participants in the current study acknowledged barriers, they did not suggest that men are exempt from barriers. It was suggested, however, that men and women may experience different barriers. Emily stated: “I realize men also are discriminated, I’m sure, in different ways based on, say, their socioeconomic status or sexual orientation” (Emily, III, 11, 253).

Natalie and Emily were most able to relate their ethnic experiences to barriers that influenced their leadership development. Both of these participants were from diverse racial backgrounds. Natalie commented on her perception that she is treated differently than male faculty at her institution:

I think maybe I pay attention to that more, like how the men treat you as a woman and your voice being heard and the comments they make about, even the students they make comments about some of the female faculty and what they wear.

(Natalie, I, 10, 353)

Barbara, Emily, and Natalie’s experiences support Aisenberg and Harrington’s (1988) assertion that although universities claim to have gender-neutral environments, women disagree and continue to experience professional marginalization. Elizabeth and Kate recognized that barriers are present, such as discrimination, but did not speak of barriers directly affecting their work as counselor educators. Katila and Merilainen (1999) acknowledged that gender discrimination can be subtle. It may be that these two participants did not experience overt discrimination or that the discrimination was a result of race or personal responsibilities. Caucasian participants were more likely to reference
personal limitations and systemic obstacles that influence their ability to make a
difference through their leadership efforts. The current findings therefore increase
awareness of barriers experienced by women and individuals from diverse racial and
ethnic backgrounds.

Value of Grounded Theory Methodology and the Interview Process

Throughout the interview process, the participants were asked to share their
conceptualization of leadership. The initial struggle to articulate their conceptualization
of leadership supports the finding that leadership is a multifaceted and evolving
phenomenon. As the interview progressed, participants’ comments were richer and more
textured, implying deeper reflection and increased ability to articulate their views.
Throughout the interviews, however, the participants struggled to separate themselves
from the idea of leadership. Emily noted: “A large part of how I envision leadership is
more of how it fits for me” (Emily, II, 10, 237). The findings suggested that the data
collection and analysis process can raise participants’ awareness and refine their
understanding or conceptualization of leadership.

Discussing their views of leadership may help female counselor educators engage
in leadership experiences that are congruent with their values and interests. For example,
the participants expressed a desire to make a difference through their leadership. As the
participants recognized their leadership efforts, they may also realize a need to make a
greater contribution. Emily noted: “It’s a humbling experience for me to be able to
highlight things I’ve done, yet realizing how little I have done as well, and that I need to
make a greater commitment” (Emily, MC, 2, 61).
A greater awareness was more evident in female counselor educators who self-identified as novice leaders. From their participation in the study, these female counselor educators may have recognized that they had the knowledge and ability to make the changes they hoped to see in leadership in counselor education. Participants may engage in ongoing involvement, as well as encourage others to do the same through their mentorship. As the participants gain awareness, they may be likely to engage in continued leadership initiatives, be it involvement on committees, participation in communities, presidents of state counseling organizations, and so forth.

Counselor educators may be interested in engaging in ongoing dialogue about leadership. The Association for Counselor Education and Supervision (ACES) offers a Doctoral Program Interest Network, a discussion forum for counselor educators to discuss issues in the profession and seek support and mentorship from their colleagues. Novice counselor educators may also be interested in engaging in ongoing discussions about leadership with more seasoned leaders. Seasoned leaders may be privileged to knowledge of the history and context of leadership in counselor education that novice professionals are lacking.

Data collection and data analysis were guided by grounded theory methodology. The ongoing data collection and analysis through constant comparison of the data resulted in a rich and textured understanding of the participants’ conceptualization of leadership. Each new piece of data added context to the emerging categories. The researcher’s understanding of the data became more refined throughout the entire process.
Implications

The findings from the current study and the comparison to the existing literature yield implications for theory, research, and application. Implications for theory and research suggest a new direction in the study and exploration of female counselor educator’s views of leadership that builds on existing leadership theories and adds a unique perspective, Leadership as Evolution. Implications for application include recommendations for the practice of leadership and training of counselor educators. This section discusses implication in each of the aforementioned areas.

**Implications for Theory and Research**

Findings in the current study build on previous research on leadership in counselor education by adding a focus that incorporates female counselor educators’ views. The findings suggest changes are needed in existing theories of leadership and the broader field of women’s issues in counselor education. The changes called for are the inclusion of more women in leadership, utilization of a collaborative approach to leadership, mentorship programs that encourage leadership development, attention to intervening barriers, and ongoing advocacy efforts.

Leadership in counselor education has evolved over the last 10 years. Participants commented that there are more women in formal positions of leadership in counselor education, a shared and inclusive style is more valued over an authoritarian or traditional style, and leadership is considered to be more collaborative and altruistic. Research should continue to focus on women’s conceptualization of leadership, specifically female counselor educators’ views. The findings of the study reveal the complexity related to
defining and understanding the phenomenon of leadership. This was most evident in participants’ initial attempts to discuss leadership; that is, they struggled to articulate what is a multifaceted construct. More research is needed to determine if female counselor educators espouse unique views of leadership.

