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EXAMINING MULTICULTURAL LEADERSHIP DEVELOPMENT PRACTICES IN
COUNSELOR EDUCATION TO FOSTER FUTURE LEADERS

A Dissertation

Presented to the Faculty of
Antioch University Seattle

In partial fulfillment for the degree of
DOCTOR OF PHILOSOPHY

by

Katie Nichole Schmitz

ORCID Scholar No. 0009-0007-0705-4721

June 2024

EXAMINING MULTICULTURAL LEADERSHIP DEVELOPMENT PRACTICES IN
COUNSELOR EDUCATION TO FOSTER FUTURE LEADERS

This dissertation, by Katie Nichole Schmitz, has
been approved by the committee members signed below
who recommend that it be accepted by the faculty of
Antioch University Seattle
in partial fulfillment of requirements for the degree of

DOCTOR OF PHILOSOPHY

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ABSTRACT

EXAMINING MULTICULTURAL LEADERSHIP DEVELOPMENT PRACTICES IN COUNSELOR EDUCATION TO FOSTER FUTURE LEADERS

Katie Nichole Schmitz

Antioch University Seattle

Seattle, WA

The purpose of this study was to gain a deeper understanding of how doctoral programs foster leadership development in Counselor Education and identify recommendations for incorporating leadership-related learning outcomes and multicultural leadership identities. Using a Delphi method, the study collected input from sixteen experts in the field of Counselor Education and leadership. Data was examined through the lenses of transformational learning and leadership theories. The research questions were: what are the best practices in teaching and/or fostering multicultural leadership development in Counselor Education, and what are the recommendations for integrating CACREP leadership-related learning objectives in the curriculum? Eight themes were identified: (a) actions by faculty, (b) experiential development for leadership skills, (c) factors critical to developing a leadership identity, (d) recommendations for fostering a strong leadership environment, (e) recommendations for necessary institutional change to facilitate leadership culture, (f) recommendations for formal training, (g) recommended pedagogy to foster multicultural leadership, and (h) recommendations to fostering multicultural leadership at the graduate level. Implications include normalizing anti-oppressive and liberatory practices in leadership development, building upon existing opportunities, and reimagining leadership to be more culturally inclusive to evolve our training and our profession

in the desired direction. This dissertation is available in open access at AURA (<https://aura.antioch.edu/>) and Ohio Link ETD Center (<https://etd.ohiolink.edu/etd>).

Keywords: counselor education, leadership, leadership development, multicultural leadership

Dedication

I dedicate this dissertation to our field's leaders. Those that are visible and those that work from behind the scenes. This scholastic endeavor is a collaborative effort and would not exist without the collective voices that were willing to speak up and offer their wisdom to this work. I dedicate it to these leaders who have met unfathomable resistance and oppression for wanting equity, fighting for inclusion, and desiring to make systemic changes. This work is crucial, it has a lasting impact, and yet it can be thankless, stifling, and unappreciated, and it can undermine the passion and love for this profession and the field. The ugly truth is that the work is simultaneously turbulent and awe-inspiring. This research was initially designed in the hopes of answering the question of how we foster leaders, it has since gained another purpose, and that is to honor the leaders actively fighting for the rights many of us in the profession take for granted or unaware that our privileges came from another who laid the foundation and fought to gain a seat at the table. We see you, we appreciate you, and now we join you. Thank you for saving us a seat.

Acknowledgments

A year ago, I discovered that true leadership can be subtle and differ greatly from what we expect leadership to look like. I opened myself up to perceiving leadership as a process of challenging systems, advocating for others whose voices get lost, and persevering through adversity so their dependents, followers, students, or employees can thrive. I have begun to see leadership in my everyday roles and can even trace them back throughout my training, my education, and my upbringing. So, I'd like to acknowledge those models and educators.

First, my mother. I don't think you ever called yourself a leader, but that's what you are. You lead with heart, compassion, and nurturance. Whether it was at home, in business, or in the community, you demonstrated to me how to advocate for yourself, for the children you cared for, the families you served, and the business you grew. You were and continue to be a force to be reckoned with. I thank you for showing me the strength and influence a woman entrepreneur can amass when she is confident in her purpose and values and seeks justice within systems.

Teachers have unknowingly shaped me and continue to influence me whenever I stand up in front of a class. I have a piece of every educator who taught beyond the class content and modeled how to embrace knowledge and learning. Ms. Sharon "Shaul" White, you led by example every day and your leadership extended beyond the classroom. It was the institution of public education itself and that of societal exposure and exploration. You were my first experience with feminism and social justice. You sought to transform our limited perspectives and give us a chance to become a bit more worldly before we entered the world. I hold that transformative teaching method with me and have continued to integrate it.

Faculty members have mentored me and provided guidance in the trenches of graduate school, coursework, and extensive internships over the years. I'd like to thank Dr. Kirk Honda for holding space for me to catch my footing when I was knocked sideways in internship and stumbled; thanks for catching me! Dr. Jennifer Sampson, thank you for giving me the chance to enter the classroom and experience the thrill of teaching. To the late Jerry Saltzman, thank you for pushing me to explore my internalized oppression and meeting me with love and unconditional acceptance. I'd like to thank Dr. Colin Ward for inviting me to apply for the CES program and imparting your excitement in the process to me and our cohort.

To my wonderful committee: I want to thank you three for supporting me in this endeavor, reading this content, analyzing data, and offering feedback on a topic that is both incredibly personal and came at a hectic time for our community. You were willing to join me in space around a subject that at the time was filled with strife, I would have understood if you needed to pass, so I'm eternally grateful you stuck with me.

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Dr. Mariamee Gonzalez, you are a stable fixture in my mind of what it means to be a consistent, dedicated, and active educator. You were this for me when you taught me as a Master's student and you continued to foster our growth in this setting too! Over the past year or two, I've had the privilege of learning about leadership and I'd be lying if I said I had not been keeping my eye on you. I've sought to learn how you translate leadership rhetoric into action and policy as a model for how I might adapt my interests to action-based advocacy tailored to me. Thank you for your service to our program, our community, and the field.

Dr. Stephanie Thorson-Olesen. I could probably write an ode to you for all that you have done not only for me but our cohort and program. You came into our first class like a bright star (made of research of all things!) and completely turned my head upside down—but in the best of ways. I would not have applied for a research fellowship if it had not meant working with you. It would have been foolish to miss out on the opportunity to learn from you. You sparked my interest and I have since admired your service and how you let the research you do speak and advocate for students and the community. I will be forever grateful for your guidance, mentorship, and support not only as a doctoral student, researcher, and leader but also as a woman in higher education and as a wife and mother.

Gladys, Jennifer, Laura, Caitlin, Akimma, Dana, Lisa and Allison. You all made this process so much more than I could have ever hoped for. I left every class, every discussion, residency, and group project a better counselor, a stronger educator, and a better ally. I made mistakes, but you all pushed me to learn. I admire each and every one of you and the unique identities you brought into the space. I was and continue to be humbled to call you all my colleagues and will fondly reminisce about the laughs we shared, the tears we shed, the oppression you sought to dismantle, the questions you posed, and the systems we collectively challenged. We supported one another as life went on; we got married, we relocated, we traveled, we had babies, we grieved, we aged, we got licenses, we were promoted, we became grandparents, but most importantly, we grew.

To my husband Bruce, thank you for always supporting me, even when I suggested going back to school *again*. Thank you for hounding me to get my homework done, for cheering me on when I get to teach, and for inspiring my work in research! My sister Kelsey. Your obvious pride and joy in seeing me do what I love invigorates me. Thank you for being there for me and my growing family and for enabling me to travel to conferences, residencies, and classes. I could not have done all that I have without you both!

Lastly, to my sweet baby boy Grayson Scott. I knew the work split my attention sometimes, and I have had to wrestle with guilt since the day I went back to class, and you were two weeks old. I consoled myself with the fact that I was fighting for a life that would allow me more freedom and flexibility long-term and a life where I could be present and engaged. I wanted to show you that your mother could be both a mom and an educated professional, someone you could point to as a leader and a mom you'd be proud to call yours.

-Love Katie

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CHAPTER I: INTRODUCTION

Statement of the Problem

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires leadership knowledge and skills in preparing students to enter the profession. Yet, leadership is not typically reflected in master's level curricula and is minimally addressed in doctoral curricula (Barrio Minton & Wachter Morris, 2021; Paradise et al., 2010). Addressing this dimension of counselor preparation is critical for developing leadership identities and the advancement of the profession. National accreditation and widespread recognition have only been achieved for 40 years. A number of scholars have suggested that leadership training must be incorporated into counseling curricula (Barrio Minton & Wachter Morris, 2021; Paradise et al., 2010). However, the research is limited, reducing the breadth of what is known about activities or opportunities that promote leadership development. Any research that could provide data on leadership training programs to assess their support and effectiveness for leadership training, professional identity, professional community, and leadership development would be highly coveted.

How to Foster a Strong Leadership Identity

Understanding the parallels between professional identity and leadership identity development can provide a guide on how to promote both with counselors. It can influence counselor training, advisement, extracurricular experiences, supervision, and mentoring for counselors-in-training and professional counselors (Gibson, 2016). Peters et al. (2020) examined socially just and culturally responsive counseling leadership, and the results provide further support for the current literature on what influences participants to engage in counseling leadership, the role of ecological systems within counseling leadership, the different realms

counseling leadership, and importance of leadership intentionality. The results were unique in that participants described the motivation for socially just and culturally responsive counseling leadership in a more extensive, holistic, and intersectional way and not based on any singular event. It supports the developmental nature of counseling leadership and the interplay of inclusion and development. However, the limitations include a lack of inclusion. Future research could apply this model to teach or guide counseling and counseling psychology professionals toward socially just and culturally responsive counseling leadership (Peters et al., 2020).

Multicultural Leadership Identity Development

Doctoral students have shared that the development of cultural awareness grows and shifts while in their doctoral program and the role it plays in cultivating what is referred to as multicultural leadership, which will be further defined later. In Storlie et al. (2015), all but one participant confirmed their respective doctoral program could have enhanced multicultural leadership development and fell short of these hopes and expectations. While well-intended rhetoric was present, multicultural leadership was not clear or explicit, and it felt more of a tack-on rather than being embedded throughout the curriculum (Storlie et al., 2015). McKibben et al. (2017) performed a content analysis and noted articles on leadership solely focused on leader dynamics. They lacked cultural diversity in the leadership profiles, lacked counseling practitioners, and counselor educators and positional leaders were favored. They called for a need to highlight the understanding of leadership as a social dynamic and the need to consider culturally diverse groups of counselors, particularly given that some of the emergent themes were strongly associated with culturally diverse leaders (McKibben et al., 2017). The more recent literature seems to solidify the narrative that cultural humility and understanding are

necessary for the formation of leadership development but are still not integrated in an intentional way. The implications of a study (Peters & Vereen, 2020) further corroborated the idea that counseling leaders and associations would benefit from exploring the unique cultural differences that directly influence leadership (Brubaker et al., 2011).

Studies examining leadership development appear to hold similar weaknesses when it comes to assessing multicultural needs. Diversity of participants, such as race and ethnicity (Meany-Walen et al., 2013; DeDiego et al., 2022), organizational (Storlie et al., 2015), education levels (Peters & Vereen, 2020), and experiences (e.g., CSI; Wahesh et al., 2018) provide a basis for needed research that broadens our understanding on leadership through other methodological approaches (majority is thematic analysis, phenomenological, and content analyses). Quantitative exploration of different leadership variables may achieve a broader understanding of how counseling programs are infusing multicultural leadership development (Storlie et al., 2015). Quantitative methods may also assess the types of leadership efforts to expand the range of potential responses and more fully capture the nature of leadership development (Wahesh et al., 2018).

Theoretical or Conceptual Framework

Learning Theory

Assuming everyone learns the same is a simplistic and misguided notion. It disregards unique experiences and the neurodiversity of human understanding. For educators and students, understanding how (a theory) learning works promotes effort and insight into creating classrooms where all learners can thrive. One theory in particular is transformative learning (Mezirow, 1991), which focuses on the idea that learners can adjust their thinking based on new information. It is particularly useful in adult and young adult education. Adult students use

important teaching and learning opportunities connected to past experiences and can transform former ways of thinking and shift perspectives to grasp new concepts and ideas. This learning theory will be the theoretical framework when examining the educational and curriculum design and needs for leadership development. Its framework easily accommodates the needs of adult learners and the existing literature shows that leadership and its skillset are often embedded in former experiences (Lockhard et al., 2014; Peters & Vereen, 2020). It is also a useful framework for shifting inherent perspectives such as multicultural understanding, which is crucial for this study given the perceived need to address how graduate programs cultivate multicultural leadership (Storlie et al., 2015). Multicultural leadership is not clear or explicit and is perceived to be more of a tack-on subject rather than being embedded throughout the curriculum.

Leadership Theory

Connecting the transformative nature of learning with transformational leadership (Burns, 1978) makes pedagogical sense. Transformative leadership is a leadership approach that fosters change in individuals and social systems. It enhances the motivation, morale, and performance of followers through mechanisms such as connecting followers' identity and self to the collective identity of an organization. Leaders are role models for followers, inspiring and challenging them to take greater ownership of work. Leaders understand strengths and weaknesses of the collective and align members with tasks that optimize performance. While this concept was initially used to describe political leaders, it is a term applied in organizational psychology as well. Similar to transformative learning (Mezirow, 1991), transformative leadership seeks to change systems through connecting followers in different ways to their perspective roles, self, groups, and the collective.

Statement of Purpose

The purpose of this study is to contribute Delphi mixed-method research on multicultural leadership development practices in counselor education. Professionals in the field of leadership whose collective experiences elevate expertise on leadership development, multicultural learning, and counselor education were invited to participate in online surveys to obtain consensus on how these concepts can be integrated for best practices and future recommendations for curriculum development.

Research Questions

1. What are the best practices in teaching and/or fostering multicultural leadership identity development?
2. What are recommendations for integrating CACREP leadership-related learning objectives into the doctoral curriculum?

Significance of the Study

The counseling profession is experiencing rapid growth, intensifying the need for a unified professional identity, a stronger voice in the community, consistent training and licensure standards, and professional advocacy efforts (Farrell & Barrio Minton, 2019). It is leadership and advocacy that empowers the counseling community (Hartwig Moorhead et al., 2023; McKibben et al., 2017) and is essential for the longevity of the profession (Dixon & Dew, 2012).

Leadership development, such as theoretical orientations and skill development at the organizational or legislative levels, are all outlined in graduate standards. However, they are often not embedded effectively. For example, CACREP-accredited doctoral programs are designed to “equip students to assume positions of leadership in the profession and/or their

areas(s) of specialization” (CACREP, 2016, p. 28). To date, the scholarly literature regarding legislative professional advocacy to improve or change policies that impact the counseling profession, clients, and counselors’ ability to practice is scarce (Lewis et al., 2003). Most existing resources only serve as conceptual guides for action. Educators are considered positive agents of change, especially within multicultural education, where there is an emphasis on infusing multicultural training and encouraging students to be leaders in the field (Storlie et al., 2015). However, while programs may be discussing multicultural issues at the general level, there is a gap in how to teach and apply multicultural leadership regarding counselors’ professional identity development. Hartwig Moorhead et al. (2023) reflect on the history of advocacy of the counseling profession, the significance of the contemporary licensure laws and licensure portability (e.g., Counseling Compact), and how the profession needs to continue to fortify its identity so as not to lose hard-won privileges. It is a CACREP (2016) standard that leadership development be addressed within a multicultural context. However, the literature to date focuses more on professional identity development (Gibson, 2016; Luke & Goodrich, 2010), counselor leadership development (Meany-Walen et al., 2013; Paradise et al., 2010), practices through Chi Sigma Iota Chapters (Luke & Goodrich, 2010; Peters et al., 2018; Wahesh et al., 2018), and qualitative data of current leader experiences (DeDiego et al., 2022; Lockard et al., 2014; Meany-Walen et al., 2013; Peters et al., 2020; Peters & Vereen, 2020).

Definition of Terms and Operationalized Constructs

Professional counselor identity is the distinction of counselors whose unique wellness philosophical orientation “empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals” (Kaplan et al., 2014, p. 368). Professional identity development integrates the counselor's view of personal self and attributes to their

professional training within a specific professional context (Nugent & Jones, 2008). This process cycles through the training and careers of counselors (Gibson et al., 2010), representing a transformational process of the holistic identity of an individual, including the professional and personal aspects of the individual's life.

Leadership refers to behaviors that depart from routine (Snook et al., 2010) and create new learning and innovation that can influence social systems by motivating others to act and/or become change agents. Leadership within the counseling profession has been described as the act of leading and mentoring others throughout their careers to develop future leaders within the field of counseling (Black & Magnuson, 2005).

Leadership identity includes a transition from an individual's current identity, finding dissatisfaction with the expectations for self, organization, and/or profession (Kets de Vries, 2006). This prompts a process of integrating new ways of thinking with new ways of doing, beginning to relinquish the old "self", and become less committed to their old norms and reference groups (interpersonal). An individual's perception of their possible selves (intrapersonal) is critical to transitions or transforming identity into a *leader* (Snook et al., 2010).

Multicultural leadership in counseling involves professional counselors simultaneously leading while recognizing their privilege, roles, and abilities to serve all individuals and groups from a variety of diverse backgrounds in a competent, ethical, and just fashion (Chang et al., 2011; Fukuyama, 1990; Storlie et al., 2015). To further elaborate, noted Latina psychologist Dr. Patricia Arredondo (2008) offered her perspective on how multicultural competency relates to professional leadership. She described a leader to possess:

A multidimensional capacity ... having knowledge about the worldview of others with a

philosophy and practice of fairness, justice, and advocacy on the behalf of individuals who cannot speak for themselves or otherwise are oppressed. (p. 15)

Counselor educators are educators who have obtained a PhD in Counselor Education and Supervision (CES). CES programs are designed to prepare graduates for careers in higher education as counselor educators. With this doctoral degree, graduates can teach in a college graduate counseling program as a university faculty member. Additionally, they receive training in clinical supervision, research and program development, and leadership and advocacy.

Assumptions and Limitations

This research is assumed to help understand current leadership development practices. In addition, it aims to identify recommendations that programs could utilize to enhance the curriculum. A limitation is working within the confines of current practice, which may not extend to multicultural competence. However, more could be learned about multiculturally competent leadership practices.

CHAPTER II: LITERATURE REVIEW

Introduction to the Literature Review

This chapter reviews findings from recent literature on what is missing from counseling trainee and current leader graduate experience. There appears to be a growing concern that leadership training and preparation is lacking within the field of counseling (DeDiego et al., 2022; Lockard et al., 2014; Myers & Sweeney, 2004) and potentially missing the mark with women- identified students and professionals. Exploration of how programs currently attempt to foster counselor leadership is examined, the role Chi Sigma Iota (CSI) plays in pedagogical approaches, and research on professional identity development. Finally, this chapter illuminates the critical need for leadership training to account for multicultural leadership and its lack of presence in the literature and current curricula (Storlie et al., 2015). Keyword searches include leadership development, leadership identity, counseling leadership identity, and multicultural leadership in counseling.

Theoretical Orientation Transformational Learning Theory

Transformational Learning theory (Mezirow, 1991) is an adult model of learning that provides a theoretical lens to inform the pedagogy of counselor educators seeking to invoke the principles and core conditions (e.g., empathy, congruency, and unconditional positive regard) espoused by Carl Rogers (1980). Mezirow believed that adults learn best when their frames of reference are challenged. A frame of reference refers to the habits of a learner's mind (ways of thinking, feeling) and individual points of view, values, and beliefs. Once frames of reference are challenged, transformational learning can occur through problem-solving or discussion and the critical reflection of the worldview that leads to the previous habits of the mind and points of view. It is best described as a comprehensive and complex understanding of how learners

construct, validate, and reconstruct the meaning of their experiences (Cranton, 2006).

Transformational teaching is one creative teaching strategy and is fundamentally rooted in transformational learning theory. It was first examined by Rosebrough and Leverett (2011), who defined it as an “act of teaching designed to change the learner academically, socially and spiritually” (p. 16). A teacher sets the stage for transformational teaching by serving as a role model who is willing to also learn and be transformed by the relationships that develop in the classroom (Cranton, 2006).

As part of the research design, a theoretical orientation is needed to ground the research so we may interpret the results in a meaningful and relevant way. Transformational learning theory is one of two guiding orientations used in this study. Therefore, it is important to see how transformational learning theory has already been used across disciplines in terms of adult learning.

Transformational learning theory and creativity may go hand in hand. Fazio-Griffith and Ballard (2016) designed an experiential activity that addresses each of the six transformational learning theory standards for the CACREP (2016) standard labeled *Helping Relationships*. The six core methods of transformational teaching are grounded in transformational learning theory (Slavich & Zimbardo, 2012). They are establishing a shared vision for the course, providing modeling and mastery experiences, intellectually challenging and encouraging students, personalizing attention and feedback, creating experiential lessons that transcend the boundaries of the classroom, and promoting ample opportunities for prefection and reflection. Effectiveness was not examined in the study. However, findings suggest that the transformational learning theory model and transformation teaching strategies can be effectively embedded to teach core standards as outlined by CACREP.

