Counseling Leadership Development: A Qualitative Meta-analysis and Theoretical Model

"It is apparent that role model leaders are very influential in helping to encourage future counselor educators, and ... can play key roles in training and mentoring in the counseling profession." (Harrichand, Detterman, & McClellan, 2010, p. 207)

Research Method

- Steps in the qualitative meta-analysis procedure (McCloskey, 2013).
- Library University library databases searched: APA PsycNET, Education Research Complete, ProQuest: Psychology Journals, and PsycINFO.
- Key terms: Counselor Leadership, Counselor Leadership Development; Counselor Education Leadership: Teaching Leadership in Counselor Education; Counseling Psychology Leadership: Leadership Development; Leadership Development in Counseling Psychology: Students; Leadership in Psychology; and Psychology and Leadership.
- Qualitative analysis of research findings:
  - Delimitation of core themes
  - Consensual agreement on themes to ensure meaningfulness of findings
  - Findings synthesized and explicated

Research Findings

- Only seven empirical studies were found that directly addressed how counseling leadership competencies develop, see Table 1
- Themes found in the empirical literature:
  - Students develop counseling leadership competencies through direct instruction: seminars, workshops, courses, reading materials
  - Students develop counseling leadership competencies through counseling organization membership and participation implemented through program requirements: research, conference presentations, administrative roles, involvement with social justice and advocacy efforts, journal and newsletter publication
  - Students develop counseling leadership competencies through mentorship and role modeling: engaging in leadership activities and roles directly with counseling faculty and counseling leaders
  - Students develop counseling leadership competencies when administration directly provides training and encouragement for faculty to develop these leadership skills themselves, see Table 2

Discussion

- From these findings we developed a Model of Leadership Development:
  - Built on a "servant first" approach
  - Involves context, vision, action, and service, see Figure 1
  - Complements Christian worldview, modeled by Christ Jesus - leaders being servants (Matthew 20.26, NLT)

- Implications:
  - Faculty need to be trained to model and teach leadership
  - Programs and faculty need to ensure students develop counseling leadership competencies through direct instruction; coaching counseling organization membership and participation; and mentorship and role modeling

References & Acknowledgments

Table 1

<table>
<thead>
<tr>
<th>Name of Author(s)</th>
<th>Title of Article</th>
</tr>
</thead>
</table>

Table 2

<table>
<thead>
<tr>
<th>Core Themes</th>
<th>Empirical Literature</th>
<th>Number of Studies Supporting Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students develop counseling leadership competencies through direct instruction</td>
<td>Mason, E., &amp; Goodrich, K. M. (2010).</td>
<td>3</td>
</tr>
<tr>
<td>Students develop counseling leadership competencies through mentorship and role modeling</td>
<td>Luke, M., &amp; Goodrich, K. M. (2010).</td>
<td>3</td>
</tr>
<tr>
<td>Students develop counseling leadership competencies through counseling organization membership and participation implemented through program requirements</td>
<td>Magnuson, S., Wilkinson, S. A., &amp; Noonan, K. (2003).</td>
<td>5</td>
</tr>
<tr>
<td>Students develop counseling leadership competencies when administration directly provides training and encouragement for faculty to develop these leadership skills themselves</td>
<td>West, J. D., Baber, D. L., Oshoro, C. J., Pazz, B. S., &amp; Desmond, K. J. (2006).</td>
<td>5</td>
</tr>
</tbody>
</table>

Conclusions

- Adaptation of established leadership model(s) grounded in theory
- Provide framework for intentionality of leadership development
- Provide structured opportunities for leadership development
- Comply with CACREP standards
- Consider:
  - What model(s) fit your program?
  - Does your program address constructs of the theory or model with intentionality?
  - Prioritize program modification, i.e., what level of approval is required to implement change: program, departmental, institutional?
  - What can be done in the interim?

Research Recommendations

1. Model implementation and assessment: measurements for each theme

Acknowledgments

Thank you to Dr. C. A., Professor M. W., Dr. L. S., and Dr. W. T. for their contributions to this study. Special thanks to John Harrichand, M.A., Patricia Kimball, M.A., L.P.C., Krista Kirk, M.S., for their assistance in completing this study. This research was supported by the Counseling Leadership Development Program (CLASP), 2016, a theoretical model derived from synthesis of meta-analytic findings.