**Implications for Application**

The findings of this study have implications for the practice of leadership in counselor education and the training of counselor educators. The conceptualization of leadership as a collaborative endeavor implies that leadership may be approached in this manner. Novice and emerging leaders are in need of exposure to collaborative approaches to leadership. Participants mentioned encouragement to participate in leadership through mentorship, therefore mentoring relationships are needed. Seasoned leaders are encouraged to “reach out” to novice professionals and model for them the establishment of a collaborative relationship.

ACES offers membership in the New Faculty Interest Network (NFIN) dedicated to the mentorship of doctoral students and new faculty in counselor education. NFIN provides the opportunity to join emerging and more experienced leaders in mentoring relationships within the profession. Counselor educators are encouraged to reflect on their current approach to leadership and make changes that may be needed to meet the needs of today’s counselor educators. Leaders are inspired and influenced by their mentors. Mentoring relationships provide the venue to encourage the development of leadership skills and values. Mentors, therefore, are called to recognize the immense effect that their mentorship may have on the next generation of leaders.
The finding that leadership is multifaceted implies that counselor educators should have discussions about leadership with their students early in their training in an effort to help them clarify their views and develop their style. Newer professionals are also encouraged to engage in leadership discourse with colleagues and seasoned leaders. The participants described leadership development as ongoing, suggesting a need for early leadership initiatives that continue throughout one’s career. Formal leadership training in the form of workshops may help counselor educators to acquire the confidence, encouragement, and skills needed to engage in leadership. ACES offers an emerging leaders workshop in an effort to aspire novice leaders to locate their leadership potential. Workshop participants in the workshop have the opportunity to engage in mentoring relationships with seasoned leaders, develop skills for effective leadership (e.g., relational skills), and learn about and become involved in current leadership initiatives.

Consideration of Contributions of the Participants

The analysis of the data in relation to the contributions of the participants suggests additional implications of the current study, as well as recommendations for future research. All participants contributed to the findings, including the construction of categories (i.e., subcategories and key categories) and the emerging theory. Although the main findings of the study emerged from the contributions of all participants, closer examination of the data suggests the possibility of more distinctive contributions from each participant. Further questions and possible patterns related to the five participants’ unique contributions are discussed in this section.
Participants’ Contributions to the Findings

All participants contributed to the emergent theory (i.e., Leadership as Evolution) and key categories (i.e., Motivation, Collaborative Leadership Approach, and Making a Difference). However, some patterns among participant responses were evident in sub-categories within the main findings.

Race Related Barriers

Participants from diverse ethnic and racial backgrounds were the primary spokespersons of managing intervening barriers related to race and gender. Those from diverse racial backgrounds were able to discuss real-life experiences related to discrimination within both their personal and professional lives. Bradley and Holcomb-McCoy (2004) found a similar finding in that participants in their study (i.e., 41 African American faculty) indicated that race-related barriers (e.g., racism, lack of support) influenced their career aspirations. Although Caucasian participants recognized that people from diverse backgrounds may be discriminated, they were unable to personally identify with these experiences. Natalie noted: “I think leadership can be a little different if you’re a person of color” (Natalie, MC, 6, 158). Future research should explore views of leadership among female counselor educators from diverse racial and ethnic backgrounds.

Leadership Experience

Participants who had earned the rank of associate professor and full professor were able to speak about leadership experiences that were textured, rich in detail, and well integrated. There are differences in ability to voice their views of leadership among
seasoned versus novice counselor educators. This leads to the question of whether the amount of leadership experience or academic rank contributes to female counselor educators’ abilities to articulate their views of leadership. It seems possible that more seasoned professionals have more leadership experiences that inform their current views, perhaps resulting in richer or more refined conceptualization of leadership. Future research should explore differences in views among female counselor educators at different academic ranks, perhaps beginning with seasoned (i.e., full professors) professionals. Research with novice professionals is also recommended. The views of assistant and associate professors may be more likely to guide the future of leadership in counselor education due to the likelihood that these are the future leaders within the profession.

Value of the Interview Process

Participants offered that the interview process helped each of them to refine their views of leadership. They mentioned that there is minimal opportunity in their everyday professional lives to reflect at such a deep level. This finding suggests that there is value in providing people with the opportunity to discuss leadership.

Limitations

The current study was limited by a few main concerns. The first limitation is related to years of experience. Participants with less years of leadership experience (e.g., assistant professors) had a more difficult time conceptualizing their views of leadership. Novice counselor educators were more likely to suggest pressure to engage in leadership and learn the skills needed to be successful as they go along. Participants therefore may
have been asked to discuss their views of leadership before they had sufficient leadership experience or time to reflect on their leadership initiatives.

A second limitation is related to the diversity of the sample. The diversity of the sample was limited in regard to sexual orientation. Although the researcher did not ask questions directly related to the sexual orientation of the participants nor was sexual orientation a variable under consideration, all of the participants alluded to current or past involvement in only heterosexual relationships.