Three interdisciplinary short-term study abroad programs in Australia, New Zealand, and Fiji used transformational leadership theory as a guiding paradigm to develop global citizenship and sustainability (Bell et al., 2016). This study examined the experiences of 150 university students whose study abroad curriculums were highly structured and experiential. Themes included new socio-cultural understandings, new connections with the natural world, economic considerations, and making changes. The findings provide insights into various ways students from the U.S. need programs that are experiential, involve critical reflection, and have the potential to shift student worldviews (Bell et al., 2016).

The United Kingdom's Outward Bound is the first Women's Outdoor Leadership course, and its purpose is to address the gender imbalance in organizational leadership and the broader outdoor sector. O'Brien and Allin (2022) did a qualitative study examining the changes experienced by women who participated in the course, what contributed to changes, and the significance of the female environment. Using transformational leadership theory as the framework, the data that stood out as transformational was the increased confidence to participate in learning-enhancing behaviors. For example, several women described how they would now proactively put themselves in situations that were likely to enhance learning but may feel uncomfortable due to being at the edges of current perceived or actual capability. Hence, there was some evidence of passing through transformational learning stages, from building confidence in new ways to planning courses of action and experimenting with new leadership or learning roles (Mezirow, 2000). While more research is needed to understand the sustainability and impact of change, the findings can be used to inform an explicit theory of change for further women's leadership development (O'Brien & Allin, 2022).

Namaganda (2022) used a case study approach to explore librarians' experiences of learning pedagogical skills. This professional development course used a transformational learning model to equip librarians with the knowledge, skills, and attitudes to deliver learner-centered training. This model included opportunities for librarians to collaborate with their colleagues, share experiences, and reflect on their instructional practices. The findings show that participants changed their attitudes toward teaching and learning, became confident, and improved instructional practices. The findings suggest that meaningful adult learning experiences can potentially transform librarians' professional practice and, if adequately supported by management, be an effective continuing professional development model (Namaganda, 2022).

Transformational Leadership

Transformational leadership (Burns, 1978) is a theory that embraces the need for advocacy and systemic change. Although it is being used more widely in nonprofit agencies and elsewhere, it was developed and originally introduced as an educational leadership theory that focuses on creating socially just learning environments and promoting what Paulo Freire coined, *conscientization*, on the part of students about global injustice. Selecting an appropriate approach and definition for education is often complicated and sometimes overwhelming. Advocating for leadership that is useful in education includes instructional leadership (Hallinger & Murphy, 1985), servant leadership (Greenleaf & Spears, 1998), distributive leadership (Spillane et al., 2001), transformational leadership (Bass, 1995), or democratic leadership (Møller, 2010), all of which emphasize specific aspects of what good (efficient and moral) leaders might do. Moreover, these popular leadership theories emphasize processes that are collaborative and democratic. However, each of these theories lacks a recognition of the increasingly diverse and

challenging context in which educators work and of how the material realities of students outside of school impinge on the ability to be successful and on the school's ability to successfully educate all students (Shields et al., 2017).

The concept of *transforming leadership* was initially introduced by James Burns (1978) to describe leaders who have the ability to boost their followers' morale, motivation, and morals. Transformational leadership is still a hot topic that has attracted significant interest from scholars and practitioners in the field of modern human resource management and organizational behavior (Bui et al., 2017; Lei et al., 2019; Zuraik & Kelly, 2019). Transformational leadership is perceived as one of the most effective leadership styles that bring key outcomes to organizations, such as knowledge capital, human capital, and innovation performance (Le & Lei, 2020). Bernard Bass (1995, 1998) later helped to further define transformational leadership and developed the *Multifactor Leadership Questionnaire* with Bruce Avolio, which has become the most used research tool for transformational leadership studies (Avolio et al., 1993).

Transformational Leadership in Schools

To understand burnout in teachers, Tian and colleagues studied 14 primary schools and surveyed 990 teachers in Beijing China (2022). The questionnaire was geared towards the school principals who utilized a transformational leadership style as the external environmental factor predicted to be related to teacher burnout. Results showed that the principal's transformational leadership style positively predicts the internal social-emotional competence of the teacher, which positively predicts the external student-teacher relationship.

Transformational leadership can go some way to alleviating burnout because it pays attention to and understands the needs of each subordinate and then elevates those needs to a higher level of pursuit through a sense of inspiration and making employees aware of the

significance of their assigned tasks (Bass, 1995). Lastly, transformational leadership may also be effective in strengthening the social-emotional competence of teachers and their student-teacher relationships (Tian et al., 2022).

School Counseling, like Clinical Mental Health Counseling, has a history that distinguishes it from the other “counseling” fields and a unique identity aimed at supporting school communities and their diverse student body (Dollarhide et al., 2008). Strear et al. (2018) conducted a study exploring transformational leadership professional development for school counselors in a large urban school district (86.9% non-White) using a descriptive, intrinsic case study method (Creswell & Poth, 2018). They were prompted to seek answers regarding how school counselor leadership skills could be maintained over time, given transformational leadership tended to decrease the longer school counselors were working (Lowe et al., 2018). So Strear et al. (2018) implemented a program for the district’s school counselors and administrators to attend. The overarching question was, how does an equity-focused, leadership professional development program affect school counselors striving to implement a comprehensive school counseling program? The findings support transformational leadership training and its impact on increasing school counselor sense of agency and confidence in engaging educational stakeholders in dialogues about inequities in schools (Strear et al., 2018).

Transformational Leadership in Organizational Settings

Organizational impact has been a common source of data when it comes to understanding the effectiveness of transformational leadership. Lei et al. (2020) investigated the effects of transformational leadership on service and manufacturing firms in Vietnam. They were specifically interested in how it facilitated innovation and mediated psychological capital (i.e., self-efficacy and optimism). Questionnaires were collected from 330 participants from 90 firms.

Findings revealed that self-efficacy and optimism significantly mediate the relationship between transformational leadership and innovation capabilities. The findings highlight how transformational leadership is an ideal leadership style, for it nurtures and fosters both employees' positive psychological sources and firms' innovation capability (Lei et al., 2020).

Review of Research Literature and Synthesis of the Research Findings

Standards set by CACREP, which require leadership development (2016), are not well represented in master's-level and doctoral curricula (Chang et al., 2011). Scholars have suggested that leadership training must also be incorporated into counseling curricula (Barrio Minton & Wachter Morris, 2021; Paradise et al., 2010).

Lack of Counseling Leadership Training and Preparation

The inherent leadership qualities and leader behavior have been neglected throughout the relatively short history of counseling. While many in the field attain various leadership positions, little attention has been paid to training for leadership (Paradise et al., 2010). Many leaders are ill-prepared for the roles they assume; the primary approach to training for positions of authority is on-the-job training. Basically, trial and error are not the best method to develop leadership. CACREP requires leadership knowledge and skills in preparing students to enter the profession, yet leadership is not typically reflected in master's level curricula and minimally addressed in doctoral curricula (Barrio Minton & Wachter Morris, 2021; Paradise et al., 2010).

The lack of preparation for counselors in leadership spans from its formation to the present, but research began to highlight the gap with Myers and Sweeney (2004), whose study was to survey leaders of counseling professions to determine perceptions of advocacy needs. The guiding questions were what advocacy efforts were taken on behalf of counselors, current advocacy needs of counselors, primary impediments to effective advocacy, and primary methods

that offer success in advocacy for counselors. The method was a survey instrument designed in collaboration with CSI and American Counseling Association (ACA). Participants were recruited through mailing lists ACA provided who held positions in the governing council, state branch leaders, division presidents, ACA past presidents, executive directors, and board chairs of CACREP, Council on Rehabilitation Education (CORE), National Board for Certified Counselors (NBCC), and the Commission on Rehabilitation Counselor Certification (CRCC), to name a few. The sample consisted of 71 completed responses, with an average number of years in the profession around 21 years. Results showed that about half of the professional organizations represented by participants had statements related to advocacy activities. Ninety- six percent of the respondents considered advocacy to be a moderately or primary professional activity. Advocacy efforts appear to be primarily focused on regulations, laws, and licensure concerns. Eighty-one percent reported advocacy efforts engaged in to be successful, that success of advocacy efforts may reflect the energy, commitment, and expertise of the volunteers. Current issues point to the public image of counseling, and the public needs to gain awareness of who professional counselors are and the services they provide (Myers & Sweeney, 2004). This study highlights that advocacy is a crucial factor and responsibility for counselors, so its focus in training settings needs to be assessed.

Protivnak and Foss (2009) conducted a qualitative study to explore the themes that counselor education doctoral students perceive as influencing their experience. A sample of 141 doctoral students were recruited via email through personal and professional affiliations, mainly the Association of Counselor Education and Supervision (ACES). Their thematic analysis revealed five themes: department culture, mentoring, academics, support systems, and personal issues. Many students discussed their department culture as an important factor in successfully

completing doctoral studies. Additionally, mentoring was helpful in promoting growth and development. Limitations include the lack of depth within the research design, given the high sample size, details of experiences were not examined. Other limitations include sampling methods, selection bias, and language used in the open-ended questions, which may have influenced responses more negatively. Future research could include more in-depth experiences or the evaluation of specific attrition rates and completion times in CES programs (Protivnak & Foss, 2009). The study lends an argument that environment (academic, department. culture, mentoring) is important for cultivating various experiences and if leadership is a priority, to adjust it as such. Environment aside, student experiences are the next vital piece to examine. One study examined counselor education doctoral student perceptions of leadership training, education, and development (Lockard et al., 2014). The population consisted of doctoral students in CACREP-accredited programs across the U.S., with a final sample of 228 doctoral students from 27 states. The method involved a descriptive and statistical analysis cohort study using stratified sampling. Using a Likert scale of agreement, participants were asked to indicate which, if any, of the listed experiences were important influences in developing leadership skills and abilities. Results showed that the majority of students believed that they received adequate training and education in the six domains of leadership in counselor education. Less than half reported they thought they were not well prepared to be leaders or lead and manage an organization. Findings also show that the respondents believe more can and should be done to increase professional leadership education. Only 31% indicated leadership-oriented classes were important influences in skill development. Perhaps indicating that a majority of leadership experiences are being acquired outside a formal classroom setting or that formal instruction

could be improved upon. Both possibilities reinforce the need for non-traditional academic opportunities to don leadership roles. Limitations included a sample of convenience and thus lack of generalizability of the data, it was also sampling from a group of professionals who sought membership with a professional organization (e.g., ACA), potentially weighting responses favorably towards a predisposition for leadership. Future research could compare students' perceptions of leadership and the actual implementation of skills when they graduate and take their first jobs. Determining if students who believe they have good leadership skills demonstrate those skills upon graduation, and whether perception matters when demonstrating actual skill (Lockard et al., 2014).

A more recent study explored the leadership experience of CES students, particularly students in professional counseling education Leadership Development Programs (DeDiego et al., 2022). Leadership development programs are defined as formal leadership development experiences facilitated by professional counseling organizations. The sample, derived from snowball sampling procedures through listservs and included 24 participants, all of whom were doctoral students enrolled in a CACREP-accredited CES program who have participated in leadership development programs within a professional counseling organization (e.g., emerging leader program, leadership fellowship) as a student. Using basic interpretive qualitative methodology and semi-structured interviews, the study asked participants: What are the benefits, challenges, and perceptions experienced by doctoral students participating in counseling leadership development programs? The resulting themes: pursuing leadership, emerging leaders, and the idealized leader. Three-quarters of participants highlighted that it was support and influence within their program and an overall program culture that motivated them to apply for

leadership development programs, including accessing and applying to them. However, participants had mixed reviews about leadership development programs. While there was a sense of emerging onto the scene and the ability to serve on committees, the level of clarity, structure, and direction in some leadership development programs was lacking, confusing participants as to what their roles were. Finally, there was an ambiguity in how doctoral students described counseling leaders. Due to the of the lack of organizational clarity around leadership, participants in this study (DeDiego et al., 2022) seemed to conceptualize leadership as one individual who must embody or internalize every aspect of leadership. The pressure to internalize characteristics from all prominent leaders fostered the idea that leadership is overwhelming or that students may not be worthy of leadership roles, which could further limit the desire and ability to pursue positions in the future. Some limitations include sampling bias. Authors recruited potential participants rather than offering it widely, which resulted in a sample predominantly identified as female, White, and from the southern region of ACES. While precautions were taken to protect identity, participants may have been reluctant to disclose negative experiences for fear of repercussions in their careers. The study was exploratory in nature and should be digested as such. Further research could examine how doctoral programs incorporate CACREP leadership-related learning outcomes and how professional organizations incorporate leadership development into programming. Lastly, research about the outcomes of leadership development programs, such as program evaluations, could explore implementing effective leadership development strategies to create a best practices or model program (DeDiego et al., 2022).

Women Leaders

Despite women constituting the majority of psychology graduates, representation in leadership lags behind that of men (Gregor & O'Brien, 2015). For women with other marginalized identities, this discrepancy is even greater. The leadership of the Society of Counseling Psychology fares somewhat better but still falls short. Research points to several reasons women may quell their leadership aspirations: stereotype threats (Davies et al., 2005) and limited socialization into leadership roles (Barling & Weatherhead, 2016). Little has been published about counseling psychology student leaders in general (Paradise et al., 2010). Gregor and O'Brien (2015) found that leadership aspirations of woman identified clinical and counseling psychology doctoral students indicated that woman identified student leadership aspirations change over the course of training, decreasing from year one to three. Woman identified students who endorsed a high leader's identity, career silence, and achievement motivation were more likely than other participants to maintain high leadership aspirations throughout their training.

Women of color and women from lower socio-economic status (SES) experience sexism and gender socialization, as well as racism, classism, and stereotypes of leadership rooted in masculine, middle to upper-class Eurocentric Whiteness (Barling & Weatherhead, 2016). Research found that social class and CES have garnered limited attention but argued given the cumulative effects of poverty, women who have experienced poverty are at a disadvantage for leadership emergence. This could be due to receiving less support and encouragement for the development of personal mastery and lower access to high-quality education, highlighting the complexity of intersecting identities and the effect of SES on leadership emergence. Dominique's (2015) qualitative study of Black female student leaders at primarily White institutions identified

stereotyping, microaggressions, racialized and gendered self-presentation expectations, and silencing as barriers participants had to overcome in the leadership development processes.

Bridge Leadership is a Black feminist framework that recognizes the unique contributions of Black women leaders in bridge-building across racial, gender, and class lines to improve outcomes for students, organizations, and society (Horsford, 2012). This framework originates in Black women's leadership efforts during Reconstruction and has since been linked to educational leadership and scholarship (Horsford & Tillman, 2012). Bridge leadership suggests that race, class, and gender-based challenges may "uniquely equip Black women for specific leadership challenges, contexts, and circumstances" (Horsford, 2012, p. 13).

Hargons et al. (2017) suggest that Bridge leadership could be applied to marginalized women in general and that student identity and social location "uniquely equip" diverse students for organizational leadership, given students are often catalysts for action, especially in social justice (Singh et al., 2010). Hargons's collaborative autoethnography study offered a strengths-based perspective on why and how four diverse woman identified counseling psychology students pursued and were involved in leadership (Hargons et al., 2017). Questions of inquiry were describing the journey of leadership, why leadership was an important endeavor given the already busy context of student life, and how the participants' identity as counseling psychologists-in-training influenced the way they approached leadership. Results highlighted the interplay of leadership attributes, availability of opportunities, and receipt of mentoring in supporting authors' leadership emergence and their development as bridge leaders. While all encountered setbacks, success was achieved through supportive mentors, connections, and

community building in which participants remained involved. Findings also suggest that formal and informal opportunities aided development and strengthened leadership abilities.

Lastly, a theme of inclusion and multiculturalism and the subtheme of fostering connection demonstrated that even among the two non-Black participants, all authors initially saw their mentors bridge to them and subsequently began to bridge between diverse students, professionals, and communities. Limitations include a lack of analysis of privileged identities. All authors identified as cis-women, abled-bodies, and heterosexual, thus limiting the generalizability to communities with marginalized and intersecting identities. Future research on student leadership would benefit from a broader sample of both active student leaders and students with leadership potential or interests (Hargons et al., 2017).

Chi Sigma Iota

Professional organizations, such as the American Counseling Association, the Association for Counselor Education and Supervision, and Chi Sigma Iota (CSI) International (CSI, 2024), have training programs or learning institutes that promote leadership development within the profession. CSI is an international honor society for students, professional counselors, and counselor educators and is an available setting for counselor-trainees to develop and practice their leadership skills. Established in 1985 to enhance excellence in the profession of counseling, over 350 CSI chapters have been chartered in counselor education programs internationally. As the third-largest counseling organization in the world (Gibson, 2015), CSI and its chapters represent an active body of student and professional members who are engaged in numerous counselor community engagement activities, ranging from fundraising to sustained outreach efforts with community partners.

CSI chapters provide the initial professional leadership opportunities for many counselors-in-training, forming the foundation of leadership development for those entering the profession upon graduation. Therefore, examining the experiences of CSI chapter presidents can provide greater insight into how professional counselors develop as leaders. Although early career experiences have been found to play an important role in future involvement in leadership roles (Gibson et al., 2010; Meany-Walen et al., 2013), the types of leadership principles and practices used during these formative experiences are unknown.

Another major contribution CSI has made to leadership development in the counseling profession is the *Principles and Practices of Leadership Excellence* (CSI Academy of Leaders for Excellence, 1999) which serves as the primary text and vanguard for leadership within the counseling profession at large (Chang et al., 2011). The *Principles and Practices of Leadership Excellence* is a statement of leadership ethics developed by the CSI Academy of Leaders for Excellence, a group of national and international leaders. The ten principles include (a) philosophy of leadership, (b) commitment to mission, (c) preservation of history, (d) vision of the future, (e) long-range perspective, (f) preservation of resources, (g) respect for membership, (h) mentoring, encouragement, and empowerment, (i) recognition of others, and (j) feedback and self-reflection (Chang et al., 2011). More research is being done on exploring how CSI plays a role in its members' emerging as counseling leaders. Given its role in many counselor programs, it's crucial to understand how training and development take place.

A qualitative study using grounded theory aimed to explore the experience of CSI chapter leadership and professional identity development of early career counselors (Luke & Goodrich, 2010). The sample consisted of 15 counselors who graduated from a CACREP program, served as a CSI chapter leader, and were employed as a counselor for at least two years. The method

used grounded theory and an original 38-question semi-structured interview protocol. The results showed CSI leadership was connected to the development of their professional identity, including current involvement in a wide variety of professional associations and organizations at the regional and international levels. These findings highlight the potential for using CSI chapter involvement as a pedagogical tool. One way to consider intentionally using CSI would be to situate chapters more centrally within the curriculum to increase both faculty member involvement and student engagement around professional counseling issues, including advocacy, leadership, and professional identity (Myers & Sweeney, 2004). Limitations to consider include interpretation of findings and researcher bias. Additional research could explore the perspectives of former chapter leaders having more than ten years of experience as professional counselors or counselor educators, expanding the understanding of professional identity development in later career professionals (Luke & Goodrich, 2010).

Wahesh and Myers (2014) attempted to bridge what CSI chapters were doing with the *Principles and Practices of Leadership Excellence* (CSI Academy of Leaders for Excellence, 1999). The study assessed CSI chapter presidents both in relation to the Principles and Practices of Leadership Excellence and in terms of their participation in leadership training and service (Wahesh & Myers, 2014). The sample consisted of 50 CSI chapter presidents who completed the *Principles and Practices of Leadership Excellence Survey*, an instrument measuring self-reported competence, experience, and perceived importance. Descriptive statistics were computed and dependent samples *t*-tests were used to determine the Principles and Practices of Leadership Excellence that were ranked the most and least important. Results showed that most (90%) participants reported serving in a leadership role in addition to acting as a CSI chapter leader, most commonly in school or professional organizations, which is consistent with the

literature (Meany-Walen et al., 2013). Fewer participants reported engaging in formal leadership training outside of the counseling curriculum. Only 30% attended formal leadership training facilitated by their CSI chapter. And only 30% attended training by their counselor education program, potentially indicating that participants still needed to receive training through a stand-alone leadership course. Participants reported using Principles and Practices of Leadership Excellence *very often* when serving in leadership roles, aligning with previous research (Luke & Goodrich, 2010). The most important Principles and Practices of Leadership Excellence participants indicated was the Philosophy of Leadership (Principle 1), likely due to the closely aligned values inherent in the counseling profession. Limitations include the scope of participants and the nature of analyses. The implications of the study and for CSI and its chapters and future research include identifying both the nature of leadership experiences in CSI chapters and how competence is developed and enhanced. The extent of which CSI opportunities are used and how leadership materials and training are infused at the chapter level remains largely unknown and likely inconsistent across chapters (Wahesh & Myers, 2014).