Personal responsibility was a variable under direct consideration; however, variability among participants in this area was minimal. Only one participant in the current study was a parent and none of the participants alluded to other responsibilities (e.g., caring for elderly parent).

It is possible that participants’ responses were limited by social desirability. Participants acknowledged that there is an ideal way to engage in leadership and were likely to reflect on experiences that were ideal (e.g., leaders are inclusive and collaborative in nature). Additionally, participant views appeared to be influenced by current movements in the profession of counselor education (e.g., advocacy, multiculturalism). Due to the tendency to describe idyllic views, most participants described a style of leadership that may be exaggerated and therefore may not describe current leadership in counselor education. It is also possible that participants presented a favorable view of themselves and others whom they regard as leaders in the profession of counselor education.
The consideration of women’s views in the study of leadership is recent. Their views may not have been well-defined, concrete, or integrated into practice due to the likelihood that participants have not been asked about their views of leadership. Participants mentioned that reflecting on leadership was new to them, and they were seldom asked to articulate their views of leadership. The one exception was Kate, the participant who held the rank of full professor. Therefore, the amount of experience as a counselor educator appears to be correlated with one’s ability to articulate her views of leadership. The researcher was interested, however, in how these five women conceptualize leadership and was not looking for a specific view.

A final limitation of the current study is the possibility that the use of presuppositional questions led the responses of the participants. For example, the researcher asked Emily during her second interview: “How do you feel your cultural values might influence your views of leadership?” When the researcher asked the participants questions aimed at soliciting their views of leadership, the presupposition was that there is a way that leadership is viewed in counselor education. It is possible that the women presented a view of leadership because they were asked to do so. Participants mentioned that they have not engaged in intentional reflection of the conceptualization of leadership and therefore may not have if not asked to do so by the researcher. For example, Elizabeth acknowledged participation in the interview encouraged her to reflect on her conceptualization of leadership: “It’s interesting because after our first conversation, I reflected” (Elizabeth, II, 14, 194).
The results of the current study are not meant to be generalized to all female counselor educators. The findings therefore can only be said to be valid among the five women. The emergent theory, however, may be generalizable to some extent because it is an abstract theoretical concept. The emergent theory does not represent one “truth,” but allows for recognition of multiple realities (Tobin & Begley, 2004), in this case the conceptualization of leadership among five female counselor educators. Participants were selected because they were thought to be able to provide information about the area under study (Horsburgh, 2002). The emergent theory, Leadership as Evolution, offers a more comprehensive and textured view of leadership. It proposes a conceptualization for individuals to consider who are in comparable situations (Horsburgh), female counselor educators. Therefore, another researcher using the same procedures followed in the current study is likely to find similar results and conclusions (Corbin & Strauss, 1990).

Questions Raised by Current Study

The current study raised questions regarding female counselor educators’ conceptualization of leadership. Participants credited gender, personality, and counselor-training as contributing their conceptualization of leadership. The collaborative approach to leadership valued by participants informs the female and feminist theories of leadership. However, the relational skills warranted to approach leadership collaboratively appear to be similar to basic counseling skills (e.g., genuineness, acceptance, empathy). What therefore influences one’s approach to leadership, counselor-training, personality, or gender?
Participants’ conceptualization of leadership appeared idealistic. That is, one may question whether or not the view of leadership valued by participants is actually being utilized in the profession of counseling. What is the dominant approach to leadership currently used in counselor education? Is there a gap between what approach is valued by counselor educators and what approach is being utilized by leaders?

Participants in the current study were all involved in leadership efforts. However, four of the five participants had six or less years of experience. Are counselor educators pushing new faculty to become involved in leadership initiatives before they have acquired the necessary skills? Should novice counselor educators be required to learn the context of the setting (e.g., profession, counseling organization, department) before assuming leadership positions? If so, what criteria, if any, should be utilized to determine whether or not one is qualified to assume a position of leadership?

Recommendations for Future Research

There is an abundance of research considering the phenomenon of leadership; however, research is limited when the parameters are narrowed to the consideration of women’s views and even more narrowly defined when considering women’s views within the profession of counselor education. The limited discourse on this topic suggests a need for more research addressing female counselor educators’ views of leadership.

The results of the current study converge with current theories of leadership and add a new perspective. According to the emerging theory, leadership is an evolution that includes a constant process of motivation to engage in leadership, utilizing a collaborative approach, and efforts to make a difference. Future research should test the
current theory that is suggested by the five female counselor educators. It is likely that additional research in this area will lead to increased understanding of Leadership as Evolution.

Although the researcher found qualitative methodology appropriate for the current study, other researchers might elaborate on the conceptualization of leadership among female counselor educators using another methodology. Each of the key categories (i.e., Motivation, Collaborative Leadership Approach, and Making a Difference) might be explored individually through quantitative methodology. For example, a researcher might develop a questionnaire reflecting components and characteristics thought to reflect a collaborative approach to leadership in an effort to expand upon the findings. Q-methodology (i.e., sorting statements that reflect the participant’s perspective) might be a useful approach to increase understanding of the findings. Observational data, data obtained from observing women in leadership roles, would add greater context to the findings and triangulate the findings by providing data that adds to and expands upon participant self-report.

Emily and Natalie’s experiences of discrimination support Evans and Herr’s (1991) claim that women from diverse ethnic and racial background have the additive element of race when addressing issues related to gender. In light of the views of Emily and Natalie, research exploring the views of female counselor educators from diverse backgrounds is warranted.

Much attention in the existing literature was given to the leadership experiences of women who are primary care-givers for children. Because only one of the participants
in the current study was a parent, more research is needed in this area. It is likely that leadership follows a different process of evolution for women with personal responsibilities (e.g., children, caring for elderly).

Experience of the Researcher

Throughout the interview process, I was amazed by the participants’ willingness to share their views with openness and ease. I asked questions of participants that required them to engage in deep levels of reflection and draw on personal and professional experiences that at times were sensitive in nature. The participants were willing to trust and share openly with me. The commitment of the participants resulted in a richer understanding of the participants’ conceptualization of leadership.

As I collected and analyzed the data, I was surprised by my personal reflection of my own conceptualization of leadership in counselor education. Like the participants, I found myself becoming more conscious and aware of my views as they became more refined throughout the interview process. For example, my views became more sophisticated as the participants moved from conceptualizing and defining leadership according to formal roles to reflecting on their experiences and current involvement in leadership, including the difference they are making within leadership in counselor education. I believed my understanding of leadership was more complex than could be understood by formal roles and leadership settings, but I did not have the needed conversations to help refine my thoughts prior to the interviews with my participants. This experience added to my confidence in the emergent theory, Leadership as Evolution.
Conclusion

The purpose of the current study was to generate an emerging theory of leadership in counselor education grounded in the views of five female counselor educators. A strength of the study was the ability to add to the discussion of women’s conceptualization of leadership through the inclusion of female counselor educators’ views. The emergent theory provides a venue for understanding female counselor educators’ views of leadership. Through the use of grounded theory methodology the researcher was able to present a theory of leadership that advances current understanding of leadership in counselor education. The researcher hoped that this study might provoke additional understanding of female counselor educators’ views of leadership. Such understanding is likely to facilitate future research addressing both women and leadership.
APPENDICES
APPENDIX A

GROUNDED THEORY AND DEFINITIONS
Grounded Theory Terms and Definitions

1. Raw data—The original source of data prior to the process of constant comparison (Strauss & Corbin, 1990). In the current study this was interview transcripts from the initial and follow-up interviews, process notes, and feedback from the member checks and peer review.

2. Data unit—Single pieces of information that were interpretable in the absence of additional information. The size of the data unit varied; it could be a word, sentence, phrase, paragraph, or page of text (Fassinger, 2005; Glaser & Strauss, 1967; Lincoln & Guba, 1985).

3. Meaning unit—The descriptive statement, code, label, name, and definition given to the data units, subcategories, and key categories. The meaning unit places “interpretation on the data” (Strauss & Corbin, 1990, p. 29).

4. Subcategory—Data units with shared properties are combined to form a subcategory (Fassinger, 2005; Glaser & Strauss, 1967; Lincoln & Guba, 1985).

5. Key category—Subcategories with shared properties are combined to form a key category (Fassinger, 2005; Glaser & Strauss, 1967).

6. Category—Data with shared properties are grouped together through a process of constantly comparing raw data, data units, subcategories, and key categories against one another (Strauss & Corbin, 1990).

7. Core category—The core category represents shared properties among all of the key categories (Strauss & Corbin, 1990). In the current study this was an emerging theory that represents female counselor educators’ views of leadership.
8. Emergent theory—Core category that subsumes all of the key categories (Strauss & Corbin, 1990).
APPENDIX B

ACES REGION PRESIDENTS INSTRUCTIONS
Hello, Dr. ____________________.

I am a doctoral candidate at Kent State University currently conducting dissertation research on female counselor educators’ views of leadership. The purpose of my e-mail is to request your assistance in the selection of participants for the current study.

Please allow me to review what will be asked of you before making a decision. Multiple variation sampling procedures are being used to select participants who meet inclusion criteria. One criterion is that all participants are current ACES members. As a current/past ACES region president, I was wondering if you would be willing to identify female ACES members from your region who would be willing to talk with me about leadership. Would you be willing to identify three to five ACES members from your region, one of whom is a woman of color? Please note that all those recommended are not guaranteed inclusion. Of those recommend by each of the five ACES region presidents and past-presidents, a total of five women will be selected for participation (i.e., one participant from each of the five ACES regions).