A specific activity to examine across CSI chapters is counselor community engagement. Storlie et al. (2016) studied whether the counselor community engagement framework aligns with current CSI chapter practices and what subthemes can better illuminate these chapter practices. The method included a direct content analysis and used a deductive approach with the framework of the *10 Key Considerations* (see Appendix A; CSI, 2015). A sample of 247 CSI chapters were thoroughly examined, 56 chapters reported no counselor community engagement and provided no comments in their annual report. Results show that the existing counselor community engagement framework does align with chapter practices, and no new major categories emerged through the direct content analysis. CSI members are indeed responding to

the needs of marginalized populations while supporting wellness and dignity, hallmarks of counselor community engagement (Brubaker & Goodman, 2012; Fulton & Shannonhouse, 2014). Additional subthemes that illuminate chapter practices include the key consideration of working together and the rich details about partnerships between chapters and community organizations, the cornerstone of counselor advocacy (Myers & Sweeney, 2004). Issue areas included advocacy with regard to health disparities and the needs of those living in poverty. However, despite the interest in issues related to economic disadvantage, few chapters specifically focused on social justice issues related to oppression and discrimination but more often involved animal rights, community cleanup, and other forms of counselor community engagement indirectly associated with community wellness and mental health. Implications for chapter practices and counselor training offer strategies to incorporate counselor community engagement into the course curriculum as service-learning activities (CACREP, 2016, Section 2.F.8.). Chapters that collaborate well with their programs, such as utilizing doctoral students as mentors and instructors, may enrich counselor training while strengthening their outreach efforts. Limitations include the CSI chapter annual reports, as they were not originally designed to explore counselor community engagement activities and are often not filled out extensively. Additionally, CSI chapters could participate in multiple counselor community engagement activities, and thus, data may have been counted multiple times. Future quantitative research can examine the differences between large and small chapters, with or without doctoral programs, and geographical differences (Storlie et al., 2016).

Given that the research seems to point at CSI as an effective tool for advocacy and community engagement, research has since been done to investigate the ways in which CSI chapters promote leadership skill-building efforts (Wahesh et al., 2018). A sample of

convenience of 136 (out of 288) CSI chapters from the 2015–2016 Annual Reports was used in a content analysis of the chapters' responses to the Annual Report item: *Please identify how student leadership skills building was promoted in your chapter this past year*. Categories were created and defined based on available resources on counselor leadership, including Principles and Practices of Leadership Excellence and other research on CSI chapter leaders. A five-person research team collaborated on a codebook with seven categories representing different approaches to promote leadership skill development. Results show that the key avenue for gaining leadership experience was planning events. The second finding was the chapter's use of leadership positions such as officer or committee chair as a means for leadership development. It corroborates with Luke and Goodrich (2010) that early career experiences such as CSI involvement at the chapter and international level play an important role in motivating future leadership involvement. Although a leadership-building effort, relying on participation in such training through organizations alone is likely insufficient. Limitations include data for one open-ended question, potentially reducing the breadth of activities or opportunities chapters provide to promote leadership development. Not all chapters submitted a report, thus limiting the information on chapters that did not respond. The results are influenced by the group of individuals who make up the team of content analyses and results may vary. Future research could consider quantitative methods of assessing the types of leadership skill-building efforts to expand the range of potential responses and more fully capture the nature of leadership development among CSI chapters. Assessment of leadership development activities may be more representative of the phenomenon with a survey that is distributed to all CSI chapter members (Wahesh et al., 2018).

Lack of Social Justice

Leadership opportunities, supported by counseling faculty and available through counselor preparation programs and counseling associations, can provide a generative environment to nurture future counseling leaders (Meany-Walen et al., 2013). However, it is possible that structured activities targeted to enhance leadership development may be absent in many counselor education programs, particularly those that are not accredited. Counselor development has been studied in terms of cognitive development (Choate & Granello, 2006), professional identity development (Gibson et al., 2010), and through the lens of supervision (Eriksen, 2008) and multiculturalism (Hays, 2008).

Storlie et al. (2014a) once again looked at CSI chapters and engagement in social justice activities that promote leadership development in counselors-in-training. A total of ten CSI chapters had been awarded “Outstanding Chapter” within the last five years and were identified as the population of interest. Five-chapter leaders agreed to participate in this phenomenological study. The resulting five themes were: (a) social justice is more than service, (b) social justice leadership is developmental, (c) culture impacts social justice leadership development, (d) social justice leadership is intentional and reflective, and (e) leadership development includes unexpected demands. Chapter leader participants identified that volunteering and participating in service activities within their CSI chapter did not always fit the true meaning of engaging in social justice. Results are consistent with the findings of Meany-Walen et al. (2013), which found that participants ranked “desire to make a contribution” as one of the top three factors in their leadership (p. 209). Best practices in social justice counseling are yet to be developed (Ratts, 2009), in addition to methods, activities, and experiences that may enhance leadership development among counselors-in-training. While CACREP (2016) requires specific training in

areas pertaining to leadership development, findings from these chapter leaders suggest that there is a desire to see more active engagement in social justice activities to promote leadership development within counselor preparation programming. Limitations in this study include a lack of diversity in the CL sample, only “Outstanding Chapter,” and the authors cannot assume leadership development is occurring within said chapters. Future research should consider quantitative methods on different leadership variables that may also achieve a broader understanding of how counseling programs infuse social justice and leadership development within the curriculum (Storlie et al., 2014a).

The second part of the findings from Storlie et al. (2014b) looked at chapter faculty advisors and their unique perspectives compared to chapter leaders. Themes include (a) “The Big Picture,” participants’ counselor identity, social justice, and purpose of CSI within the larger context of the counseling profession, (b) chapter faculty advisor individual culture and identity, leadership style, role, and function were all interconnected, (c) invisible leadership, (d) visible leadership, and (e) chapter culture influenced by membership of the chapter. According to chapter faculty advisors, engagement in CSI helped solidify a strong counselor professional identity among members facilitated a sense of advocacy, service, and social justice within the counseling profession. Additionally, chapter faculty advisors may need specific, concrete ideas of how to intentionally plan for the social justice leadership development of their chapter members and to purposefully ensure that social justice is a central focus of their chapter activities and attitudes of their chapter members (Storlie et al., 2014b).

Fostering Counselor Leadership

Understanding the parallels between professional identity and leadership identity development can provide a guide on how to promote both with counselors. It can influence

counselor training, advisement, extra-curricular experiences, supervision, and mentoring for counselors-in-training and professional counselors. Both are developmental processes (Gibson et al., 2010). Both rely on experts, experienced guides, supervisors, teachers, mentors, and/or faculty during the transitional periods of development (Dollarhide et al., 2013; Gibson et al., 2010; Gibson et al., 2015; Snooks et al., 2010). The experience confirms values, beliefs, and identity more consistently. In training, counselors role-play working with clients. For leaders, it can be playing leadership scenarios or simulations. Personal and professional congruence, as well as career and personal aspects of individual life, become more congruent, juggling multiple identities as new leaders can start with more compartmentalizing, but later become more authentic. Leadership activities can be a mechanism for advocacy within and for the counseling profession, indicating that identity (roles of leader, professional counselor, educator) intertwine and influence the profession (Gibson, 2016).

Expanding the lens of leadership and its diversity among counselors can be illustrated by Gibson et al. (2010), who acknowledge that not only do non-tenured assistant professors in national leadership positions in the counseling profession exist but also explore specific aspects of these participants' paths that led to leadership. Using a phenomenological approach, the sample included six participants who identified as president-elect or president of an ACA division spanning from 2003–2006 and who also dealt with typical departmental expectations of producing scholarship to achieve tenure and promotion. The findings suggest that nontenured educators want to engage in work that appears to be in direct opposition to traditional tenure and promotion policies at universities. It comes down to an intrinsic need to provide leadership. At some point, the participants had defined leadership as their own personal construct and an

inherent quality. This then trickles down, cultivating a culture of service originating from their doctoral programs and following them as they share it with others. This is reflected in the literature with the three factors of leadership development: situation, culture, and individual traits (Avolio, 2007). Limitations include generalizability, limited diversity with educational institutions (four of six participants were from the same program), and finally, loss of meaning or interpretation through coding. Future research can broaden this phenomenon with more quantitative methods or examine why leadership is shifting from more mature professionals to the younger professional group (Gibson, 2010).

Given the increasing literature on leadership in counseling, McKibben et al. (2017) conducted a content analysis that allowed the researchers to make reliable inferences to examine existent and emergent categories. The sample of articles utilized 11 empirical articles, nine conceptual, and 12 leadership profiles. The systematic coding procedure yielded 24 themes categorized into three groups: leadership values and qualities, personal and interpersonal qualities of a leader, and interpersonal skills of the leader. Results showed emergent themes were similar to those leadership theories from other disciplines. Modeling, interpersonal influence, creativity/innovation, and mentorship align with elements of transformational theory and are common in business literature.

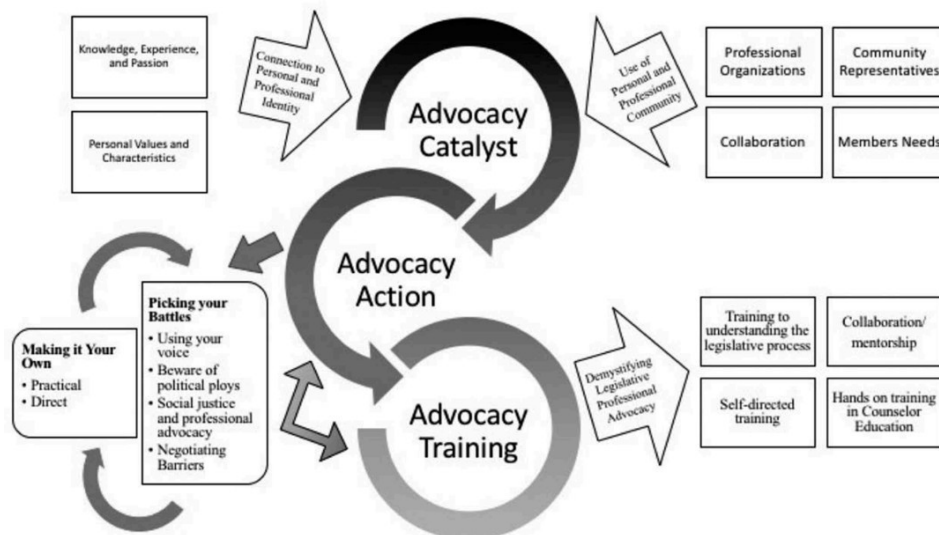
Services themes align with servant leadership philosophy (Greenleaf, 1977) and the authenticity theme aligns with the philosophies of authentic leadership (Gardner et al., 2011). Themes unique to the counseling context are the emergence of wellness as a function of counseling leadership, professional identity and professional advocacy, and leadership-specific cognitive complexity. Some limitations include analyzing articles solely focused on leader dynamics, lack of cultural diversity in the leadership profiles, lack of counseling practitioners,

counselor educators, and positional leaders were favored. Future research is needed to highlight how other people and contexts contribute to counseling leadership processes and enhance the understanding of leadership as a social dynamic as well as the content and processes that occur among people. That research should also consider culturally diverse groups of counselors, particularly given that some of the emergent themes were strongly associated with culturally diverse leaders (McKibben et al., 2017).

Across the literature, there is a common element of mentorship, so Purgason et al. (2018) designed a study to identify a list of research-informed mentoring components for counselor education from the perspective of counselor leaders. Researchers used a Delphi methodology due to the paucity of information from the mentor perspective. Purposeful sampling methods elicited 12 participants who received a mentoring award through a professional organization. The first phase utilized qualitative methods to ask participants to define mentoring, describe the mentoring dyad, challenges, and defining moments as a mentor. Summarizing the results, panelists found consensus on 141 components of mentoring. A unique finding includes challenges (mentor-driven, mentee-driven, and mutual) identified by the mentor's perspective. A contribution to the counselor education mentoring literature is specific mentee roles that cooperate conjointly with those of the mentor supporting and maintaining the mentoring relationship. These experts also highlighted uncertainty about how to identify and address mentees' developmental needs, navigating mentee intra- and interpersonal skill deficits, and establishing appropriate boundaries and expectations for the mentoring relationship. A second unique finding surrounds mentoring items that lacked consensus and/or included discrepant commentary from panelists. Limitations include a lack of diversity among panelists and, thus, potential missing perspectives from Black, Indigenous, and People of Color (BIPOC) mentors.

Future research needs to look into multicultural considerations within mentoring relationships (Purgason et al., 2018).

To conclude this section, methods to foster counseling leadership must also include legislative awareness and skills. Farrell and Barrio Minton (2019) conducted a qualitative study using constructivist grounded theory to explore the process of legislative professional advocacy (LPA) for counseling leaders. The sample included 15 master's and doctoral level counselors and counselor-educators who all possessed professional associations memberships in at least one ACA division and engaged in leadership roles. Five were also current members of CSI. The findings resulted in the distinct, non-linear, Three-Tiered Legislative Professional Advocacy Model (see Figure 1): advocacy catalyst, action, and training. Each phase in the model builds, informs, and strengthens the others, comprising major themes. Limitations include dependency on participants' retrospective narratives, a small sample size, and homogeneity in relation to professional organizations. Future research is needed to improve understanding regarding the influence of personal identity in advocacy catalysts and advocacy action. Research investigating under which circumstances participants choose various types of advocacies or explore perceptions of intersectionality between social justice and LPA. Researchers may also explore the impact of implementing the Three-Tiered LPA model or assess the degree to which specific learning experiences or exercises helped advocates (Farrell & Barrio Minton, 2019).

Figure 1*Three-Tiered Legislative Professional Advocacy Model*

Note. (Farrell & Barrio Minton, 2019).

Developing a Leadership Identity

Debates have surfaced about the identity of the counseling profession and whether it is one cohesive professional or an array of therapeutic specialties among related helping disciplines (Gale & Austin, 2003; Remley & Herlihy, 2014). Counselor educators lead the future of the counseling profession through publications, self-proclaimed identity, and professional advocacy efforts (Calley & Hawley, 2008). Many counselor educators rise to leadership positions within the counseling field and may influence the professional identity of others in the counseling field on a macro level. Leadership training is intended to be a part of counselor education programs (Lockard et al., 2014) and encompasses service roles and positions (Meany-Walen et al., 2013; Storlie et al., 2014a, 2014b; Storlie et al., 2015). More research on the professional identity development of counselor educators is needed for the continued growth and development of the counseling profession, particularly in leadership.

The purpose of a study by Meany-Walen et al. (2013) was to explore the progression of experiences and opportunities identified by elected and appointed leaders of CSI International and ACA, its divisions, and branches. The research questions included the personal profile of participants, experiences and factors of leadership development, and how professional organizations and educational programs may improve leadership development. A sample of 58 participants who have served as appointed leaders of ACA and CSI during the 2010 fiscal year answered both rating and open-ended questions. Results showed the most important attributes are the desire to contribute, intrinsic motivation, and enjoying the challenges of learning. Implications for counseling programs suggest creating a culture of leadership, such as solidifying mentorship, providing opportunities for extracurricular work, and teaching leadership within professional membership or formal training programs. Limitations to note include generalizability, gender bias in the research team, and limited diversity of participants. Also, this study was limited to appointed leaders in select organizations, specifically CSI and ACA. Future research could explore the impact of personal relationships on leadership development and experiences, or address potential differences in gender or ethnic groups, and investigate factors that prompt leaders to assume leadership positions (Meany-Walen et al., 2013).

Once counselor educators are in positions of leadership, how do they view their experiences and processes? Woo et al. (2016) wanted to examine how counselor educators who are in leadership roles within the counseling profession perceive their professional identity development. Using consensual qualitative research (Hill et al., 1997), a sample of ten counselor educators were recruited. All identified as former or current presidents of professional counseling associations (ACA & ACES) between 1992 and 2012. Once again, results showed that mentorship helped enhance professional identity and subsequent growth into counselor

educators. Other themes included congruence between personal values and chosen graduate program, professional engagement, leadership, and professional identity's connection to strong education/pedagogy, supervision, research, and service. Identity development was developmental and holistic in nature, and finally, leadership is inherent to the profession. Limitations include a small sample size and the definition of leadership in this study only looked at a specific subset of highly visible leaders in a couple of organizations. Future research could explore less visible leadership roles and challenges and strategies to navigate challenging times (Woo et al., 2016).

A contemporary study aimed to investigate the perceptions and experiences of counseling leaders regarding leadership and their professional identity (Peters & Vereen, 2020). A diverse sample of 12 counselor educators within CACREP-accredited programs serving in a leadership role within a professional counseling association were recruited through purposeful sampling methods. This helped authors to attain participants with a range of leadership experiences, associations, and identities. A descriptive phenomenological approach was chosen given the limited research available on the connections between leadership and professional counselor identity. Phenomenological themes derived from the data include the person as a leader, culture, privilege, and responsibility, counseling leadership, and advocacy and impact. These findings uphold the importance of professional identity and the intersection of counseling leadership and professional identity to multiculturalism, social justice, and advocacy. Participants' narratives and experiences emphasize the importance of and current lack of access, opportunity, and mentorship of leadership development. The inclusion criteria of an earned doctoral degree and work experience as a counselor educator limited the scope and inclusion of non-academic counseling leaders. Other leadership contexts, such as supervisory or community-based leadership, were not included. The study itself could further pad the narrative that counseling

leadership is tied to service within an association. The authors were also in both auditor and peer-debriefer roles, challenging internal validity. The implications promote the idea that counseling leaders and associations would benefit from exploring the unique cultural differences that directly influence leadership (Brubaker et al., 2011). Therefore, future research could involve outcome research on leadership training programs to assess their support and effectiveness for leadership training, professional identity, professional community, and leadership development (Peters & Vereen, 2020).

Lack of Multicultural Leadership Identity

The role of a counselor is multilayered and complex. A common limitation most research examined to this point has highlighted issues around the lack of diversity in participants, authors, organizations, and geographics. Multicultural considerations and how they influence leadership development are also noted numerous times. It was Patricia Arredondo (2008) who expanded upon the meaning of leadership in counseling by offering her perspective on multicultural and social justice agendas as “as having knowledge about the worldview of others with a philosophy and practice of fairness, justice, and advocacy on the behalf of individuals who cannot speak for themselves or otherwise are oppressed” (p. 15). Chung and Bemak (2011) conveyed multicultural social justice leadership strategies in working with immigrant populations, Critical for counselors and psychologists to understand issues [while simultaneously having] the skills and the ability to collaborate and work in interdisciplinary teams, [expanding their roles to] consultant, advisor, teacher, therapist, facilitator, advocate, change agent, and case manager (p. 96).

These definitions are relatively new to the literature and thus recognized in leadership training or multicultural leadership in limited ways. The research on multiculturalism in

counselor leadership is limited. However, an auto-phenomenographic study was conducted by Wines (2013) using critical race theory as the framework (Ladson-Billings & Donnor, 2005). Wines sought to describe her personal experiences as an African American female serving as a leader, counselor, researcher, and research participant in a predominantly White-culture school district. The study reflects Wines's successes and challenges in multicultural leadership along with themes giving voice to the journey of African American counselors. They include successful leadership opportunities such as developing and managing programs to be inclusive of supervising and having input on hiring other counselors. The opportunities also include career advancement utilizing the findings of said research and remaining cognizant of purpose. Themes of challenges in multicultural leadership were interdepartmental resistance resulting in discord and lack of harmony. Additionally, an upper-hierarchical structure where change and inclusion of others were met with the struggle of double consciousness (Du Bois, 2016). Limitations related to one individual narrative and that the author's story doesn't speak for an entire culture. In addition, perceptions of what constitutes a success or challenge might be a source of disagreement. Future research needs to expand on the lived experiences of African American women and men in predominantly White school districts and explore school counselors and the work being done to expand what multicultural leadership means (Wines, 2013).