Are you willing to assist with the participant selection process? If you do not have the time to engage in this process, please notify me at your earliest convenience. Thank you for your consideration. If you are willing to engage in this process, please provide me with the names within the next two weeks. If you are willing to assist in the selection of participants, please review the purpose of the current study that I have attached and ask me any questions you may have. My dissertation co-directors are Dr. Cynthia Osborn (cosborn@kent.edu) and Dr. Lynne Guillot Miller (lguillot@kent.edu) and may be
contacted as well. The female counselor educators you select may or may not have held a professional office. The female counselor educators may be employed in master’s-only or doctoral granting counseling programs and may serve various faculty ranks (i.e., assistant, associate, or full), but it is preferred that they have been employed as a full-time counselor educator for at least four years (if you are unsure of length of employment I will verify this information). The ACES members may be known on a national or personal level and should not be selected based solely upon quantity of professional involvement or professional reputation. Please simply respond to this e-mail with the names and institutional affiliation of the ACES region members you suggest for inclusion in the current study. Thank you for your time and dedication to my dissertation.

Thank you,

Brandy Kelly
APPENDIX C

E-MAIL TO RECOMMENDED PARTICIPANTS
Hello, Dr.

Recently I asked all ACES region current, past, and president-elects to recommend counselor educators from their region who they thought would be willing to share their views of leadership with me. Dr. ______ suggested I consider you as a potential participant in my dissertation on the topic of women and leadership. I am grateful for his/her assistance and hope that you will consider participating.

Prior to formally inviting counselor educators to participate, I must make sure their background and experiences are consistent with the inclusion criteria. Inclusion criteria were developed to select participants who are informative about leadership and able to speak about leadership from a variety of perspectives. The aim of the sampling procedure is to include as much diversity as possible.

If you are willing to be considered for inclusion, please answer the following questions (you may do so by simply responding to this email and typing your answer next to the question). I appreciate your time and consideration. If you are unable to participate, please let me know at your earliest convenience. A total of five counselor educators (one from each ACES region) will be selected for inclusion. In order to assist with your decision, I have attached a copy of the informed consent form in an effort to give you a better understanding of what will be expected of you should you decide to be considered and are selected for participation. If you are selected for participation, you will be asked to sign the consent form prior to data collection.

1. Are you a current ACES member?
2. In what ACES region are you a member?
3. Are you employed in a CACREP-accredited program?

4. What is your institutional affiliation? Choices: master’s-only program or doctoral program?

5. Did you earn your doctoral degree in Counselor Education and Supervision?

6. How long have you been employed as a full-time counselor educator?

7. What is your race/ethnicity?

8. What is your faculty rank? Assistant, Associate, or Full Professor?

Once your eligibility has been determined (i.e., you agree to be considered for participation and meet inclusion criteria), I ask that you participate in a brief (i.e., approximately 20 minutes) telephone screening to formally determine eligibility and make arrangements to sign the informed consent form. Thank you again for your time and consideration. Please contact me at bkelly9@kent.edu or 330-503-1923 if you have questions or comments. Dr. Cynthia Osborn (cosborn@kent.edu) and Dr. Lynne Guillot Miller (lguillot@kent.edu) are my dissertation co-directors and may be contacted as well. I look forward to hearing from you.
APPENDIX D

INCLUSION CRITERIA PROCESS
1. Consult the current and past-presidents of each of the five ACES regions (alternate contact person is the ACES region president-elect).
   a. Give the current and past-presidents a copy of the purpose of the current research study.
   b. Ask the current and past-presidents to provide the researcher with the names of three to five full-time female counselor educators, one of whom is a woman of color.

2. Review the names provided by the president-elects and current and past ACES regions presidents.

3. E-mail potential participants. Each demographic category will be filled by the first participant to meet the inclusion criteria not already met by another participant.

4. Ask potential participants to answer the following questions.
   c. Are you a current ACES member?
      i. If yes, move to question b.
      ii. If no, stop.
   d. In what ACES region are you a member?
      i. If the participant indicates an ACES region not yet indicated by another participant (need at least 1 participant from each ACES region), move to question c.
      ii. If the participant indicates an ACES region already indicated by another participant, stop.
   e. Are you employed in a CACREP-accredited program?
i. If yes, move to question d.

ii. If no, stop.

f. What is your institutional affiliation? Choices: master’s-only program or doctoral program?

   i. If the participant indicates an institutional affiliation not yet indicated by 3 participants (need at least 2 participants employed in a master’s-only program and 2 employed in a doctoral program), move to question e.

   ii. If the participant indicates an institutional affiliation already indicated by 3 participants, stop.

g. Did you earn your doctoral degree in Counselor Education and Supervision?

   i. If yes, move to question f.

   ii. If no, stop.

h. How long have you been employed as a full-time counselor educator?

   i. If at least 4 years, move to question g.

   ii. If not, stop.

i. What is your race/ethnicity?

   i. At least one participant must be a woman of color.

   ii. If four participants are White, and the current interviewee is White, stop.

j. What is your faculty rank? Assistant, Associate, or Full Professor?
i. If the participant indicates a faculty rank not yet indicated by 3 participants (need at least one assistant, one associate, and one full professor), invite to participate.

ii. If the participant indicates a faculty rank already indicated by 3 participants, stop.

5. Beginning calling potential participants.
Research Project: Conceptualizations of Leadership
Among Five Female Counselor Educators

I am conducting research on female counselor educators’ views of leadership. I believe this exploration will add to the views and theories of leadership in the profession of counselor education. I invite you to be one of the five women who will participate in this study. If you decide to participate you will be asked to engage in a 20-minute preliminary telephone interview to determine your participation eligibility. If you meet criteria, you will then be asked to participate in 2 to 3, one-hour (approximately) individual telephone interviews, as well as a member check interview lasting approximately 30 minutes to one hour. All interviews will be audio recorded. I ask that the telephone interviews occur in a location that is private and free of distractions (e.g., your private office).

Once all interviews with all five participants have been conducted and transcribed, you will be asked to review a portion of your transcript, the preliminary organization of the data (e.g., researcher coding of your transcript), the tentative emerging theory, and to participate in a 30-minute to one-hour member check telephone interview to clarify your responses and provide feedback. The materials for you to review will be sent to you via e-mail to an e-mail address of your choosing approximately 1-month after the final individual interview has been conducted with all five participants. A date and time will be scheduled for the member check interview within two weeks of receiving the data analysis for review. At that time you will be asked to indicate your preference for the member check format that will be utilized: (1) individual telephone
interview or (2) focus group interview. The entire process, beginning with the first individual telephone interview and ending with the member check, is anticipated to take approximately three months. I ask that you agree to participate throughout the duration of the study.

Confidentiality will be maintained within the limits of the law. Your identity will be known only to the interviewer and her dissertation co-directors, Drs. Cynthia Osborn and Lynne Guillot Miller. A peer reviewer will be consulted throughout the data collection and analysis process to provide feedback to the researcher. Identifying information (e.g., name, institutional affiliation) will not be given to the peer reviewer. Pseudonyms will be assigned for the discussion and dissemination of study findings. Interviews will be digitally recorded. If you would like, you may listen to the recordings before they are transcribed. Interview responses will be coded by number to avoid having the participant’s name associated with the responses. Transcripts and audiotapes will be kept in a secure location.

If you take part in this project you will have an opportunity to contribute to the conceptualization of leadership in counselor education. Taking part in this project is entirely up to you, and no one will hold it against you if you decide not to participate. If you take part, you may stop at any time without incurring any penalty. If you want to know more about this research project, please contact me at 330-503-1923 or via e-mail at bkelly9@kent.edu. Cynthia Osborn, Ph.D. (cosborn@kent.edu), and Lynne Guillot Miller, Ph.D. (lguillot@kent.edu) are my dissertation co-directors and may be contacted at 330-672-2662. The project has been approved by the Kent State University Human Subject
Review Board (Log # 08-143). If you have questions about Kent State University's rules for research, please call Dr. John L. West, Vice President and Dean, Division of Research and Graduate Studies, at 330-672-2581.

You will get a copy of this consent form.

Sincerely

______________________________

Brandy L. Kelly, M.S.Ed., PC, NCC, Doctoral Candidate

Counseling and Human Development Services Program

Kent State University

PARTICIPANT CONSENT FORM

Research Project: Conceptualizations of Leadership

Among Five Female Counselor Educators

I agree to take part in this project. I know what I will have to do and that I can stop at any time without incurring penalty.

______________________________  ______________________________

Signature                                                                 Date

I agree to participate in the procedure of digitally recording the initial and follow-up interviews. I agree that the digital recordings will be transcribed and the resulting data may be used in papers, manuscripts, and presentations following the successful completion of the dissertation research. I understand that my identity will remain anonymous to persons other than the researcher and her dissertation co-directors.
I have been told that I have the right to hear the digital recordings before they are transcribed. I have decided that I:

_____ do not want to hear the recordings  _____ want to hear the recordings

Sign now below if you *do not* want to hear the recordings. If you want to hear the recordings, you will be asked to sign after hearing them. You will receive a copy of this consent form.
APPENDIX G