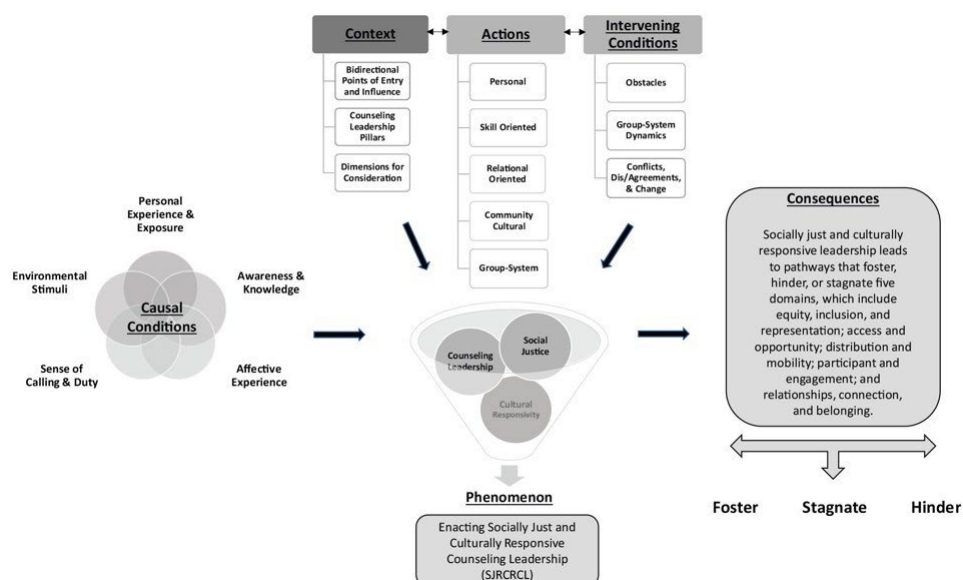
A crucial finding for this literature review was a phenomenological study by Storlie and colleagues (2015). The authors, all BIPOC women, explored the developmental experiences of multicultural leadership among doctoral students in counselor education who had been identified as emerging leaders by ACES. Through purposeful sampling, eight students who attended CACREP-accredited counselor education programs and whom ACES had identified as emerging leaders were recruited. While small, the sample was racially diverse and represented all five

regions of ACES. Findings reflected that the development of cultural awareness grew and shifted for participants while in their doctoral program, including its role in cultivating multicultural leadership. All but one participant discussed how their respective doctoral programs fell short in hopes and expectations of enhancing their multicultural leadership development. While well-intended rhetoric was present, multicultural leadership was not clear or explicit, and it felt more of a tack-on rather than being embedded throughout the curriculum. This could explain why the next theme, depth in mentorship, was so valuable to all participants. Having a good mentor, often outside the formality of academics and higher education, was more of a personal relationship. It all added to participants' sense of multicultural leadership development (i.e., networking, additional skill development, strength building, managing frustration). Participants disclosed that the path to becoming multicultural leaders incorporates a mindset of being a team, inclusivity of others, and seeking input from diverse perspectives, particularly the voices that have been historically silenced. It also involves envisioning how participants would and could utilize their multicultural leadership skills in the classroom, with students, and as colleagues. The study design included extensive steps to ensure trustworthiness (i.e., researcher triangulation, group consensus-building processing, member checking, reflective journaling, external peer debriefer). However, limitations to this study include sampling from only one pool of emerging leaders through ACES. Participants may have been early in their doctoral program, so transferability of findings to the larger community of counselor educators and counselors may not be accurate. Participants focused primarily on their race and ethnicity within their multicultural development as leaders, neglecting other important identities influencing leadership development. Future research could broaden the scope by pooling larger samples and through other methodological approaches. Quantitative exploration of different leadership variables may

also achieve a broader understanding of how counseling programs are infusing multicultural leadership development (Storlie et al., 2015). Another qualitative finding came from Peters et al. (2020) and a study on socially just and culturally responsive leadership. Using grounded theory, the research questions were: What processes influence counseling leaders and educators to engage in and enact socially just and culturally responsive leadership in the context of counseling associations and higher education? How does socially just and culturally responsive leadership occur in the contexts of counseling associations and higher education? A sample of 18 associates and full professors employed in higher education settings were solicited using purposive and snowball sampling methods. Researchers used the results to begin constructing an abstract theory describing causal conditions, contextual factors, intervening conditions, actions, consequences, and category pertaining to the phenomenon of interest (see Figure 2).

Figure 2

Socially Just and Culturally Responsive Leadership Model



Note. (Peters et al., 2020).

These results provide further support for the current literature on what influences participants to engage in counseling leadership, the role of ecological systems within counseling leadership, the different realms of counseling leadership, and the importance of leadership intentionality. The results diverge from previous literature in that participants described their motivation for socially just and culturally responsive leadership in a more extensive, holistic, and intersectional way and not based on any singular event. It supports the developmental nature of counseling leadership and the interplay of inclusion and development. Limitations include researcher bias, lack of inclusion, and limiting methods of communication (e.g., phone, Skype, ZOOM, and email). Future research could attempt to apply this model to teach or guide counseling and counseling psychology professionals toward socially just and culturally responsive leadership (Peters et al., 2020).

Rationale

Counselor Leadership is an effort to “contribute to the realization of our individual and collective capacity to serve others competently, ethically, and justly” (Sweeney, 2012, p. 5). Addressing this dimension of counselor preparation is critical for the development of leadership identities and the advanced of the profession. National accreditation and widespread recognition have only been achieved for 40 years. CACREP requires leadership knowledge and skills in preparing students to enter the profession, yet leadership is not typically reflected in master’s level curricula and minimally addressed in doctoral curricula (Barrio Minton & Wachter Morris, 2021; Paradise et al., 2010). Chi Sigma Iota (CSI) Counseling Academic and Professional Honor Society International is recognized for developing leadership knowledge and skills in counseling students and professional members (Fulton & Shannonhouse, 2014; Gibson et al., 2010; Luke & Goodrich, 2010) and one of the primary sources of training and exposure to leadership work and

activities. CACREP (2016) has identified CSI in its accreditation standards and underscored the importance of local CSI chapters in developing students' professional identities and leadership. They recommend CSI chapters be used as pedagogical tools to promote student learning about leadership.

CHAPTER III: METHOD

Introduction to the Method

This study builds on the qualitative literature that doctoral students find their experiences with their programs fall short in preparing them for leadership roles and career paths (DeDiego et al., 2022; Peters et al., 2020; Storlie et al., 2015). This study seeks to understand how doctoral/training programs foster leadership development in Counselor Education and recommendations for incorporating CACREP leadership-related learning outcomes and multicultural leadership identities.

The research questions are:

1. What are the best practices in teaching and/or fostering multicultural leadership development in Counselor Education?
2. What are the recommendations for integrating CACREP leadership-related learning objectives into the curriculum?

Study Design

The Delphi technique is a scientific method used to organize and manage group communication in a structured process (Dalkey & Helmer, 1963). The aim is to generate insights on current or prospective challenges when information is limited but more exploratory than starting from scratch. Delphi methods occur in phases, beginning with inviting experts to respond to questions related to the topic (Beiderbeck et al., 2021). Once the qualitative data is collected, Delphi studies use Likert scale questions and rating scales to examine levels of consensus among experts. The aggregated feedback is fed back to participants across multiple rounds to reconsider based on added information, supposedly leading to a convergence or divergence of opinions, hence producing more accurate results than traditional opinion-polling

techniques. Its advantage over in-person techniques, such as group discussions or brainstorming sessions, is that it rules out personal sensitivities among the experts and, therefore, prevents potentially destructive group dynamics.

A Delphi study was chosen for this research plan for several reasons. The available literature on leadership development in counselor education is growing. However, it is highly qualitative and often focuses on students already in leadership roles. Building off qualitative data and beginning to form quantitative influence can shift themes of leadership development into practical objectives or practices in counselor education. In addition, some highly experienced members of the counseling community are leading the charge in the current scholarship, directly influencing this study's literature review. This study aims to harness that expertise and link it directly to learning objectives for leadership development courses, prompting programs to adapt the current curriculum sooner rather than later. Finally, the topic itself presents a gap in both students' reported needs and counselor educator perspectives. The current research is not analyzed within a framework that can be generalized to practical applications. In contrast, Delphi and its findings could have far-reaching applications beyond the classroom to clinical supervision and professional advocacy.

Study Context

This study was conducted through email and SurveyMonkey. Informed consent with a detailed explanation of the study was provided in phase one. Phase two was also conducted via SurveyMonkey. Phase three was not necessary, due to strong consensus.

Participants

Following recommendations from Delphi literature, there were ten to 18 people in each phase (Okoli & Pawlowski, 2004). This study included 16 participants in phase one and 11

participants in phase two. Participants were considered based on expertise in the field of leadership within Counselor Education. In the Delphi method, the title of “expert” is controversial (Nasa et al., 2021). However, the benefits of Delphi methodology are that it efficiently combines knowledge from a larger and more diverse population while increasing the strength of qualitative data (Nasa et al., 2021).

This study obtained diverse perspectives from a sample of professionals active and well-known for their leadership, scholarship, service, and instruction. The inclusion criteria for this study were intentional to capture a spectrum of experiences but specific enough to honor the lens of transformative leadership and learning in counselor education. This study defined an expert as someone who possesses a doctoral degree in Counselor Education and Supervision. Flexibility was given to honor those with doctoral degrees in Marriage and Family Therapy, Education, Leadership, or Psychology. However, participants had to confirm they possessed a *Strong Counselor Identity*. Our experts confirmed they had been teaching for more than five years or they taught for three years and had three or more years of experience in a leadership position (e.g., Director, Administration, Program Chair, Professional Organization leader role, etc.). Finally, participants are involved in advocacy and/or have contributed at least one source of scholarly literature to the field in relation to one of the following: Counselor education, professional identity development, multicultural counseling, or multicultural leadership.

Data Sources

Demographic

The demographic questionnaire designed for this study included seven multiple-choice questions. The questions were:

1. What is your gender identity?
2. What is your ethnicity?
3. What is your age group?
4. How many years of experience do you have in Counselor Education?
5. Where do you work?
6. What best describes your role/title?
7. Email address?

Phase One Questionnaire

Phase one included the following open-ended questions:

1. What experiences facilitated your entry into leadership roles?
2. What did you find critical in developing a leadership identity?
3. What did your program(s) do to help you foster leadership skills?
4. What would you have liked as a graduate student and/or counselor-in-training to ease the path to leadership roles?
5. How would you describe your multicultural identity?
6. Has your identity ever impaired your ability to seek leadership roles?
7. Were you aware that leadership was a potential path when entering the graduate-level program? What made you aware? How was it fostered?
8. How did your training program make leadership opportunities available for students?
9. How do you make training opportunities available for students and/or colleagues?
10. How do you foster multicultural leadership in students and/or counselors-in-training?

Phase Two Questionnaire

Phase two questions were derived from analyzing the answers from phase one. Phase two included a total of 11 questions. In addition to these questions, the participants were provided with subthemes. The participants were asked to rate how much they agreed or disagreed with each subtheme using a Likert scale of 1 (*strongly disagree*) to 5 (*agree strongly*), and 3 equals *neutral*. The 11 questions were:

1. Of the themes extracted from the data, indicate the level of agreement/disagreement regarding the importance of actions by faculty to foster leadership in students.
2. Of the themes extracted from the data, indicate your level of agreement/disagreement regarding the importance of experience for developing leadership skills.
3. Of the themes extracted from the data, indicate the level of agreement/disagreement regarding the importance of critical factors to leadership identity development.
4. Of the themes extracted from the data, indicate the level of agreement/disagreement regarding recommendations that facilitate a strong leadership environment.
5. Of the themes extracted from the data, indicate the level of agreement/disagreement regarding recommendations for necessary institutional change that would facilitate leadership culture.
6. Of the themes extracted from the data, indicate the level of agreement/disagreement regarding recommendations for formal training.
7. Of the themes extracted from the data, indicate the level of agreement/disagreement regarding recommendations in pedagogy in fostering multicultural leadership.

8. Of the themes extracted from the data, indicate the level of agreement/disagreement regarding recommendations for fostering multicultural leadership at the graduate level.

Three qualitative questions were asked to clarify specific themes:

9. What is leadership? What does it look like for you? What does it mean to you?
10. How do you account for cultural assets or cultural strengths that influence your leadership development?
11. What is missing from the conversation about leadership and what leadership is?

Data Collection

Phase One

Invitations were emailed to experts (pre-formulated through purposeful sampling), and social media posts were shared online. The initial expert survey included a description of the research goals as well as the characteristics of a Delphi survey (purpose and anticipated duration and details of the research team), demographic questions, and a series of open-ended questions. The data was analyzed by a team of researchers and used to formulate the set of Delphi statements in phase two, using a thematic analysis.

Phase Two

As part of phase two, a survey link was sent to the same participants as in phase one. This survey included Delphi statements with a Likert scale for rating purposes and some pre-designed questions for necessary clarifications. In Delphi research, it is encouraged to have additional questions to gain more insight into expert predispositions. Descriptive statistical analysis was used for Likert data and thematic analysis for qualitative data.

Phase Three

If a consensus were not achieved, clarification would have been sought via a mixed- method survey. However, there was a strong consensus (one-point range of mean scores) in phase two. Therefore, participants were informed that the study was completed.

Data Analysis

Phase One

Demographic information was analyzed using statistical analysis. The qualitative data received during phase one was analyzed by a team of researchers. Three people, including the author, were part of the team, which varied on racial identity (i.e., two White, and one Hispanic/Latina, all cisgender). Each team member received raw data from question one. From the raw data, each team member highlighted words and phrases that were deemed significant. Once each team member completed their independent analysis, they shared their findings. The team meetings and notes yielded common themes that were then organized into three categories: primary themes, themes, and subthemes.

Phase Two

Eleven participants responded to the phase two survey. The raw data were extracted from Survey Monkey, scrubbed, and organized by question and response. Questions one through eight were analyzed with descriptive analysis using JASP software, which captured the mean and standard deviation. Questions nine through 11 were analyzed thematically.

Ethical Considerations

This research was consistent with the American Counseling Association Code of Ethics (ACA, 2014, G.1.a.). In addition, participants were provided informed consent to decide if they wished to participate (ACA, 2014, G.2.a.). Considering the time commitment of a Delphi study, participants were made fully aware (ACA, 2014, G.2.c) of what was expected of them to

complete the study. Given the topic of interest and growing community, this researcher was also attentive to researcher-participant boundaries (ACA, 2014, G.3.a) for potential future interactions beyond that of this research. On this note, some previous studies have overlapped in purpose and concepts. Therefore, care was taken to ensure the research of community members was appropriately acknowledged and credited (ACA, 2014, G.4.c) throughout the paper and in the references section.

CHAPTER IV: RESULTS

The purpose of this study is to understand how doctoral/training programs foster leadership development in Counselor Education and identify recommendations for incorporating CACREP leadership-related learning outcomes and multicultural leadership identities. The research questions are:

1. What are the best practices in teaching and/or fostering multicultural leadership development in Counselor Education?
2. What are the recommendations for integrating CACREP leadership-related learning objectives into the curriculum?

Demographic Information

Sixteen experts responded to the survey in phase one. Only completed surveys were included in this study. Participants were asked to identify their racial identities and checked all that applied: 87.5% ($n = 14$) identified as having a White or Caucasian identity, 25% ($n = 4$) identified as Hispanic/Latino, 6.25% ($n = 1$) identified as Black or African American, and 6.25% ($n = 1$) identified as Asian or Pacific Islander. Regarding gender identities, participants checked all that applied: 87.5% ($n = 14$) identified as female, 12.5% ($n = 2$) identified as male, and 31.25% ($n = 5$) identified as cisgender, and 6.25% ($n = 1$) specified *fluid*. Participants were asked about their age group: 50% ($n = 8$) were between the ages of 40–59, 43.75% ($n = 7$) were 60 and older, and one participant was between the ages 26–39. Participants were asked how many years of experience they possessed in Counselor Education: 62.5% ($n = 10$) reported 20 years or more, 31.25% ($n = 5$) had at least 10 years, and one participant had at least five years. Participants were asked where they worked, 87.5% ($n = 14$) checked a college/university, and 12.5% ($n = 2$) were retired or emeritus professors. Lastly, participants specified their role(s) or

primary title: 93.75% ($n = 15$) checked professor/instructor, 37.5% ($n = 6$) checked chair/administrator, 12.5% ($n = 2$) reported being an officer (president, vice-president, etc.), and 18.75% ($n = 3$) reported the role supervisor or director.

Factual Reporting of the Project Results

Delphi methodology structures group communication so that the process is effective in developing a consensus on complex problems (Okoli & Pawlowski, 2004). This research inquiry values the judgment of participants, avoids direct confrontation (Dalkey and Helmer, 1963), and typically involves 3–5 phases of questionnaires. This study consisted of two phases, as consensus was obtained after the second phase was completed. Each phase and the results are described below.

Phase One

During phase one, 16 participants completed the survey. Data were analyzed using thematic analysis with a trained team of three researchers. Each team member received raw data from question one. From the raw data, each team member highlighted words and phrases that were deemed significant. Once each team member completed their independent analysis, they shared their findings. Curiosities and biases were captured and noted. All data were then organized into three categories: primary themes, themes, and subthemes.

Primary Themes

The first primary theme was elements of leadership development, with three themes: (a) actions by faculty, (b) experiential development for leadership skills, and (c) factors critical to developing a leadership identity. The second primary theme was recommendations for fostering leadership development with five subthemes: (a) recommendations for fostering a strong leadership environment, (b) recommendations for necessary institutional change to facilitate

leadership culture, (c) recommendations for formal training, (d) recommended pedagogy to foster multicultural leadership, and (e) recommendations to fostering multicultural leadership at the graduate level.

Themes and Subthemes

Each of the seven themes was further examined to uncover any potential subthemes. For example, under the theme recommendations of facilitating strong leadership environment, the following subthemes were noted: (a) expectations for students to attend conferences, (b) expectations for students to submit for publication, (c) expectations for students to be active in social issues, (d) expectations for students to engage in service to the profession, (e) expectations for students to take risks and be willing to try, (f) faculty are open about their experiences, (g) faculty have open mind of leadership models, (h) faculty and program provide transparency, (i) provision of materials specific to leadership models are readily available and shared, (j) facilitate access to growth opportunities, (k) training fosters skills to recognize politics within systems, (l) stronger emphasis on community learning, engagement, and collaborative decision making, (m) avoids the cookie-cutter approach of “all leaders do this” or “all leaders act like this,” (n) helping individuals see themselves as contributors and capable of leadership, (o) always allow students to be as they really are, (p) collaboration to identify strengths, interests, fears, growing edges, and career goals, (q) finding purpose. The analysis from phase one informed the questions for phase two. In addition to these questions, the research team devised three follow up questions for the participants to expand on findings and potential implications.

Phase Two

During phase two, all 16 participants were emailed with their provided contact email addresses. Phase two consisted of 11 questions in total. Eight of the questions were derived from

the thematic analysis from phase two. Participants were asked a question to rate how much they agreed or disagreed with the theme presented. For example, question number one read: of the themes extracted from the data, indicate your level of agreement/disagreement regarding the importance of actions by faculty to foster leadership in students. Participants were then asked to rate the statements: faculty mentor students, faculty mentor junior faculty, faculty are involved in the national association, faculty include students in research, faculty advisor for CSI, faculty make leadership part of the culture, faculty emphasize being a citizen in the program, faculty model engagement, faculty continue to offer support even after graduation, faculty provide informal guidance, faculty becoming part of one's community, faculty share their journey, faculty that motivate others, faculty that address difficult situations in mature way or useful ways or make groups feel comfortable, faculty talk openly about their leadership. To condense the data, these statements were categorized as: mentorship, program involvement, and supporting engagement. These eight questions used a Likert scale of 1 (*strongly disagree*), 2 (*disagree*), 3 (*neutral*), 4 (*agree*), or 5 (*strongly agree*).

Three additional questions were asked to clarify and expand on leadership development:

1. What is leadership? What does it look like for you? What does it mean to you?
2. How do you account for cultural assets or cultural strengths that influence your leadership development?
3. What is missing from the conversation about leadership and what leadership is?

Phase Two Analysis

Eleven participants responded to the phase two survey, five less than in phase one. High attrition is common when using Delphi methodology (Ogbeifun et al., 2016; Vogel et al., 2019) and may be explained by the significant number of statements per question to rate. However,

Ogbeifun and colleagues (2016) found the size of a Delphi panel of experts may be as low as three or as great as 80, and fewer panelists have been associated with decreased validity (Vogel et al., 2019). Data from questions one through eight were analyzed with descriptive analysis using JASP software, which captured the mean and standard deviation. Below are the major findings from each question: (a) actions by faculty, (b) experiential development for leadership skills, (c) factors critical to developing a leadership identity, (d) recommendations for fostering a strong leadership environment, (e) recommendations for necessary institutional change to facilitate leadership culture, (f) recommendations for formal training, (g) recommended pedagogy to foster multicultural leadership, and (h) recommendations to fostering multicultural leadership at the graduate level.

Elements of Leadership Development Theme One: Actions by Faculty

A high level of agreement was attained on the actions of faculty that promote leadership. Faculty mentoring students ($M = 4.818$, $SD = 0.405$), faculty modeling engagement ($M = 4.818$, $SD = 0.405$), faculty involved in professional orgs./assoc. ($M = 4.727$, $SD = 0.467$), making leadership part of the culture ($M = 4.636$, $SD = 0.505$), addressing difficult situations in mature/useful ways ($M = 4.636$, $SD = 0.674$), and talking openly about their leadership experience ($M = 4.636$, $SD = 0.674$). Mentoring junior faculty ($M = 4.545$, $SD = 0.688$), continue to offer support post-graduation ($M = 4.455$, $SD = 0.688$), provide informal guidance ($M = 4.455$, $SD = 0.522$), and building and/or foster community ($M = 4.455$, $SD = 0.522$) were also agreed upon by the experts. While still in agreement, less supported actions were including students in research ($M = 4.091$, $SD = 0.701$), motivate others ($M = 4.091$, $SD = 0.831$), emphasize being a citizen in the program ($M = 4.000$, $SD = 0.632$), and providing immersion experiences While still in agreement, less supported actions were including students in research ($M = 4.091$, $SD = 0.701$),

motivate others ($M = 4.091$, $SD = 0.831$), emphasize being a citizen in the program ($M = 4.000$, $SD = 0.632$), and providing immersion experiences ($M = 4.000$, $SD = 0.447$). The experts were more neutral on chair unique dissertations ($M = 3.727$, $SD = 0.467$). Interestingly, there was less agreement on whether involvement as CSI chapter advisor was supported ($M = 3.273$, $SD = 1.104$; see Table 1).