DATA COLLECTION AND ANALYSIS PROCESS
Data Collection and Analysis Process

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Action Taken</th>
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</table>
| I. Round I Interviews | Approval sought from the KSU Human Subjects Review Board  
Peer reviewer familiarized with current study (e.g., purpose, research question)  
Round I interviews completed with Participants A, B, C, D, and E  
Process notes written after each interview  
Peer reviewer consulted for feedback regarding interview process |
| II. Data Analysis Round I | Round I interviews and process notes transcribed  
Memo created for each individual interview transcript and corresponding process notes  
Questions developed for Round II interviews  
Peer reviewer consulted for feedback regarding Round I preliminary data analysis and round II interview questions |
| III. Round II Interviews | Round II interviews completed with Participants A, B, C, D, and E  
Process notes written after each interview |
| IV. Data Analysis Round II | Round II interviews and process notes transcribed  
Memo created for each individual interview transcript and corresponding process notes  
Questions developed for Round III interviews  
Peer reviewer consulted for feedback regarding Round II preliminary data analysis and round III interview questions |
| V. Round III Interviews | Round III interviews completed with Participants A, B, C, D, and E  
Process notes written after each interview |
| VI. Data Analysis Round III | Round III interviews and process notes transcribed  
Memo created for each individual interview transcript and corresponding process notes  
Preliminary key categories developed  
Questions developed for member check interviews  
Peer reviewer consulted for feedback regarding Round III preliminary data analysis, preliminary key categories, diagrams, and member check interview questions  
Peer reviewer’s feedback considered by researcher and revisions made to preliminary key categories to reflect feedback |
| VII. Verification Procedures | Member check materials sent to participants  
Member check interviews completed  
Process notes written after member check interviews  
Member check interviews and process notes transcribed  
Memo created for member check interviews and corresponding process notes |
| VIII. Coding Process | Constant comparative method conducted to analyze data as reflected in the log used to document the step-by-step, back and forth process (memo completed for all interviews and member check)  
Final data interpretation resulted in 3 key categories and an emergent theory |
APPENDIX H

TRANSCRIPTION CONFIDENTIALITY AGREEMENT
Transcription Confidentiality Agreement

Kent State University

Bureau Research and Training Services

I _________________________ agree to maintain the confidentiality of any information to which I become privy during the transcription process of Brandy Kelly’s interview data. I will not reveal any information related to the content or process of the interviews being transcribed to anyone other than Brandy Kelly. I am aware that any violation of this confidentiality agreement will result in termination of my services and may result in further legal action.

Signed ________________________________ on ______________________

Name       Date

Witnessed by ___________________________ on ______________________

Name      Date
APPENDIX I

MEMO FORMAT
<table>
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<tr>
<th>Data Unit</th>
<th>Meaning Unit</th>
<th>Subcategory</th>
<th>Meaning Unit</th>
<th>Key Category</th>
<th>Meaning Unit</th>
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Hello, ____________.

I am writing to express my gratitude for your willingness to provide feedback throughout data collection and analysis. Your commitment to my dissertation is greatly appreciated. We will be meeting multiple times throughout the data collection and analysis process resulting in a cumulative time commitment of approximately 10 hours over the next three months.

Attached please find a copy of the purpose of the current study, statement of the problem, research question, and memo format. Please review these documents. I will meet with you next week to answer any questions you have about the current study. As I proceed with data collection and analysis, I will contact you for feedback. A few examples our consultations include: (1) following completion of the Round I interviews with Participants A, B, and C you may be consulted for feedback regarding the interview process; (2) following completion of the Round II interviews with Participants A, B, and C you may again be consulted for feedback; (3) following completion of the member check(s) you may be asked to comment on the member check process; (4) after I have completed memos for the interviews and member check(s), you may be asked to independently code a portion (i.e., 2 pages) of each transcript and complete a memo; and (5) you will likely be asked to compare the final data interpretation (i.e., emergent categories and theory) to a portion (i.e., 2 pages) of each transcript and the memo you created and comment on the accuracy of my representation of each participant’s response, indicate areas that were unclear or misleading, and identify areas where my personal biases appeared to have influenced data interpretation.
As a token of my appreciation, please plan to enjoy a $25 gift certificate at a restaurant of your choice following completion of the peer review process. I will be in contact soon. Please contact me if you have questions or comments by email (bkelley9@kent.edu) or phone (330-503-1923).

Thank you for all of your time and commitment to my dissertation.

Brandy Kelly
APPENDIX K

PRELIMINARY KEY CATEGORIES:

EXAMPLE FROM PEER REVIEW AND MEMBER CHECK
Error!

Conceptualization of Leadership in Counselor Education

Style

Path

Reason/ Goal

Defining Leadership
APPENDIX L

MEMBER CHECK INSTRUCTIONS
Hello.

I am writing to express my gratitude for your willingness to provide feedback through the format of a member check, as well as to provide you with the materials to review prior to our conversation. As discussed, you will be asked to verbally provide the results of your member check during the follow-up telephone interview. The interview will last approximately 30-minutes to 1-hour. The purpose of the interview is to check the accuracy of my interpretation of your conceptualization of leadership in Counselor Education. Please review the attached documents prior to the interview for accuracy, provide clarification, and indicate areas that were unclear or misleading. In addition to reviewing the documents, please choose a pseudonym that will be used in place of your name to protect your privacy.

Attached documents:

1. Summary of the preliminary key categories (i.e., emerging categories and their properties), including each category’s properties and dimensions. The summary reflects the analysis of the data units and subcategories from all three interviews with all five participants.

2. Five content maps that provide a visual representation of each of the preliminary key categories and their properties.

3. Three pages of each of your individual transcripts (e.g., 3 pages from Round I transcript, 3 pages from Round II transcript, and 3 pages from Round III transcript). Highlighted within the transcripts are each of the data units. Inserted are comment boxes containing the subcategory for each data unit. I selected the
portion of the transcript based on one of the following characteristics: (a) most saturated sections of each transcript, (b) sections that demonstrated diverse subcategories, or (c) sections that were unclear.

4. Preliminary Data Analysis (i.e., memo) of each of your individual interviews (i.e., Rounds I, II, and III). The memo serves as an ongoing summary of the preliminary data units and subcategories. The memo serves to make the data analysis process more clear and transparent to you as you review the materials. Depending on your time and curiosity, I included it as a helpful tool to give you a sense of how I developed the preliminary key categories. A capital letter (i.e., A, B, C, D, and E) was used to identify each participant and a roman numeral was used to identify the interview (i.e., I = Interview Round I and II = Interview Round II) from which the original data unit was associated. The page and line number of the original data unit was also recorded. For example, a data unit from page one, line three of the transcript from the Round I interview conducted with Participant A was labeled as follows: A, I, 1, 3. Each of the categories are color-coded for organization purposes.

I appreciate all of your time and commitment to my dissertation. I am looking forward to our final conversation!

Best Regards,

Brandy Kelly
APPENDIX M

DATA ANALYSIS DIAGRAM
APPENDIX N

DATA CODING PROCESS
<table>
<thead>
<tr>
<th>Step</th>
<th>Process</th>
</tr>
</thead>
</table>
| I. Coding Following Round I Interviews | - Five digitally recorded tapes transcribed from Round I  
- Data organized into data units  
- Share properties identified among the data units and organized into subcategories |
| II. Coding Following Round II Interviews | - Five digitally recorded tapes transcribed from Round II  
- Data organized into data units  
- Share properties identified among data units from Round II and data units and subcategories from Round I and organized into additional subcategories or synthesized into existing subcategories  
- Shared properties among subcategories from Rounds I and II organized into key categories |
| III. Coding Following Round III Interviews | - Five digitally recorded tapes transcribed from Round III  
- Data organized into data units  
- Share properties identified among data units from Round III and data units, subcategories, and key categories from Rounds I and II and organized into additional subcategories or synthesized into existing subcategories or existing key categories  
- Shared properties among subcategories from Rounds III were synthesized into existing key categories. |
| IV. Coding Following Member Check Interviews | - Key categories reviewed for shared properties and further refined by describing the dimensions and properties of each key category  
- Member check conducted with all participants  
- Five digitally recorded tapes transcribed from the member check interviews  
- Data collected from the member check supported and more accurately defined the key categories. |
| V. Emerging Theory Refined | - Shared properties between key categories identified and organized into a core category |
APPENDIX O

EXCERPT FROM TRANSCRIPT AND HIGHLIGHTED DATA UNITS
Elizabeth:
You know I think that it’s fundamentally, I think that they’re very connected and I think that you know, its very interesting to me because when I started my faculty position, I think there’s a lot of opportunities for leadership, but then this just kind of overall, I think that I really struggled with, you know, the imposter syndrome, I was young, and headed straight through my masters and PhD work and so, you know I was sitting down to teach this second year doc class my first semester and thinking, wow I was just there, a year ago and so really struggling with and I think sharing and reflecting on how competent did you feel, and I think for me what I noticed is that I had a profound shift in terms of professional confidence and I think at that point in my life that was the one that was shifting more than my personal, then so self-efficacy and things like that, and so then the personal piece kind of followed, and so I think, I think they are very intertwined and I think who I am as a person impacts my leadership style because I like social aspects of my life, and so as a leader I am going to rely a lot on personal relationships and personal impact. You know, coming up to someone at a conference and introducing myself, or you know, wanting to grab something to eat or something, I don’t think, it’s a way of kind of inviting participation, inviting the dialogue and I think, because I like that in my personal life that’s something I am going to do as a leader too.

Researcher:
It’s natural for you to be extroverted or to gravitate towards people and so to find yourself in a position of leadership or on a committee or taking risks, whether it’s a formal role or an informal role, its comfortable to you. It fits you.

Elizabeth:
Exactly, and I think that our values, well I can only speak for myself, my values manifest in the work that I do as a counselor and the work I do as a counselor educator, and the work I do as a leader. Because I believe that people can change, I believe that we can have an impact, I believe that you know, I believe in resiliency and those kinds of ideas, and so I’m going to have the same values as a leader, meaning that I can, I would approach something as I think that we can make a difference, I think that we can have an impact, and it might not exactly look like we want it to look like, but that doesn’t mean we can’t do something to be proactive about it. And I think those personal values, you know, emerge in the leadership values too.

Researcher:
It’s definitely interrelated when I hear you talk about it, like a complete cross over.

Elizabeth
Exactly.
REFERENCES
REFERENCES


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Reader Series.


Council for the Accreditation of Counseling and Related Educational Programs


Council for the Accreditation of Counseling and Related Educational Programs


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