Table 1

Theme One: Actions of Faculty

Theme and Subtheme	Mean	SD
Faculty mentoring students	4.818	0.405
Faculty mentoring junior faculty	4.545	0.688
Faculty modeling engagement	4.818	0.405
Faculty are involved in professional orgs./assoc.	4.727	0.467
Faculty emphasize being a citizen in the program	4.000	0.632
Faculty continue to offer support post-graduation	4.455	0.688
Faculty make leadership part of the culture	4.636	0.505
Faculty provide informal guidance	4.455	0.522
Faculty as a CSI chapter advisor	3.273	1.104
Faculty include students in research	4.091	0.701
Faculty build and/or foster community	4.455	0.522
Faculty motivate others	4.091	0.831
Faculty address difficult situations in mature/useful ways	4.636	0.674
Faculty talk openly about their leadership experience	4.636	0.674
Chair unique dissertations	3.727	0.467
Provide immersion experiences	4.000	0.447

Note. Reported means are based on a Likert scale of 1 (*strongly disagree*) to 5 (*strongly agree*), 3 is *neutral*.

Elements of Leadership Development Theme Two: Experiences for Developing Leadership

Skills

A high level of agreement was attained on experiences for developing leadership skills. Exposure to different types of leadership ($M = 4.636$, $SD = 0.505$), attending events ($M = 4.455$, $SD = 0.820$), and joining ACA divisions ($M = 4.364$, $SD = 0.809$). While still in agreement, less supported experiences included the subthemes of engaging as member of leadership community

($M = 4.182$, $SD = 0.751$), setting individual goals with follow through ($M = 4.091$, $SD = 0.505$), and self-direction and purpose ($M = 4.091$, $SD = 0.944$), and program or department service ($M = 4.000$, $SD = 0.775$) were also agreed upon by the experts. The experts were more neutral on being active in student organization ($M = 3.909$, $SD = 0.539$), community-oriented grant projects ($M = 3.727$, $SD = 0.905$), participating in a local CSI chapter ($M = 3.455$, $SD = 0.820$), organizing workshops ($M = 3.455$, $SD = 0.934$), participating as a CSI leadership fellow ($M = 3.273$, $SD = 0.786$). There was mixed consensus on collaborative research ($M = 4.182$, $SD = 1.079$), collaborative supervision ($M = 4.182$, $SD = 1.168$), and collaborative teaching ($M = 4.091$, $SD = 1.136$; see Table 2).

Table 2

Theme Two: Experiences for Developing Leadership Skills

Theme and Subtheme	Mean	SD
Attending events	4.455	0.820
Participating in a local CSI chapter	3.455	0.820
Participating as a CSI Leadership fellow	3.273	0.786
Being active in student organizations	3.909	0.539
Joining ACA divisions	4.364	0.809
Program or department service	4.000	0.775
Collaborative research	4.182	1.079
Collaborative teaching	4.091	1.136
Collaborative supervision	4.182	1.168
Organizing workshops	3.455	0.934
Community oriented grant projects	3.727	0.905
Exposure to different types of leadership	4.636	0.505
Setting individual goals and follow through	4.091	0.539
Self-direction & purpose	4.091	0.944
Engage as member of leadership community	4.182	0.751

Note. Reported means are based on a Likert scale of 1 (*strongly disagree*) to 5 (*strongly agree*), 3 is *neutral*.

Elements of Leadership Development Theme Three: Critical Factors to Leadership Identity Development

A high level of agreement was attained on critical factors for developing leadership identity. Mentorship ($M = 4.727$, $SD = 0.647$), knowing oneself ($M = 4.545$, $SD = 0.522$), viewing leadership as a verb rather than a title ($M = 4.545$, $SD = 0.688$), willingness to take risks, ($M = 4.455$, $SD = 0.688$), space to make mistakes without credibility being questioned ($M = 4.364$, $SD = 0.674$), and social justice stance embedded in leadership ($M = 4.364$, $SD = 0.809$). While still in agreement, less supported factors were space to process leadership experiences ($M = 4.273$, $SD = 0.647$), sense of community ($M = 4.182$, $SD = 0.751$), purpose to contribute to larger mission ($M = 4.091$, $SD = 0.944$), early models in leadership ($M = 4.182$, $SD = 0.874$), solidifying a professional counselor identity ($M = 4.182$, $SD = 0.751$).

Understanding change models and organizational structure ($M = 4.181$, $SD = 0.751$), engaging in projects aligned with strengths/background ($M = 4.091$, $SD = 0.701$), understanding historical/institutional factors in leadership context ($M = 4.091$, $SD = 0.831$), advanced training specific to leadership models ($M = 4.091$, $SD = 0.539$), success with previous leadership tasks ($M = 4.000$, $SD = 0.894$), and courage speaking up and asking questions ($M = 4.000$, $SD = 0.775$) were also agreed upon by the experts. The experts were more neutral on being identified as a “leader” ($M = 3.727$, $SD = 0.905$). There was mixed consensus on exposure to bad leadership ($M = 3.455$, $SD = 1.036$; see Table 3).

Table 3*Theme Three: Critical Factors to Leadership Identity Development*

Theme and Subtheme	Mean	SD
Mentorship	4.727	0.647
Space to make mistakes without credibility being questioned	4.364	0.674
Success with previous leadership tasks	4.000	0.894
Being identified as a “leader”	3.727	0.905
Early models in leadership positions (e.g. family, teachers, mentors)	4.182	0.874
Exposure to bad leadership	3.455	1.036
Courage speaking up and asking questions	4.000	0.775
Willingness/safety to take risks	4.455	0.688
Social justice stance embedded in leadership	4.364	0.809
Purpose to contribute to the larger mission	4.182	0.751
Sense of community	4.273	0.786
Solidifying a strong Professional Counselor identity	4.182	0.751
Space to process leadership experiences	4.273	0.647
Understanding historical/institutional factors influence leadership context	4.091	0.831
Knowing oneself (e.g. strengths, growth areas)	4.545	0.522
Engaging in projects that align with individual strengths and background	4.091	0.701
Advanced training specific to leadership models	4.091	0.539
Understanding change models and organization structures	4.182	0.751
Viewing leadership as a verb, rather than personal title	4.545	0.688

Note. Reported means are based on a Likert scale of 1 (*strongly disagree*) to 5 (*strongly agree*), 3 is *neutral*.

Recommendations for Fostering Leadership Development Theme Four: Facilitating a Strong Leadership Environment

A high level of agreement was attained on recommendations to facilitate a strong leadership environment. Helping individuals see themselves as contributors and capable of leadership ($M = 4.636$, $SD = 0.505$), facilitate access to growth opportunities ($M = 4.636$, $SD = 0.505$), faculty are open about their experiences ($M = 4.545$, $SD = 0.522$), collaboration to identify strengths, interests, fears, growing edges, and career goals ($M = 4.545$, $SD = 0.522$), faculty are open-minded to leadership models ($M = 4.455$, $SD = 0.522$), and avoid the cookie-cutter approach to leadership ($M = 4.364$, $SD = 0.674$). While still in agreement, less

supported environmental recommendations were expectations for students to engage in service to profession ($M = 4.273$, $SD = 0.786$), provision of material specific to leadership models are available and shared ($M = 4.273$, $SD = 0.786$), expectations for students to take risks and be willing to try ($M = 4.182$, $SD = 0.603$), training that fosters skills to recognize politics in systems ($M = 4.182$, $SD = 0.405$), and a strong emphasis on community learning, engagement, and collaborative decision-making ($M = 4.182$, $SD = 0.751$). Experts were more neutral on expectations for students to attend conferences ($M = 3.909$, $SD = 0.944$), expectations for students to submit for publication ($M = 3.909$, $SD = 0.701$), finding purpose ($M = 3.909$, $SD = 0.701$), and expectation for students to be active in social issues ($M = 3.727$, $SD = 0.786$; see Table 4).

Table 4*Theme Four: Recommendations to Facilitate a Strong Leadership Environment*

Theme and Subtheme	Mean	SD
Expectations for students to attend conferences	3.909	0.944
Expectations for students to submit for publication	3.909	0.701
Expectations for students to be active in social issues	3.727	0.786
Expectations for student to engage in service to the profession	4.273	0.786
Expectations for students to take risks and be willing to try	4.182	0.603
Faculty are open about their experiences	4.545	0.522
Faculty are open-minded of leadership model	4.455	0.522
Training fosters skills to recognize politics within systems	4.182	0.405
Strong emphasis on community learning, engagement, and collaborative decision-making	4.182	0.751
Avoid the cookie-cutter approach (e.g. “all leaders do this” or “all leaders act like this”)	4.364	0.674
Helping individuals see themselves as contributors and capable of leadership	4.636	0.505
Collaboration to identify strengths, interests, fears, growing edges, and career goals	4.545	0.522
Facilitate access to growth opportunities	4.636	0.505
Provision of material specific to leadership models are readily available and shared	4.273	0.786
Finding purpose	3.909	0.701

Note. Reported means are based on a Likert scale of 1 (*strongly disagree*) to 5 (*strongly agree*), 3

is *neutral*.

Recommendations for Fostering Leadership Development Theme Five: Necessary Institutional Change to Facilitate Leadership Culture

A high level of agreement was attained on recommendations necessary institutional change to facilitate leadership culture. Awareness of one’s cultural assets ($M = 4.545$, $SD = 0.522$), more awareness of the cultural impact of one another ($M = 4.455$, $SD = 0.688$), and less perceived competition between students ($M = 4.364$, $SD = 0.674$). While still in agreement, less supported recommendations for institutional change were financial support ($M = 4.273$,

$SD = 0.786$) and creating “safe” places ($M = 4.182$, $SD = 0.874$). There was a lack of consensus on upper administration giving faculty time to do good mentorship ($M = 3.909$, $SD = 1.221$) and less institutional hierarchy ($M = 3.636$, $SD = 1.027$; see Table 5).

Table 5

Theme Five: Recommendations for Necessary Institutional Change to Facilitate Leadership Culture

Theme and Subtheme	Mean	SD
Less perceived competition between students	4.364	0.674
Less institutional hierarchy	3.636	1.027
Upper administration giving us time and space to do the good work in mentorship	3.909	1.221
Financial support (e.g. membership fees, conference travel)	4.273	0.786
Create “safe” places	4.182	0.874
More awareness around cultural impact of one another	4.455	0.688
Awareness of one’s own cultural assets	4.545	0.522

Note. Reported means are based on a Likert scale of 1 (*strongly disagree*) to 5 (*strongly agree*), 3 is *neutral*.

Recommendations for Fostering Leadership Development Theme Six: Formal Training

A moderate level of agreement was attained on recommendations for formal training. Mentoring programs in organizations ($M = 4.364$, $SD = 0.505$), mentoring programs in graduate programs ($M = 4.273$, $SD = 0.647$), adapt coursework that addresses leadership ($M = 4.273$, $SD = 0.467$), additional exposure to related literature and curricular content ($M = 4.273$, $SD = 0.647$), scaffolded training in leadership skills ($M = 4.273$, $SD = 0.786$), and supporting students/colleagues in building confidence and skills ($M = 4.273$, $SD = 0.674$). While still in agreement, less supported recommendations for formal training were creating and offering leadership skills development courses ($M = 4.182$, $SD = 0.751$), assistantships designed directly in graduate programs ($M = 4.182$, $SD = 0.751$), fellowship offerings in leadership and advocacy ($M = 4.182$, $SD = 0.603$), facilitating service in professional organizations and share

opportunities ($M = 4.091$, $SD = 0.539$), and shadowing faculty engaged in service ($M = 4.000$, $SD = 0.632$). Experts were more neutral on creating and/or offering an educational leadership course ($M = 3.909$, $SD = 0.831$), emerging leadership opportunities ($M = 3.909$, $SD = 0.701$), creating a conference experience ($M = 3.909$, $SD = 0.538$), and leadership conversation groups or retreats ($M = 3.909$, $SD = 0.701$; see Table 6).

Table 6

Theme Six: Recommendations for Formal Training

Theme and Subtheme	Mean	SD
entoring programs in organizations	4.364	0.505
entoring programs in graduate programs	4.273	0.647
reating and offer leadership skills development courses	4.182	0.751
reate and offer an educational leadership course	3.909	0.831
adapt coursework that addresses leadership	4.273	0.467
shadowing faculty engaging in service	4.000	0.632
ssistantships designed directly in graduate program	4.182	0.751
ditional exposure to related literatures and curricular content	4.273	0.647
Facilitating service in professional organizations and share opportunities broadly	4.091	0.539
emerging leadership opportunities	3.909	0.701
ffer fellowships in leadership and advocacy	4.182	0.603
reate a conference experience/symposium	3.909	0.539
adership conversation groups or retreats	3.909	0.701
afforded training in leadership skills	4.273	0.786
upport students/colleagues in building confidence and skills	4.273	0.647

Note. Reported means are based on a Likert scale of 1 (*strongly disagree*) to 5 (*strongly agree*), 3

is *neutral*.

Recommendations for Fostering Leadership Development Theme Seven: Pedagogy to Fostering Multicultural Leadership

A high level of agreement was attained on the recommended pedagogy for fostering multicultural leadership. Avoiding the one-size-fits-all approach to teaching ($M = 4.727$, $SD = 0.467$), talking about positionality, power, and acknowledge biases ($M = 4.727$, $SD = 0.467$), incorporate leadership models grounded in diversity ($M = 4.636$, $SD = 0.505$), making leadership a fun and safe space for marginalized individuals ($M = 4.545$, $SD = 0.522$), helping students witness different types of leaders with different visible and invisible identities ($M = 4.545$, $SD = 0.522$). Examining good and bad leadership ethics ($M = 4.455$, $SD = 0.522$), discussing community and systems students influence ($M = 4.455$, $SD = 0.522$), and faculty set example of leading by listening ($M = 4.455$, $SD = 0.688$) were also agreed upon by the experts. While still in agreement, less supported recommendations were creating spaces for students to reflect on and value other's lived experience ($M = 4.182$, $SD = 0.603$), utilizing racial identity models ($M = 4.091$, $SD = 0.701$), and utilizing story sharing as a form of cultural representation ($M = 4.000$, $SD = 0.775$). The experts were more neutral on helping students understand their "why?" ($M = 3.909$, $SD = 0.944$), discussing purpose ($M = 3.909$, $SD = 0.831$), and assigning immersion activities ($M = 3.818$, $SD = 0.982$). There was a lack of consensus on developing a scholarship plan for students ($M = 3.909$, $SD = 1.044$; see Table 7).

Table 7*Theme Seven: Recommended Pedagogy to Foster Multicultural Leadership*

Theme and Subtheme	Mean	SD
avoid one-size-fits-all approach to teaching	4.727	0.467
developing a scholarship plan for students	3.909	1.044
use an example of leading by listening	4.455	0.688
utilize racial identity models	4.091	0.701
incorporate leadership models grounded in diversity	4.636	0.505
assign immersion activities	3.818	0.982
help students understand their “why”	3.909	0.944
talk about position and power and acknowledge biases	4.727	0.467
create spaces for students to reflect on and value others lived experience	4.182	0.603
make leadership a fun and safe space for marginalized individuals	4.545	0.522
help students witness different types of leaders with different visible and invisible identities	4.545	0.522
examine leadership ethics (good and bad)	4.455	0.522
utilize story sharing as a form of cultural representation	4.000	0.775
discussing purpose	3.909	0.831
discussing community and systems they will be influencing	4.455	0.522

Note. Reported means are based on a Likert scale of 1 (*strongly disagree*) to 5 (*strongly agree*), 3

is *neutral*.

Recommendations for Fostering Leadership Development Theme Eight: Multicultural***Leadership at the Graduate Level***

A high level of agreement was attained on the recommendations for fostering multicultural leadership at the graduate level. Creating pathways to access ($M = 4.727$, $SD = 0.467$), considering structural and systemic barriers, attempt to dismantle and name them with students ($M = 4.636$, $SD = 0.674$), reaching out to students who come from historically marginalized groups ($M = 4.636$, $SD = 0.505$), expanding representation of leadership ($M = 4.636$, $SD = 0.505$), normalizing community-centered approaches ($M = 4.545$,

$SD = 0.522$). Integrating multicultural and social justice counseling competencies ($M = 4.545$, $SD = 0.522$), using affirming and liberatory approaches to supervision and teaching ($M = 4.545$, $SD = 0.688$), and examining the intersection of leadership and culture ($M = 4.545$, $SD = 0.688$), exploring leadership and one's relationship with it using a cultural lens ($M = 4.455$, $SD = 0.688$) were also agreed upon by the experts. While still in agreement, less supported recommendations were having more advanced students' mentor with explicit goal of helping newer and diverse students feel accepted and find interests ($M = 4.364$, $SD = 0.924$), accounting for the background of all students for past leadership activities ($M = 4.091$, $SD = 0.701$), and sharing stories with one another ($M = 4.091$, $SD = 0.539$). There was a lack of consensus among experts on establishing leadership teams ($M = 3.818$, $SD = 1.168$; see Table 8).

Table 8

Theme Eight: Recommendations for Fostering Multicultural Leadership at the Graduate Level

Theme and Subtheme	Mean	SD
Normalizing community centered approaches	4.545	0.522
Integrating multicultural and social justice counseling competencies	4.545	0.522
Using affirming and liberatory approaches to supervision and teaching	4.545	0.688
Consider structural and systemic barriers, attempt to dismantle them, and when appropriate, name them with students	4.636	0.674
Account for the background of all students for past leadership activities	4.091	0.701
Create pathways to access	4.727	0.467
Reach out to students who come from historically marginalized groups	4.636	0.505
Have more advanced students' mentor with the explicit goal of helping newer and diverse students feel accepted and finding interests	4.364	0.924
Establish leadership teams	3.818	1.168
Expand representation of leadership	4.636	0.505
Examining the intersection of leadership and culture	4.545	0.688
Exploring leadership and one's relationship with it using cultural lens	4.455	0.688
Sharing stories with one another	4.091	0.539

Note. Reported means are based on a Likert scale of 1 (*strongly disagree*) to 5 (*strongly agree*), 3

is *neutral*.

Clarifying Questions

During phase two, the participants were asked to provide clarity on answers that were provided during phase one. Specifically, clarification was needed on the participants' definition of leadership, how to account for cultural advantages and cultural assets, and what, if anything, is missing from the conversation about leadership.

Clarifying Leadership

During data analysis of phase one, it became clear that some participants alluded to various aspects of leadership that we, as an analysis team, were unsure of what leadership meant to each participant. Thus, we posed the question: "What is leadership? What does it mean to you? What does it look like?" Six themes emerged from the data: (a) empowerment, (b) willingness to take risks, (c) leveraging individual privilege and power, (d) commitment to collaboration, (e) honoring individual and collective stories and perspectives, and (f) servant leadership values.

Empowerment. Several participants referenced the concept of empowerment when defining leadership and what it means to them. One participant shared, "It emphasizes empowerment, and purposeful commitment to achieve shared goals." Another participant suggested, "It is the process of removing barriers to others' growth and movement to actualization. It's bringing all persons together to work toward a shared purpose and then empowering their agency for change." It was further suggested, "Being brave and courageous when others aren't looking, doing the right thing at the right time for the right reasons."

Willingness to Take Risks. Building off the courage to empower others, participants also shared that a willingness to enter difficult spaces, broach sensitive topics, challenge dominant voices are a significant piece to the skill set leaders needed today. That willingness to

take on the responsibility for common good and collective needs surpass individual agendas and wants. For instance, “being aware of and leveraging opportunities to elevate others and take risks that might create discomfort or ‘problems’ for the status quo (including ourselves). Leaders ask the hard questions of both themselves and others.” Another participant shared, “Being willing to step forward and take responsibility for solving problems or accomplishing tasks that are important to your group.” Additionally, “Walking the walk—rather than talking the talk.” Participants also alluded that leadership is a willingness to take on the responsibility for common good and collective needs. A participant noted, “Leadership means taking responsibility to oversee a group of people as they move towards their goals and aspirations.

Leveraging Personal Privilege and Power. Responses indicated that multicultural leaders are not only aware of their privilege and social location and the dis/advantages of their intersectionality but engaging in leadership requires actively utilizing said identities to gain space and attention for those whose identities are less represented at the table. For example, “it means I have had the opportunity to stand on the shoulders of giants and I hope to pay that forward.” Another participant suggested, “Leadership is a process of listening to others and using positions of power to share marginalized voices. Leadership means creating spaces where all students can thrive.” Additionally, a participant shared, “Leadership is accepting and utilizing the identities we hold that allow us into spaces where advocacy can take place. When we are not at the table, we are speaking to those at the table and requiring that space be made for differing perspectives.”

Commitment to Collaboration. Working alongside the communities served was a significant finding for defining leadership, and the ongoing commitment to serving others is often how many participants reflected leadership in action. One participant said, “Sharing and executing a vision that is developed with and for the community I serve. It means I invite all to

participate and am an equal party in that with the responsibility to execute what is determined.”

A different participant suggested, “Leadership is a collaborative process with the ultimate goal of leveraging the unique value and skills of each individual within the group to create positive change for the common good.” It was also suggested that “engaging in reflective and collaborative decision-making processes” is important.

Honoring Multiple Perspectives. Participants described leadership as creating spaces where many voices could converge and be heard, meaning the leader is listening to individual and collective stories and diverse perspectives. For example, “During times of change and challenge, it involves doing my own work to stay grounded and open to others, especially when they are in reactive states. It involves valuing individual experiences, while working toward the common good.” In addition, “Leaders can recognize individuals while attending to the needs of the whole.” A participant shared, “it involves holding space for multiple and diverse experiences.”

Servant Leadership Values. While many in counseling may not adhere to servant leadership, and this study does not focus on servant leadership, the principles behind this theory are reflected in the data. Principles such as humility, honoring others before yourself, and prioritizing people over tasks, to name a few. One participant shared, “For me, it includes work I do to support students within the department, within my courses, and the broader field. I think we can help normalize it as part of our work by exploring all of our work as leadership.” Another participant shared, “It is an ethical obligation related to being a good community member rather than forwarding personal benefits.”

Lastly, participants spoke of leading as more of a backstage position, that it’s in our power to let other voices take center stage. This is a noteworthy addition to the growing

definition of leadership that leaders are not always front and center or seeking accolades for their work. For example, “Leadership means knowing when to step in and also when to step out. Leadership means being able to get out of the way to allow all the members of the team to shine. Leaders can recognize individuals while attending to the needs of the whole.”

Accounting for Cultural Advantages and Assets

During phase one, the survey asked participants to describe their cultural identities in an open-ended format and later if any of those identities ever felt to impede the ability to seek leadership roles or positions. The data indicated a need to further explore how cultural advantages, such as identities that hold privilege or aid in gaining opportunity, and cultural assets, identities that diversify our community play a role in leadership development. The phase two survey asked participants to clarify, “How do you account for cultural assets or cultural strengths that influence your leadership development?” Six themes were identified from phase two: (a) Internal awareness, (b) openness and transparency, (c) embracing the work, (d) cultural responsiveness, (e) collaboration and team orientation, and (f) engaging in liberatory action.

Internal Awareness

Participants were very clear about the need for awareness and that it often starts with gaining clarity around their own identity and thus fostering internal change and transformation. One participant shared, “I work from a liberatory lens, and with that comes clarity around my own identity and when that has been helpful and hurtful in leadership opportunities.” Another participant shared, “by first being aware of them and then by being open to finding/exploring the cultural assets that I may be unaware of.” It was further suggested, “I practice awareness of my own privilege, power, and biases in how I teach, practice, and supervise.” In addition, a participant stated, “Growth and change begins with oneself. In any role, I have been sure to have

the supports in place.” Plus, a participant suggested, “I am aware, and I ask to be challenged.”

Openness and Transparency

The data may indicate the process of gaining internal awareness as a precursor to leaders' ability to be open and transparent about their own experiences, areas of privilege and power, and the need to solicit feedback from their communities. For instance, a participant stated, “Transparency with myself and the team.” In addition, “I also use self-disclosure with students.” Another participant shared, “As a privileged white woman, I ask and listen and make space for the cultural assets and strengths of others.”

Embracing the Work

Welcoming the consistent challenges and ongoing personal exploration was touched upon in participant responses. For example, “supports that can help me to identify blind spots, biases, and potential trauma triggers. It is incumbent upon me to do my own work regarding these.” Another participant shared, “I am not perfect at it, but when I make a mistake, I take responsibility for it and use it as a chance to learn and grow.”

Cultural Responsiveness

Experts confirm that when engaging in leadership, a crucial piece to multicultural leadership requires integrating cultural values and seeking similar support in the community. For example, “My personal and professional values are derived from the various cultures and social groups of which I am a member and carry through in my approach to leadership.” Another participant shared, “Finding leaders who are of a similar background to my own is often difficult. This has left me looking to other fields, areas, where I see leaders with a similar background to myself engaging in ways that speak to me, and also to start to see which of my interactions, assumptions, and goals connect with my cultural heritage.” Plus, a participant suggested, “My

culture asks me to do what needs to be done and not wait until someone asks me to do it. Also, my culture believes in working behind the scenes.”

Collaboration and Team Orientation

Working with students, colleagues and or teams, an effective approach involves working alongside, not hierarchical. It involved providing support and helping students and mentees seek their own unique path. For instance, “I also recognize that collaborative approaches, particularly when these structures incorporate diverse voices and representation, are most effective.” Another participant said, “and work to support [students] in finding their own values and leadership goals, within the system we currently work in.”

Engaging in Liberatory Action

Liberatory action, simply acknowledging one’s cultural assets, regardless of whether they are perceived as such, is a form of resistance. Or simply refusing to adapt or conform to the dominant narrative, rather engaging in liberating ways and modeling how to challenge systems. For example, a participant shared, “I wasn’t always aware of how culture influenced assets and strengths in leadership because some of those assets and strengths are not seen as assets in dominant culture to recognize how to engage in these culturally influenced communication styles.”

Some participants simply stated the matter of accounting for cultural advantages and assets is an integral part of anti-oppressive leadership and one cannot exist without the other. For instance, “It is inseparable and part of anti-oppressive leadership.”

What is Missing from the Conversation?

While combing through the data of phase one, our team sought to understand not only what participants said about leadership, but what might have been unsaid or unexplored. Giving

our experts an opportunity to stand on the soapbox and share their thoughts on what is missing, not just from our study but the greater conversation about leadership development in the counseling field. Therefore, phase two posed the question: What is missing from the conversation about leadership and what leadership is? The qualitative data revealed three themes: (a) expanding the definition of leadership, (b) scaffolding effective leadership development, and (c) challenging the field as a whole.

Expanding the Definition of Leadership

Participants' collective responses indicated that leadership and its development take time, making mistakes is normal and part of the process. Leaders need to learn how to follow before leading and thus put less emphasis on the individual and shift to a more collective/team perspective. Participants described leadership as a quality while also challenging that leadership is not a disposition one has or does not have. For instance, While expectations for leadership have increased in the last decade, there remains operational fuzziness when distinguishing service from leadership, and despite the increase in leadership development programming, the field still treats leadership as a disposition that someone has or does not.

Scaffolding Effective Leadership Development

Experts highlighted the need to define leadership as a developmental process, indicating how we approach leadership training needs to reflect the unique and ethical practice of developing counseling leaders to engage in service that fits them, not a predetermined form. For instance, "The time and reflexivity that is necessary to develop one's leadership toolbox over the lifespan. It's an ongoing developmental process where you don't hit a 'destination', but you engage in the journey (and engage others along the way)." Another participant stated a missing

component of leadership, “is that it doesn’t just take a predetermined form, leadership can take many forms and show up in parts of our identity for which others have no knowledge.”

Participants also highlight a need to scaffold in wellness practices, noting that service often comes with a responsibility to bear the weight of others’ emotional reactivity, and to protect our sustainability, we must learn early how to operate in difficult contexts. Normalizing in leadership training that leaders are human and thus vulnerable to emotions and stress within the roles we inhabit. For example, I believe that there needs to be more of an emphasis on maintaining wellness, particularly in times of challenge those in leadership roles may become targets of unresolved fear and anger. In higher education there is sometimes not space for leaders to be vulnerable; for leaders to have human reactions.

Finally, scaffolding training should emphasize fewer individual approaches and teach leaders how to work collaboratively and manage interpersonal relationships. For example, “more emphasis on interplay/dynamics of leader with team. We forget that some leaders can’t get anywhere without the support of who is behind them, yet I think it reflects our individualistic tendencies that our counseling literature doesn’t focus more on the interplay/dynamics between leaders and teams.”

Challenging the Field as a Whole

Our experts noted the advantages and disadvantages embedded in the field of counseling and how these often promote or deemphasize various groups, identities, or programs. For instance, “as a community we prioritize and lift up students and faculty from R1 and doctoral programs. Master’s faculty and students in master’s only institutions must work harder to be recognized.”

Challenging the counseling profession and shifting how we introduce, sustain, and evolve leadership development practices was indicated by our experts, and participants called for more anti-oppressive and liberatory approaches that are more inclusive and welcoming to marginalized voices and accessible means of gaining leadership experience. It involves calling out the barriers to current pathways to fostering leaders. This was illustrated with, “I think the reality is that our students are struggling, and that attending conferences has become very expensive. We place priority on presenting, when that is a clear barrier for many of our students.” This participant went on to espouse the need to expand leadership to include supportive teaching and working within communities.

CHAPTER V: CONCLUSIONS

Interpretation of Data

This study solicited the opinions of leadership experts in counselor education and supervision across the United States using the Delphi methodology. This study's leadership experts in counselor education identified eight themes for fostering multicultural leadership in doctoral-level curricula. They named (a) actions by faculty, (b) experiences to develop leadership skills, (c) critical factors to leadership identity development, (d) how to facilitate a strong leadership culture, (e) recommendations for necessary institutional change, (f) formal training recommendations, (g) pedagogy to foster multicultural leadership, and (h) recommendation for fostering multicultural leadership at the graduate level.

Leadership experts in counselor education noted that faculty actions were highly influential in developing leadership skills and experiences. They named mentoring students, modeling engagement, being involved in professional organizations and associations, making leadership part of the culture, addressing difficult situations in mature/useful ways, and talking openly about their leadership experience as highly effective actions by faculty that foster leadership development. They also named mentoring junior faculty, continuing to offer support post-graduation, providing informal guidance, and building and/or fostering community as highly effective actions by faculty that foster leadership development.

Leadership experts in counselor education named three primary experiences that enabled their leadership skills to develop and grow. Those experiences were exposure to different types of leadership, attending events, and joining ACA divisions. When it came to critical factors to leadership identity development, leadership experts in counselor education named the primary factors of mentorship, knowing oneself, ability to view leadership as a verb rather than a title,

willingness to take risks, space to make mistakes without credibility being questioned, and embedding a social justice stance when developing leadership identity.

Leadership experts agreed on recommendations that facilitate a strong leadership environment. They named helping individuals see themselves as contributors and capable of leadership, facilitating access to growth opportunities. Additionally, faculty are open about their experiences, collaborating to identify strengths, interests, fears, growing edges, and career goals. Faculty are open-minded to leadership models, and programs avoid the cookie-cutter approach to leadership. Experts also agreed on three recommendations necessary for institutional change to facilitate leadership culture, starting with awareness of one's cultural assets, more awareness around the cultural impact of one another, and less perceived competition between students.

When it comes to recommendations for formal training in doctoral curricula, experts agreed on the importance of mentoring programs within organizations; mentoring programs in graduate programs; adapting coursework that addresses leadership; additional exposure to related literature and curricular content; scaffolded training in leadership skills; and finally, supporting students/colleagues in building confidence and skills. Pedagogical recommendations for fostering multicultural leadership included avoiding the one-size-fits-all approach to teaching; talking about positionality, power, and acknowledging biases, incorporating leadership models grounded in diversity; making leadership a fun and safe space for marginalized individuals; and helping students witness different types of leaders with different visible and invisible identities. They also noted examining good and bad leadership ethics, discussing community and systems student influence, and lastly, faculty setting examples of leading by listening.

Additionally, experts were asked to rate their level of agreement on recommendations for fostering multicultural leadership. They strongly agreed that creating pathways to access,

considering structural and systemic barriers, attempting to dismantle and name them with students were effective. They further agreed on reaching out to students who come from historically marginalized groups, expanding representation of leadership, normalizing community-centered approaches, and integrating multicultural and social justice counseling competencies. Experts also agreed on affirming and liberatory approaches to supervision and teaching, examining the intersection of leadership and culture, and exploring leadership and one's relationship with it using a cultural lens significant for counselor educators looking to foster multicultural leadership in graduate students.

Theory and Research

This section examines the findings through the lenses of transformational learning and leadership theories. The findings are organized by the eight primary themes, which are discussed first through transformative learning theory and then transformative leadership. The chapter ends with a discussion of the study's findings and potential implications for the profession and the graduate learning structure.

Transformative Learning

Transformative learning theory is an adult model of learning that provides theoretical direction for counselor educators seeking to invoke principles and core conditions espoused by Carl Rogers (1980). It is a comprehensive and complex description of how learners construct, validate, and reformulate the meaning of their experiences (Cranton, 2006). Adults learn best when their frames of reference are challenged, so perspective, values, and behaviors are transformed (Mezirow, 2000). Centered in this theory are experiential learning, critical reflections, and rational discourse (Mezirow, 2000).

Actions by Faculty

Teaching in transformative learning means instructing students in ways that promote self-awareness and personal growth (Fazio-Griffith & Ballard, 2016). Professors abandon traditional teaching roles and become intellectual coaches or change agents and create dynamic relationships in the classroom (Slavich & Zimbardo, 2012). This connects to the subthemes of faculty modeling engagement and building a community within the classroom context where life-changing experiences can occur. Additionally, transformative teaching includes making leadership part of the culture and disclosing how to navigate difficult experiences. A crucial component of transformative teaching is providing modeling and mastery experiences and opportunities to practice new skills. The best offering for students is that of mentorship.

Mentorship was highly referenced in phase one and readily agreed upon in phase two. However, research indicates there is a lack of universal definitions and defining roles, especially within counselor education (Borders et al., 2011). For faculty of color, mentorship has been recognized as an invaluable and crucial tool for retention (Brooks & Steen, 2010), promotion (Espino & Zambrana, 2019), leadership development (K. C. Brown, 2010), and professional success (Lloyd-Jones, 2014). There are various types and forms of mentoring relationships, for our study informal and formal mentors were referenced. Whether it be organic relationships of faculty mentoring students (Baker et al., 2014) or established faculty mentoring junior faculty (Lloyd-Jones, 2014), all the research acknowledges the benefits of connecting with multiple mentoring partners in non-hierarchical, collaborative, cross-cultural partnerships, all of which address specific areas of faculty activity. The act of giving students, junior faculty, and colleagues a chance to immerse themselves in new situations and roles, with the added element of the mentor's ongoing support and guidance to help process new experiences, all contribute to

effective transformational lessons because it transcends the classroom (Fazio-Griffith & Ballard, 2016).

Experiential Development for Leadership Skills

The experts shared many experiences that they deemed crucial for their leadership development and experiences they felt important for the next generation to enact. Existing research explores leaders' lived experiences in counselor education, mostly in relation to ACA divisions and CSI. For example, Weaver et al. (2023) extracted five themes of experiences of the leadership of past ACA branch presidents: advocacy, leadership qualities, involvement, challenges to unity and wellness, self-care, and boundaries. This study focused on doctoral experiences and that of teaching leadership to future counselor educators; however, exposure to a variety of leadership qualities, exploring future involvement, and defining advocacy were supported. The findings suggested exposure to different types of leadership to be the highest subtheme experts indicated as important for developing leadership skills. Transformative learning can help explain why exposure and provocative experiences are motivating for students. Through collaborative exercises that intellectually challenge and encourage students (Fazio-Griffith & Ballard, 2016). Moreover, critically reflecting on prevailing attitudes and alternative perspectives, such as different leadership styles, could help solidify how they define and adopt their leadership skills and eventual leadership identity. This precedes how students formulate and decide on how they engage as members of the leadership community, such as program or department service.

Experiential learning relates to the subthemes of students attending events, such as state and national conferences, and joining ACA divisions. Lastly, personal attention and feedback are other core elements of transformative teaching (Fazio-Griffith & Ballard, 2016) and a subtheme

indicated setting individual goals with students with follow-through. This connects to transformative teaching as feedback to an adult's unique frames of reference cannot always be generalized. Providing timely and individualized feedback precipitates a deeper level of self-reflection and extends to the subthemes of self-direction and purpose.

Factors Critical to Developing a Leadership Identity

Solidifying critical factors for developing a leadership identity could align with a study by Preston et al. (2020), who sought to highlight key components of a high-quality counselor education doctoral program. Relationships, mission alignment, identity development, and inclusive diversity were corroborating themes. Transformative teaching has already highlighted the importance of relationships. Faculty-student relationships were “the most important factor” (Preston et al., 2020, p. 460), which connects to the subtheme of mentorship and is also the most agreed upon factor by experts. Additionally, mentor support is a crucial enabler for women in leadership (Maheshwari, 2023). Mission alignments, such as faculty buy-in, alignment with the university’s mission, and institutional support, were identified (Preston et al., 2020). The study noted that a factor in developing a leadership identity came down to whether social justice was embedded within the leadership training program, and many programs claim as such. This is further supported by witnessing diverse faculty and students, which can intellectually challenge students to face new and diverse information, enabling transformative learning (Fazio-Griffith & Ballard, 2016). Identity development can occur through experiential lessons, both curricular experiences and informal extracurricular activities. Students must move beyond the classroom to take risks, begin to know themselves, adopt the mantle of leader, and begin to explore leadership as a verb, not just a title; students also need to feel free to take chances and making mistakes

without credibility being questioned. These relate to key components of transformative learning such as experiential lessons and intellectual challenging through reflection.

Recommendations for Fostering a Strong Leadership Environment

Continuing to use Preston et al.'s (2020) findings, more overlap was viewed in recommendations to foster a strong leadership environment. To form a high-quality doctoral program is to set the stage for strong leaders within the field. A core component that can be applied to this study's findings is the importance of mission alignment, more specifically, that of faculty buy-in, which is defined as faculty input, ownership, and commitment to the program through service (an element of leadership). If the program's culture feels team-oriented, then it relates to our subthemes of faculty being open about their experiences, there is a willingness to embrace different leadership models, and there is access to growth opportunities. Additionally, transformative educators often model mastery experiences and seek to provide opportunities for learners to practice, thus acting as a catalyst for generating an awareness of personal values and beliefs (Fazio-Griffith and Ballard, 2016; Rogers, 1980). This links to another facet of transformative teaching: personalized attention and feedback, which, through the faculty-student relationship, the findings supported. For example, collaborating one-on-one, helping individuals see themselves as contributors and capable of leadership, identifying strengths, interests, fears, growing edges, and career goals.

Recommendations for Necessary Institutional Change to Facilitate Leadership Culture

Awareness of one's cultural assets and the awareness of one's cultural impact on others, were the subthemes with high consensus. These subthemes connect to Peters and Luke's (2022) study developing a framework for understanding anti-oppression. More specifically, the second principle of overcoming comfort and fragility through unlearning privilege and domination,

which aligns with transformative learning's frame of reference and learners' perspectives evolve when faced with new information and opportunities to critically reflect and process (Mezirow, 2000). Additionally, the fifth principle, co-constructing a brace space through relationships and community, builds on transformative experience and modeling (Fazio-Griffith & Ballard, 2016) and is accounted for in our study by the subtheme, creating "safe" places. A last piece to recommendations for institutional change to facilitating leadership culture is that of institutional support and mission alignment with feeling supported by a program (Preston et al., 2020). This component could also be seen in subthemes that our experts highlight. Such as programs providing more financial support and less perceived competition between students, as this undermines transformative principles that prioritize relationship building and safety while challenging worldviews and frames of reference (Mezirow, 2000).

Recommendations for Formal Training

When it comes to integrating recommendations into formal training in doctoral programs there is some research that has begun to map out future directions. Experts highlighted mentorships, scaffolding training in leadership skills, such as adapting coursework to address leadership, and exposure to related literature and curricular content. Once again, the importance of mentorship, both in programs and in organizations were the top subthemes experts had consensus on for formal training recommendations. Mentoring was identified as helpful in promoting growth and development across multiple studies (Protivnak & Foss, 2009; Purgason et al., 2018; Storlie et al., 2015). The literature review indicated a study (Lockard et al., 2014) that found a majority of students believed that they received adequate training and education in the six domains of leadership in counselor education. However, some did not feel prepared to be leaders or lead and manage an organization. Respondents believed more can and should be done

to increase leadership education in the profession. Only 31% indicated leadership-oriented classes were important influences in skill development, potentially highlighting that some programs lacked an effective leadership-oriented class. Scaffolding content, such as the *Principles and Practices of Leadership Excellence* adapted from CSI (Peters et al., 2018), or offering activities that blend advocacy action with advocacy training (Farrell & Barrio Minton, 2019), are transformative opportunities that extend beyond classroom restraints. Lastly, research supports building courses into the curriculum that directly address leadership, leadership theory, leader behavior and more (Paradise et al., 2010). This study noted formal training does not have to be so much on how to acquire skills, but more on how to apply already learned skills to successfully lead others.

Recommended Pedagogy to Foster Multicultural Leadership

Pedagogy experts recommended a key aspect of fostering multicultural leadership in counselor education was avoiding the one-size-fits-all approach to teaching, talking about positionality such as power and acknowledging biases, and faculty setting an example of leading by listening. These subthemes are consistent with findings that touch upon transformative teaching being tailored to the students and attuned to class dynamics, including modeling by the teacher (Fazio-Griffith & Ballard, 2016). Equally important, however, is for educators in the health professions to be sensitive to students' potential responses, whether positive or negative, both cognitively and emotionally (Van Schalkwyk et al., 2019). This facet connects to the subthemes of making leadership a fun and safe space for marginalized individuals and incorporating leadership models grounded in diversity. Leadership grounded in multicultural diversity and inclusion must start with the voices of marginalized individuals to be a space of transformative learning for all students. Transformative learning requires a pedagogy that

exposes learners to unfamiliar contexts (Mezirow, 2000; Van Schalkwyk et al., 2019), so the subthemes of examining good and bad leadership ethics, discussing community and systems, witnessing different types of leaders with different visible and invisible identities could be effective pedagogical activities for multicultural leadership as they begin to present to learners opposing contexts in addition to various sources of collective debate and discussion.

Recommendations to Fostering Multicultural Leadership at the Graduate Level

The last theme to be discussed under the lens of transformative learning theory is recommendations our experts agreed fostered multicultural leadership at the graduate level. Subthemes that relate are integrating multicultural and social justice counseling competencies and using affirming and liberatory approaches to supervision and teaching. Studies have shown that transformative teaching is particularly effective for increasing multicultural awareness and respecting individual differences (Fazio-Griffith & Ballard, 2016). Furthermore, another core method implemented in transformative learning settings is that of establishing a shared vision for the course. This is relevant to our subthemes of expanding representation of leadership, having students work together to co-construct leadership and how it relates to them individually and collectively, which connects to the subtheme of examining the intersection of leadership and culture.

Transformative Leadership

James Burns (1978) first coined the term *transformational leadership*, and it aims to motivate and inspire followers to meet outcomes while simultaneously growing an individual's potential. It involves the dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Avoilo et al., 1999). These can be viewed as leader attributes and tend to be associated with doing what is "morally right," such as protecting

individual rights and dignity. It is inclined to foster an inclusive organizational climate, honoring diversity, and social responsibility. They champion social justice and prioritize protecting individual and collective welfare in society (M. Brown et al., 2019). Transformational leadership is perceived as one of the most effective leadership styles that bring key outcomes to organizations, such as knowledge capital, human capital, and innovation performance (Le & Lei, 2020). For school counselors, transformational leadership training impacted their sense of agency and confidence, engaging educational stakeholders in dialogues about inequities in schools (Strear et al., 2018).

Our findings revolve around leadership development at the doctoral level and thus need to account for the unique structure of higher education and how leadership is perceived, and thus taught. The nature of higher education and leadership has often been contested, given the organizational complexity, multiple goals, and values (Hofmeyer et al., 2015). Some studies have argued that transformational leadership is ideal for higher education, given the improvement in satisfaction, perceived work performance, and organizational commitment to tasks (Mukiur et al., 2017) and increases morale and satisfaction in faculty and staff (Bensimon et al., 1989). Lastly, Currie and Lockett (2007) argued that transformational leadership does not take the institutional context within which educational institutions operate, a unique finding that has application to this study's findings.

Actions by Faculty

The leadership of teaching *for* student learning is often overlooked (Quinlan, 2014). However, this study places the counselor educator in the role of leader, and thus, this section will apply transformational leadership to that of the faculty. A component of transformational leadership is individualized consideration (Bass, 1985), meaning leaders tend to treat their

subordinates differently according to their needs and capabilities. This would fit the subthemes of faculty mentoring students, faculty mentoring junior faculty, and continuing to offer support post-graduation, providing informal guidance. The component of charisma, which transformational leadership defines as subordinates' belief, admiration, and trust in their leaders. Leaders are perceived as dynamic, hardworking, competent, and inspirational. Subthemes such as making leadership part of the culture enable students to gain inspiration from their program's culture, and faculty talking openly about their leadership experience increases trust and belief that said leaders are competent in the field. Finally, the leader maintains a continuous challenge to followers by espousing new ideas and approaches (Bryman, 1993), so our subtheme of addressing difficult situations in mature/useful ways could be particularly meaningful.

Experiential Development for Leadership Skills

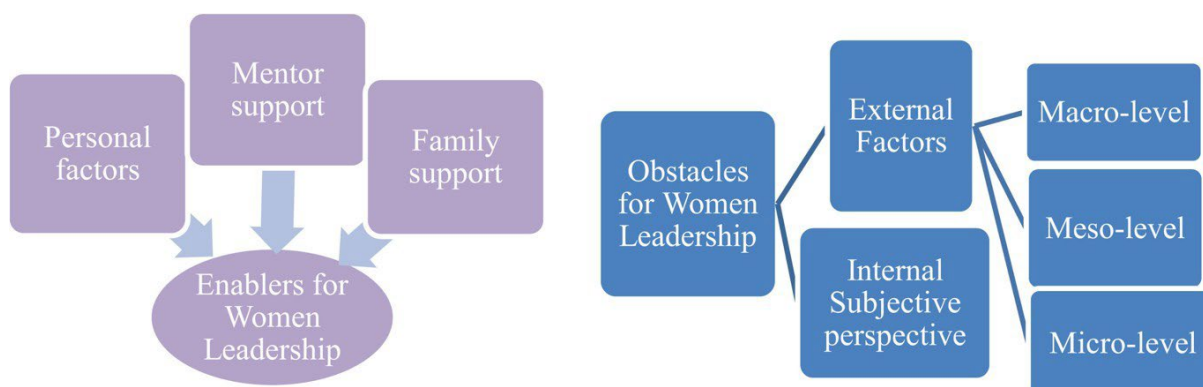
The highest mean of agreement among experts for experiential development was that of exposure to different types of leadership. Having a variety of experiences with former education institutions, K-12, undergraduate, community-based organizations, or work-related leadership exposure. Having students identify their unique exposure to leadership styles, and comparing democratic or collaborative leadership, common in schools, which pose the leadership actions and decisions are shared and distributed evenly. Or if they have met transactional leadership (Bass, 1985), most commonly found in organizational settings that emphasize compliance of followers with the use of rewards and punishments. As a transformative leader, faculty can intellectually stimulate followers (Bass, 1985) by challenging them to re-organize and think more deeply about their ideas and experiences.

Factors Critical to Developing a Leadership Identity

Strengthening counselor identity is a collective goal for our profession and a potential “shadow” if not properly addressed in the near future (Barrio Minton, 2023). Critical factors for leadership development have begun to gain traction across the literature, even looking at specific groups, such as female leaders. A study by Maheshwari (2023) reviewed the literature on women’s leadership in higher education in the past 20 years across multiple countries, the U.S. included. They identified what factors act as barriers for women in leadership in higher education and enabling factors for women in leadership in higher education (see Figure 3).

Figure 3

Barriers and Enablers for Women’s Leadership in Higher Education



Note. (Maheswari, 2023).

Using this model, the subthemes of mentorship and facilitating a space to process leadership experiences fall under the enabling factor of *mentor support*. Our subthemes of knowing oneself, a willingness to take risks, courage to speak up and ask questions, and success with previous leadership tasks all speak of self-efficacy, which are facets of the enabler *personal factors*. Lastly, having early models in leadership and a sense of community can be viewed as *family support*. While this study did not examine nor seek factors the experts felt interfered with leadership development, we could apply what they found helpful as added proof that when

absent, these factors can act as barriers to leadership. For example, neglecting to view leadership as a verb but rather a title or not engaging in projects that are aligned with strengths or background can all attribute to internal subjective perspective, or attitudinal barriers. A few of the subthemes meet what constitutes external subjective perspective in macro (socio-political), meso (institutional), and micro (individual) levels. For example, not having the space to make mistakes without credibility being questioned and a lack of social justice embedded in leadership are both meso-level barriers. For the macro-level, our subthemes reversed to lack purpose and opportunity to contribute to larger missions and poor understanding of historical/institutional factors in leadership context are significant barriers.

Recommendations for Fostering a Strong Leadership Environment

Research findings highlight how transformational leadership is an ideal leadership style, as it nurtures and fosters both employees' positive psychological sources and firms' innovation capability (Lei et al., 2020). The expert's recommendations for fostering a strong leadership culture can be analyzed using a transformative leadership lens. Educators as transformational leaders tend to seek opportunities to intellectually stimulate students by encouraging them to rethink ideas never questioned before (Bass, 1985). The subthemes of helping individuals see themselves as contributors and capable of leadership and having faculty who are open-minded to leadership models both present opportunities to expand student knowledge, either by trying on new roles and processing experiences or via an instructor demonstrating or teaching various models of leadership in or outside of the classroom. The subthemes of collaboration to identify strengths, interests, fears, growing edges, and career goals fit the component of individualized consideration (Bass, 1985), as does facilitating access to growth opportunities that fit student

goals. Leaders also consider the individual needs of classes/cohorts or programs and avoid the cookie-cutter approach to leadership, another subtheme.

Recommendations for Necessary Institutional Change to Facilitate Leadership Culture

The mission to reestablish or change the culture of leadership in counselor education begins by adjusting what constitutes barriers in the field and maximizing the effects of what enables student success. The experts identified subthemes that range from micro-level issues to macro-level barriers preventing students, particularly women, from entering into leadership roles (Maheshwari, 2023). Subthemes such as awareness of one's cultural assets and developing more awareness around the cultural impact of one another constitute barriers at the micro (individual) level. Perceived competition between students and lack of financial support are meso-level (institutional) barriers. More macro-level (socio-political) barriers are that of institutional hierarchy within higher education as a whole, and thus, the subtheme of upper administration giving faculty time to do good mentorship is neglected.

Recommendations for Formal Training

Formal training that considers transformational leadership can be linked to our data, however there is existing research validating its presence in college contexts. Bolkan and Goodboy (2009) sought to explore the relationship between transformational leadership in college classrooms, student learning outcomes, student participation, and student perceptions of instructor credibility. They found all three components of instructional, transformational leadership (charisma, individualized consideration, intellectual stimulation) are moderate to strongly associated with all outcome variables. Bass's component of individualized consideration (1985) has been applied to this study's subthemes in above mentioned sections. Individualized consideration, or personalized education, is based on instructor accessibility, course-related

practices, and instructor interpersonal competence (Waldeck, 2007). Instructor accessibility could account for the subtheme of mentoring, supporting students/colleagues in building confidence and skills, and fellowships designed directly in graduate programs. Course-related practices include designing class activities based on student interests and understanding. The subthemes of scaffolding leadership training, adapting coursework, and offering leadership skills development courses all fall within this concept of personalized education or instructional transformational leadership.

Recommended Pedagogy to Foster Multicultural Leadership

While on this line of instructional transformational leadership, pedagogical recommendations the experts espoused that can foster multicultural leadership include avoiding the one-size-fits-all approach to teaching and incorporating leadership models grounded in diversity. Both these subthemes can technically be personalized educational experiences, and they make a substantial difference in college environments because learning in this context is relationally driven (Frymier & Houser, 2000). To this point, charisma is particularly important to facilitating trust, enlivening the environment, and presenting as dynamic individuals. Our subthemes of faculty leading by listening and making leadership a fun and safe space for marginalized individuals speak to charisma, engendering positive classroom learning results (Brann et al., 2005). Lastly, talking about positionality power, and acknowledging biases, helping students witness different types of leaders with different visible and invisible identities, and examining good and bad leadership ethics are practices of intellectual stimulation (Bass, 1985).

Recommendations to Fostering Multicultural Leadership at the Graduate Level

Inclusivity and awareness of culture were common elements missing for doctoral students who felt their programs fell short of expectations (Storlie et al., 2015). Much of what we know about multicultural leadership begins with the instructor. Therefore, examining their transformational leadership style of instruction must consider their charismatic nature around leadership and systems, push students to grow intellectually, and consider the unique individual differences among and within groups. Conceptual literature calls for faculty mentors to encourage students with marginalized identities to get involved in student leadership (Hargons et al., 2017), connecting and reaching out to students who come from historically marginalized groups. Faculty should be transparent about potential barriers students may face and actively create opportunities for students of varying identities (Hargons et al., 2017), connect to our subthemes of creating pathways for success, and identify structural and systemic barriers with students to dismantle. Lastly, a subtheme that may encompass all components of transformational leadership is exploring leadership and one's relationship with it using a cultural lens. This subtheme requires a trusting dynamic between student and teacher, is unique to the individual's intersecting identities, and emboldens the learner to reconstruct what they know to promote transformational learning.

Implications for Counselor Education Programs

Findings from this study are vast and can be examined from multiple perspectives; from unique classroom strategies, program missions, and foci, adjustments to CACREP standards, to institutional shifts in the field of counseling are alluded to. For additional discussion, this section will examine three primary objectives for the above-mentioned stakeholders to consider when adapting coursework, program structure, and professional development standards. The

implications of this study are (a) normalizing anti-oppressive and liberatory practices in leadership development, (b) building upon or reimagining the use of CSI as the primary pathway for the development of leadership skills, and (c) expanding the definition of leadership, moving beyond individualistic ideologies, and reestablishing current leadership styles and functions to be more culturally inclusive to evolve our training and our profession in the desired direction.

Normalizing Anti-Oppressive Leadership and Liberation

Higher education has seen increased calls to decolonize and disrupt oppressive practices over the past decade (Buchanan et al., 2021), including counseling, psychology, and social work (Chan et al., 2018; Peters & Luke, 2021). Multiculturalism and social justice movements have facilitated the development of mental health and educational practices, models, and paradigms designed to more effectively address disparity across groups, communities, and individuals previously excluded or marginalized within the systems and structure of the counseling profession (Peters & Luke, 2021, Peters et al., 2020). However, it is argued that practitioners, and therefore leaders of the profession contend to be committed to social justice, anti-oppressive, or decolonizing the work are often superficial or insufficient at embracing critical and liberatory approaches (Goodman & Gorksi, 2015), potentially due to its relatively new presence and a significant increase and uptake of anti-oppression within the counseling profession. Addressing these gaps and failures in the workplace or actively challenging leadership can be a frustrating endeavor. Therefore, teaching anti-oppression at the doctoral level could provide numerous benefits, both for the profession and its future leaders and for sustainable advocacy.

Socially Just and Culturally Responsive Counseling Leadership

Socially just and culturally responsive leadership (Peters et al., 2020) is another working construct under the umbrella of anti-oppressive and could assist in promoting multicultural

leadership. The concept of socially just and culturally responsive counseling leadership contains scholarship on both cultural responsiveness and social justice. For example, theorizing and interpreting one's leadership through a culturally responsive lens (Lopez, 2016) involves developing a culture that promotes and engages in social justice advocacy and change, holding systems accountable for equity and inclusion (Hargons et al., 2017). Critical, culturally responsive, and socially just leadership must seek and demand social change by disrupting and challenging the majoritarian and subjugating systemic powers that negatively influence all communities and disproportionately affect marginalized communities (Hargons et al., 2017; Lopez, 2016). The purpose of a study by Peters et al. (2020) was to add empiricism to the current literature on socially just and culturally responsive leadership given most has been conceptual. They sought to explore what processes influenced counseling leaders and educators to engage in and enact socially just and culturally responsive leadership in the context of counseling associations and higher education and how this leadership style occurred in the contexts of counseling associations and higher education. These results provided further support for the current literature on what influences participants to engage in counseling leadership, the role of ecological systems within counseling leadership, the different realms of counseling leadership, and the importance of leadership intentionality. The results diverge from previous literature in that participants described their motivation for socially just and culturally responsive counseling leadership (SJCRCCL) in a more extensive, holistic, and intersectional way and not based on any singular event. It supports the developmental nature of counseling leadership and the interplay of inclusion and development.

The Ten Principles of Anti-Oppression

While there remains a need for transtheoretical frameworks to enact anti-oppression in the broader counseling and related literature, research has begun to fill this gap. Peters and Luke (2022) conducted a study using a critical analytic synthesis to identify principles aimed at disrupting and ameliorating systemic and structural discrimination and oppression for marginalized persons and communities through the enactment of anti-oppression across educational, research, and practice contexts. The results came into 10 principles of anti-oppression. They are deliberately detached from praxis contexts, leaving an intentional opportunity for future educators, scholars, and supervisors to apply these principles in various practice contexts and modalities as well as foci and communities. For instance (a) developing critical consciousness through critical reflexivity, (b) overcoming comfort and fragility through unlearning privilege and domination, (c) centering the margins through empowerment and liberation, (d) wellness and self-care through act of compassion and vigilance, co-constructing a brave space through relationships and community, (f) developing goals and assessing outcomes through stakeholder investment, (g) challenging and disrupting oppression through broaching and accountability, (h) identifying and addressing barriers through resistance and opposition, (j) socioecological advocacy and activism through collective action, and (k) redistributing social, cultural, and political capital through access and opportunity.

This study adds further evidence to the 10 principles of anti-oppression as there are multiple similarities across both data subsets. For example, subthemes such as integrating multicultural and social justice counseling competencies and using affirming and liberatory approaches to supervision and teaching could meet Principle #1: Developing critical consciousness through critical reflexivity (Peters & Luke, 2022). Creating “safe” spaces, making

leadership a fun and safe space to learn is Principle #5: Co-constructing a brave space through relationships and community. Plus, Principle #10, Redistributing social, cultural, and political capital through access and opportunity, was noted in the qualitative data from phase two.

Participants offered that leaders with cultural advantages can and should adopt the practice of leveraging individual privilege and power so as to seek space for less represented voices.

Liberation Practices

When the topic of liberation comes up within this context of education and leadership as teaching, one can turn to the words of bell hooks and the engaged pedagogy in *Teaching to Transgress* (1994). Inspired by the work of Paulo Freire, that education could be the practice of freedom and liberation, hooks operationalized this as critical awareness and engagement, inviting students to be active participants in their learning. This requires teachers to embrace the ongoing challenge and vulnerability of self-actualization alongside their students they will be better able to “create pedagogical practices that engage students, providing them with ways of knowing that enhance their capacity to live fully and deeply” (hooks, 1994, p. 22). However, this concept has and continues to be an ideal but often not dominantly used style of pedagogical practice due to the constraints (e.g., pay, class loads, advising obligation, lack of support) and inherent oppressive systems on educators.

Advantages vs. Assets. In phase two, participants were asked how they accounted for their cultural advantages, such as intersecting or singular identities associated with privilege and power. Or how cultural assets, meaning an individual’s intersecting identities that differ from the majoritarian that are much needed, provide diversity in thought and action and enrich the overall voice of leadership. The six themes identified were: the need for internal awareness; openness,

and transparency, embracing the work; the ability to connect to culture; collaboration, and team orientation; and lastly, engaging in liberatory action.

Wellness & Self-Care. The act of self-care, not just among counselor educators but anyone in a leadership position, was alluded to more than once in our study. The emergence of wellness as a function of counseling leadership is an emerging theme in the literature (McKibben, 2016). The participants emphasized maintaining wellness, especially during times of challenge, “those in leadership roles may become targets of unresolved fear and anger. In higher education, especially, there is sometimes no space for leaders to be vulnerable; for leaders to have human reactions.” There is some evidence that transformational leadership can go some way to alleviating burnout because it pays attention to and understands the needs of each subordinate and then elevates those needs to a higher level of pursuit through a sense of inspiration and making employees aware of the significance of their assigned tasks (Bass, 1995). Transformational leadership may also be effective in strengthening the social-emotional competence of teachers and their student-teacher relationships (Tian et al., 2022).

Research has been launched to understand the extent to which counselor educators’ leadership experience competence, gender, faculty rank, and teaching load predict personal, work-related, and student-related burnout (Harrichand et al., 2021). This pilot study used the *Principles and Practices of Leadership Excellence Survey* (Wahesh et al., 2012) to measure leadership involvement and the *Copenhagen Burnout Inventory* (Kristensen et al., 2005), which examined three dimensions of burnout. Results show that counselor educators who do not believe they are competent in their leadership roles are likely to experience personal and student-related burnout. Implications for this research include doctoral counselor education and adequately preparing students to step into the role of faculty, including intentionally informing

students about realistic work expectations through mentoring and supervision (Harrichand et al., 2021).

Building Upon CSI as the Primary Pathway for Leadership

As noted from the dearth of literature, studies have recognized CSI as an honor society for developing leadership knowledge and skills in counseling students and professional members (Fulton & Shannonhouse, 2014; Gibson et al., 2010; Luke & Goodrich, 2010). CACREP (2016) has identified CSI in its accreditation standards and underscored the importance of local CSI chapters, specifically recommending CSI chapters be used as pedagogical tools to promote student learning about leadership (Wahesh et al., 2018). Even the primary text counseling programs use that clarifies how leadership behavior translates into concrete practices is CSI's *Principles and Practices of Leadership Excellence* (CSI Academy of Leaders for Excellence, 1999). However, the question remains, is CSI the only pedagogical tool to teach leadership? Our data found that counseling leaders were neutral on whether participating in a local CSI chapter was a necessary experience for developing leadership skills (see Data Table 2). There was a lack of agreement on whether faculty involvement as CSI chapter advisor was supported for actions of faculty that promote leadership (see Data Table 1). This is surprising given the number of studies conducted that examine practices by CSI notaries and promote the organization's utility (Farrell et al., 2023; Luke et al., 2010; Peters et al., 2018; Storlie et al., 2016; Wahesh et al., 2014). There is a noteworthy gap in the literature that critically examines CSI and what is effective and lacking effectiveness. While not negative, some findings leave much to be desired. For example, a study found that members planning events were viewed by chapters as the key avenue for gaining leadership experience (Wahesh et al., 2018). Their second finding was the chapter's use of leadership positions such as officer or committee chair as a means for leadership

development. Their study wrote that although CSI provides one leadership-building effort, relying on participation in such training through organizations alone is likely insufficient. This is further defined by this study, as CSI was not mentioned in recommendations for multicultural leadership development practices or in formal training.

Reimagining Leadership

The final implication of this study is reimagining leadership, meaning how can the field adapt to the changing roles of leadership. Starting with an intentional effort to clear ambiguity or dismantle rigid perceptions of leadership early in doctoral training, enabling greater recognition of leadership efforts of everyday resistance from faculty of color, maintaining flexibility in teaching, and creating a collective definition of leadership.

Reconceptualizing Leadership in Counselor Education

There is an ambiguity in how doctoral students perceive and describe counseling leaders (DeDiego et al., 2022). Due to the lack of clarity around leadership, doctoral students may conceptualize leadership as one individual who must embody or internalize every aspect of leadership. This pressure to internalize characteristics from all prominent leaders has fostered the idea that leadership is overwhelming or that students may not be worthy of leadership roles, ultimately limiting desire and ability to pursue positions in the future.

Higher education, in general, tends to lean towards their status quo, following tradition and processes that reflect the cultural norms of middle-class White men (Patton, 2016). Epistemological racism reflects a racial hierarchy that privileges White dominant groups over BIPOC individuals and groups (Dupree & Boykin, 2021), creating obstacles for faculty of color in tenure and promotion (Bernal & Villalpando, 2002). Due to these structures, faculty of color encounter tension committing to diversity, equity, and inclusion work essential for social change,

often at the expense of their own advancement (Han & Leonard, 2017). These barriers create what is referred to as *tight spaces*, experiences of racism and sexism in leadership structures for faculty of color in predominantly White institutions, such as the burden of invisible labor, experiencing tokenism, institutional resistance to change, limited resources, and heavy gatekeeping (Quinteros & Covarrubias, 2023).

Acknowledging Invisible Facets of Leadership

Considering the literature and this study's findings, multicultural leadership training needs to move beyond actions that advocate for change and inaction that resists oppressive structures. Both are critical facets of multicultural leadership and are becoming more visible in scholarly works. Thus, higher education can commit to change both in curricula and administratively. A recent study sought to understand the specific resistance responses faculty of color employ to the *tight spaces* they described navigating in R1 Hispanic-Serving Institutions (Quinteros & Covarrubias, 2023). To navigate these spaces, faculty of color practiced covert forms of resistance that served as a mechanism for faculty of color to survive and thrive in academics. Those acts include prioritizing self-love, refusing to take part in formal leadership, being resourceful, creating change through informal routes, and preparing the next generation of scholars. These resistance practices should be identified, recognized, and acknowledged as true forms of leadership in practice and, therefore, taught at the doctoral level.

Flexibility in Teaching Leadership

Notable experts have called for more effective approaches to preparing counselors to be leaders and to assume leadership roles (McKibben et al., 2017). And after examining which aspects of skill sets of counselor training contribute to good leadership, counseling programs can focus more on helping make counselors into effective leaders (Paradise et al., 2010). The data

collected expert recommendations that point towards avoiding simple, and rigid models of leadership. To effectively foster strong and sustainable leaders for the field, formal training, and pedagogical methods need to stay clear of the “cookie-cutter approach” where training promotes that “all leaders do this” or “act like this.” Leadership courses will evolve and need to change for the collective needs of every class, therefore scaffolding the training for leadership skills and avoiding a one-size-fits-all approach. Utilizing current events, institutional-level structures and policies, and espousing exposure to different types of leadership, even poor leadership. Even enabling students to witness different types of leaders with different visible and invisible identities.

A Collective Definition of Leadership

Considering many of this study’s participants work within higher education, and perhaps programs or institutions that inevitably privilege White dominant voices, they themselves are growing aware that older definitions of leadership are based on ideologies primarily Eurocentric and individualistic. So, after phase one, our data analysis team sought to inquire about a more collective definition of leadership. A definition that inherently fosters multicultural leadership styles and functions. Participants in phase two offered their thoughts on what leadership meant to them. Six themes emerged from the data: empowerment, willingness to take risks, leveraging individual privilege and power, commitment to collaboration, honoring individual and collective stories and perspectives, and servant leadership values. This author compiled the responses, noted the core six themes, and generated a new collective definition of leadership. It is as follows:

Leadership is a multifaceted process of action, values, and aspiration. As an action, it is an ongoing balance between a commitment to creating space and a willingness to take risks to

create discomfort or problems for the status quo. Leadership values listening, collaborating, and engaging with the community to achieve common goals. Leadership aspires as an interpersonal ability that bends to collective needs rather than personal and can seek awareness of individual privilege and power so as to empower other less represented voices.

Limitations and Recommendations

Limitations

There are limitations associated with this study, including expert criterion, this is subjectively defined. Thus, open to gaps, and valuing experts could potentially leave out what novice and diverse non-experts might think. The Delphi method also demands a heavy load of involvement from participants, and this might have contributed to the attrition rate for phase two.

Another limitation appeared to occur in phase one, in which potential participants were solicited and failed to respond; we later found that many respondents did not self-select as “leaders.” Recruitment then adjusted accordingly and sent individually worded invitations to participants, intentionally acknowledging their contributions, and humbly requesting participation. This approach garnered the recommended number of participants for Delphi research. Lastly, in phase two, the open-ended question clarifying how participants accounted for cultural assets and advantages, three out of eleven participants initially noted confusion about the nature of this question but attempted to answer it as best they could. This confusion could perhaps illuminate a lack of awareness of core liberatory tenets, which could be due to individual privilege or limited knowledge or training in anti-oppressive leadership or educational practices.

Recommendations

Future research should consider how to be mindful of the level of commitment required for Delphi research and look into incentives to help gather more participants. Future inquiries should investigate expanding “experts” to include “stakeholders,” such as students offering feedback on what learning practices worked best for them and connecting it to resulting efforts beyond their doctoral training, offering data on what post-doctoral leadership correlates with leadership development practices. Recommendations also include expanding this growing area of research and seeking more quantitative data, such as measuring student multicultural leadership competency and examining developmental practices. Including, but not limited to, anti-oppressive and liberatory teaching practices, experiential training opportunities beyond CSI, and leadership training based on more culturally salient and diverse leadership models.

Conclusions

The purpose of this study was to gain a deeper understanding of how doctoral programs foster leadership development in Counselor Education and identify recommendations for incorporating leadership-related learning outcomes and multicultural leadership identities. Findings emphasize actions by faculty, experiences to develop leadership skills, critical factors to leadership identity development, facilitating a strong leadership culture, institutional change, formal training, pedagogy to foster multicultural leadership, and fostering multicultural leadership at the graduate level. These findings could be useful for the American Counseling Association in providing training to members related to leadership development. In addition, the Association of Counselor Education and Supervision and associated regions could provide additional support to educators, supervisors, and doctoral students to further leadership competence. Plus, there might be opportunities for collaborative learning with Chi Sigma Iota

and incorporation of tenants of multicultural leadership. None-the-less, opportunities abound, this is a time for counseling professionals to further explore leadership.

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APPENDIX A: CITI COMPLETION CERTIFICATION



Completion Date 05-Aug-2022
 Expiration Date 04-Aug-2025
 Record ID 50418952

This is to certify that:

Katie Schmitz

Has completed the following CITI Program course:

Not valid for renewal of
 certification through CME.

Human Participants in Research
 (Curriculum Group)
AU Seattle - Human Participants in Research
 (Course Learner Group)
1 - Basic Course
 (Stage)

Under requirements set by:

Antioch University

CITI
 Collaborative Institutional Training Initiative

101 NE 3rd Avenue, Suite 320
 Fort Lauderdale, FL 33301 US
www.citiprogram.org

Verify at www.citiprogram.org/verify/?w94a430bf-8d1c-4a79-a951-3c264b67e8df-50418952

APPENDIX B: CSI'S 10 KEY CONSIDERATIONS

https://cdn.ymaws.com/www.csi-net.org/resource/resmgr/Chapters_&_CFA_Documents/CCE-10-Key-Considerations_.pdf

10 Key Considerations (CSI, 2015).

- (1) Working together,
- (2) Level of counselor community engagement outreach
- (3) Issue areas
- (4) Populations served
- (5) Community partners,
- (6) Activities,
- (7) Advocacy,
- (8) Frequency,
- (9) Action planning/program development
- (10) Evaluation

APPENDIX C: CSI's PRINCIPLES AND PRACTICES OF LEADERSHIP EXCELLENCE

Wahesh and Myers (2014)

Principle 1: Philosophy of Leadership: Exemplary leaders recognize that service to others, the profession, and the associations are the preeminent reasons for involvement in leadership positions.

Practice A. Leaders recognize that service to others is a hallmark for effective leadership that requires: Careful consideration of the magnitude of their commitment prior to accepting a nomination for a leadership role.

Practice B. Leaders recognize that service to others is a hallmark for effective leadership that requires: Acceptance of leadership positions primarily for the purpose of service rather than personal reward.

Practice C. Leaders recognize that service to others is a hallmark for effective leadership that requires: Willingness to seek counsel prior to decision making that affects others.

Principle 2: Commitment to Mission: Exemplary leaders show evidence of a continuing awareness of and commitment to furthering the mission of their organization.

Practice A. Leaders maintain a continuing awareness of and dedication to enhancing the mission, strategic plan, bylaws, and policies of the organization throughout all leadership functions.

Practice B. They work individually and in teams to fulfill the objectives of the organization in service to others.

Principle 3: Preservation of History: Exemplary leaders respect and build upon the history of their organization.

Practice. Leaders study the history of their organization through review of archival documents (e.g., minutes of meetings, policies) and other resources, and discussions with current and former leaders, and they act to build upon that history through informed decision making.

Principle 4: Vision of the Future: Exemplary leaders use their knowledge of the organization's history, mission, and commitment to excellence to encourage and create change appropriate to meeting future needs.

Practice. Leaders draw upon the wisdom of the past and challenges of the future to articulate a vision of what can be accomplished through imagination, collaboration, cooperation, and creative use of resources.

Principle 5: Long-Range Perspective: Exemplary leaders recognize that service includes both short- and long-range perspectives.

Practice. Leaders act to impact the organization before the year of their primary office, during the year of their primary office, and beyond that year, as appropriate, to assure the ongoing success of the organization.

Principle 6: Preservation of Resources: Exemplary leaders act to preserve the human and material resources of the organization.

Practice. Leaders assure that policies and practices are in effect to assure financial responsibility and continuing respectful treatment of human and other material resources of the organization.

Principle 7: Respect for Membership: Exemplary leaders respect the needs, resources, and goals of their constituencies in all leadership decisions.

Practice. Leaders are deliberate in making decisions that are respectful of the memberships' interests and enhance the benefits to them as active members in the organization.

Principle 8: Mentoring, Encouragement, and Empowerment: Exemplary leaders place a priority on mentoring, encouraging, and empowering others.

Practice. Leaders assure that members are provided with opportunities to develop and apply their unique talents in service to others, the profession, and association.

Principle 9: Recognition of Others: Exemplary leaders assure that all who devote their time and talents in service to the mission of the organization receive appropriate recognition for their contributions.

Practice. Leaders maintain records of service to the organization and provide for public recognition of service on an annual basis, minimally (e.g., letters of appreciation, certificates of appreciation).

Principle 10: Feedback and Self-Reflection: Exemplary leaders engage in self-reflection, obtain feedback on their performance in leadership roles from multiple sources, and take appropriate action to better serve the organization.

Practice A. Leaders seek feedback, for example, from members of their leadership team, personal and leadership mentors, and past leaders of the organization.

Practice B. Exemplary leaders experiencing significant life transitions or crises actively and regularly seek consultation from such mentors regarding their capacity to continue the work of the organization during such duress.

Practice C. Leaders take action congruent with that feedback, which reflects their commitment to these *Principles and Practices of Leadership Excellence*.

APPENDIX D: RECRUITMENT LETTER - PHASE 1

Subject Heading: Please participate in my Delphi survey!

Dr. [REDACTED], a professor and I met to identify rockstars in the counseling field, and you were of course at the top of our list. I just opened a Delphi study of counselor education experts to share perspectives on promoting and teaching leadership. If you have time, I know your experience would make a difference. It is a brief series of online surveys. If you are not able to participate, I totally understand, but also wanted to take the opportunity to let you know that we think so highly of you! Katie

You are invited to participate in an online survey research study entitled, *Examining Multicultural Leadership development practices in counselor education to foster future leaders*. You were selected as a potential participant because of your expertise in the field of Leadership in Counselor Education. Here are the inclusion criteria:

- If you have a Doctoral degree Counselor Education and Supervision; Degrees in Marriage and Family Therapy, Education, Leadership or Psychology are also accepted, however you must confirm whether you possess a *Strong Counselor Identity*.
- You have taught for 5+ years OR you've taught for three years AND you have 3+ more years' experience in a leadership position (e.g. *Director, Administration, Program Chair, Professional Organization leader role etc.*)
- You are involved in advocacy and/or have contributed at least one source of scholarly literature to the field ideally in relation to one of the following: Counselor education, professional identity development, multicultural counseling, multicultural leadership.

This study aims to contribute to research on best practices for leadership training and program development. Your responses will contribute to student education and training. Your responses will also inform future research. If you participate in the study, you will be asked to complete a demographic questionnaire and then engage in up to three phases. This includes an approximate time commitment of 30 minutes for participation in all three phases (10 minutes per phase).

- Phase 1: Respond to open-ended survey questions (Current)
- Phase 2: Rate level of agreement with results from phase one. Clarifying questions could be asked via email.
- Phase 3 (if needed): Rate the level of agreement with results from phase two, and the purpose is to gain consensus.

To begin the study, please click on this link:

Your help is greatly appreciated. Please feel welcome to also share this email with anyone else that might fit the criteria to participate.

Katie Schmitz, MA, LMFT (she/her)

APPENDIX E: RECRUITMENT LETTER - PHASE 2

Subject heading: Hello experts! PHASE 2 is launched! 15-minute survey is ready for you!

Dear Participants,

I am excited to announce that we have moved to the second phase of the study! Your participation has been invaluable and has provided valuable insight into what are the ways leadership is cultivated.

The data gathered in phase one was analyzed using thematic analysis with a team of researchers. Together, we have organized and collated the data in preparation for phase two. For phase two, please review the data and rate it using a five-point Likert scale (one = disagree strongly and five = agree strongly). Also, as part of phase two, we have asked two clarifying questions. [Click here](#) to participate in phase two.

For your planning, after receiving the results of phase two, the process will be reported in phase three. The hope of arriving at a consensus on what recommendations are for fostering multicultural leadership.

Thank you for your care and passion in this work. I look forward to seeing what you all come up with!

Warmly, Katie

APPENDIX F: PRIMARY THEMES, THEMES, AND SUBTHEMES THAT EMERGED FROM PHASE 1

Table 1: Primary themes, themes, and subthemes that emerged from phase 1

Primary Theme	Theme	Subtheme
Elements of Leadership Development	Actions by Faculty	Faculty mentoring students
		Faculty mentoring junior faculty
		Faculty modeling engagement
		Faculty are involved in professional orgs./assoc.
		Faculty emphasize being a citizen in the program
		Faculty continue to offer support post-graduation
		Faculty make leadership part of the culture
		Faculty provide informal guidance
		Faculty as a CSI chapter advisor
		Faculty include students in research
		Faculty build and/or foster community
		Faculty motivate others
		Faculty address difficult situations in mature/useful ways
		Faculty talk openly about their leadership experience

		Chair unique dissertations
		Provide immersion experiences
	Experiences for developing leadership skill	Attending events
		Participating in a local CSI chapter
		Participating as a CSI Leadership fellow
		Being active in student organizations
		Joining ACA divisions
		Program or department service
		Collaborative research
		Collaborative teaching
		Collaborative supervision
		Organizing workshops
		Community oriented grant projects
		Exposure to different types of leadership
		Setting individual goals and follow through
		Self-direction & purpose
		Engage as member of leadership community
	Critical factors for developing leadership identity	Mentorship

		Space to make mistakes without credibility being questioned
		Success with previous leadership tasks
		Being identified as a “leader”
		Early models in leadership positions (e.g. family, teachers, mentors)
		Exposure to bad leadership
		Courage speaking up and asking questions
		Willingness/safety to take risks
		Social justice stance embedded in leadership
		Purpose to contribute to the larger mission
		Sense of community
		Solidifying a strong Professional Counselor identity
		Space to process leadership experiences
		Understanding historical/institutional factors influence leadership context
		Knowing oneself (e.g. strengths, growth areas)
		Engaging in projects that align with individual strengths and background

		Advanced training specific to leadership models
		Understanding change models and organization structures
		Viewing leadership as a verb, rather than personal title
Recommendations for fostering leadership development	Facilitating strong leadership environment	Expectations for students to attend conferences
		Expectations for students to submit for publication
		Expectations for students to be active in social issues
		Expectations for student to engage in service to the profession
		Expectations for students to take risks and be willing to try
		Faculty are open about their experiences
		Faculty are open-minded of leadership model
		Training fosters skills to recognize politics within systems
		Strong emphasis on community learning, engagement, and collaborative decision-making
		Avoid the cookie-cutter approach (e.g. “all leaders do this” or “all leaders act like this”)

		Helping individuals see themselves as contributors and capable of leadership
		Collaboration to identify strengths, interests, fears, growing edges, and career goals
		Facilitate access to growth opportunities
		Provision of material specific to leadership models are readily available and shared
		Finding purpose
	Necessary institutional change to facilitate leadership culture	Less perceived competition between students
		Less institutional hierarchy
		Upper administration giving us time and space to do the good work in mentorship
		Financial support (e.g. membership fees, conference travel)
		Create “safe” places
		More awareness around cultural impact of one another
		Awareness of one’s own cultural assets
	Formal training	Mentoring programs in organizations
		Mentoring programs in graduate programs
		Creating and offer leadership skills development courses

		Create and offer an educational leadership course
		Adapt coursework that addresses leadership
		Shadowing faculty engaging in service
		Assistantships designed directly in graduate program
		Additional exposure to related literatures and curricular content
		Facilitating service in professional organizations and share opportunities broadly
		Emerging leadership opportunities
		Offer fellowships in leadership and advocacy
		Create a conference experience/symposium
		Leadership conversation groups or retreats
		Scaffolded training in leadership skills
		Support students/colleagues in building confidence and skills
	Pedagogy to foster multicultural leadership	Avoid one-size-fits- all approach to teaching
		Developing a scholarship plan for students

		Set an example of leading by listening
		Utilize racial identity models
		Incorporate leadership models grounded in diversity
		Assign immersion activities
		Help students understand their “why”
		Talk about position and power and acknowledge biases
		Create spaces for students to reflect on and value others lived experience
		Make leadership a fun and safe space for marginalized individuals
		Help students witness different types of leaders with different visible and invisible identities
		Examine leadership ethics (good and bad)
		Utilize story sharing as a form of cultural representation
		Discussing purpose
		Discussing community and systems they will be influencing
	Fostering multicultural leadership at the graduate level	Normalizing community centered approaches

		Integrating multicultural and social justice counseling competencies
		Using affirming and liberatory approaches to supervision and teaching
		Consider structural and systemic barriers, attempt to dismantle them, and when appropriate, name them with students
		Account for the background of all students for past leadership activities
		Create pathways to access
		Reach out to students who come from historically marginalized groups
		Have more advanced students' mentor with the explicit goal of helping newer and diverse students feel accepted and finding interests
		Establish leadership teams
		Expand representation of leadership
		Examining the intersection of leadership and culture
		Exploring leadership and one's relationship with it using cultural lens
		Sharing stories with one another

APPENDIX G: PERMISSIONS

Figure 1. Three Tiered Legislative Professional Advocacy Model (Farrell & Barrio Minton, 2019)

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Advocacy among counseling leaders: The Three-Tiered Legislative Professional Advocacy Model

 **Routledge**
Taylor & Francis Group

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 Publication: Journal of Counselor Leadership and Advocacy
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Figure 2. Socially just and culturally responsive leadership model (Peters et al., 2020)

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Socially Just and Culturally Responsive Leadership Within Counseling and Counseling Psychology: A Grounded Theory Investigation

 **Sage**

Author: Harvey Charles Peters, Melissa Luke, Janine Bernard, Heather Trepal
 Publication: The Counseling Psychologist
 Publisher: SAGE Publications
 Date: 2020-10-01

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Figure 3. Barriers and enablers for women's leadership in higher education (Maheshwari, 2023)

Permission to use data figure in doctoral dissertation > Inbox x



Mon, Mar 11, 10:41AM ☆ ↶ ⋮

Hello Dr. Maheshwari, I'm a doctoral student at Antioch University Seattle and about a quarter away from finishing my dissertation. It is titled *Examining multicultural leadership development practices in counselor education to foster future leaders*. I recently read your article on **A review of literature on women's leadership in higher education in developed countries and in Vietnam: Barriers and enablers** and would love permission to include your figure on enablers and barriers for women leaders in higher education as it will help illustrate your crucial findings to my readers. Your data will be validating of my own and effective to include in my fifth and final chapter.

Thanks in advance, I'd be honored to get your permission to use the figure for this study.

--

Katie Schmitz, MA, LMFT (she/her)
Adjunct Faculty, CFT & CMHC Programs



Mon, Mar 11, 8:43 PM ☆ ↶ ⋮

RMIT Classification: Trusted

Hello Katie,

Thanks for your email and for asking. Feel free to use the figures from my paper as long as you give the proper credit to it.

Best wishes for your doctoral study!
Greeni

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