**Introduction**

(CACREP 2009, Chang, Minton, Dixon, Myers, & Sweeney, 2012)

- Leadership and Advocacy knowledge and skills are a recognized core component in Counselor Education and Supervision Programs.
- Doctoral students are required to be knowledgeable in leadership theory and demonstrate leadership skills.
- Few doctoral programs comprehensively address Leadership standards.

"Leadership and Advocacy are critical skills, closely related, sometimes inseparable, and jointly focused on positive, wellness-enhancing action for clients, communities, and our profession" (Chang et al., 2012, p. xi), see Figure A.

**Literature Review**

- Historically it was believed that leaders were born.
- Research supports that leadership is a set of traits that can be learned.
- Multiple theories on leadership development exist.
- Few scholarly articles, mostly qualitative in design, were found to address counseling leadership development.
- Liberty University Library databases searched: APA PsyCNET, Education Research Complete, ProQuest Psychology Journals, and PsycINFO.
- Key Themes: 1) Counseling Programs encourage and train faculty who model leadership; 2) Provide leadership skills training to students through seminars, workshops, courses, and reading materials; 3) Provide leadership opportunities (institutional, community); and 4) Develop leadership through mentorship.

**Program Revisions**

- Implement Leadership and Advocacy Course as part of Core Curriculum by Spring 2017.
- Encourage Faculty participation in leadership positions in Professional Organizations to provide models for Ph.D. students by Fall 2017.
- Implement Mentorship Program sponsored by CSI Chapter by Fall 2016.
- Implement mandatory student participation in professional organizations, including leadership opportunities by Fall 2016.
- Implement structured opportunities for service: giving back to Institution, Program, Profession, Organizations, and Community by Fall 2017.

**Leadership Models**

- **Leadership Model for Professional Counselors** (Chang et al., 2012; West, Bubenzer, & Osborn, 2013)

  - Context
    - Mindful of current surroundings
    - Knowledge/appreciation of heritage
  - Vision
    - Generate an atmosphere of creativity and innovation
    - Fostering collaboration toward common goals
  - Action
    - Based on Vision
    - Involves selection, evaluation, and invitation
  - Service
    - Added by Chang et al. (2012)
    - Involves care and concern
    - Encompasses others, the profession, and associations

- **Servant Leadership** (Ardichvili & Manderscheid, 2008; Chang et al., 2012; Greenleaf, 1970; Parris & Peachey, 2013)

  - Based on a “servant first” approach
  - Practice stewardship to achieve organizational goals
  - Results in increased capacity of those being served

- **Principles of Leadership** (Chang et al., 2012)

  - Philosophy of leadership - service to others, the profession, and associations are primary reasons for leadership involvement.
  - Commitment to mission - awareness and dedication to mission of organization.
  - Preservation of history - respect and build on history of organization.
  - Vision of future - encourage and create change to meet future needs.
  - Long-range perspective - short- and long-term goals.
  - Preservation of resources - human and material resources of organization.
  - Respect for membership - needs, resources, and goals.
  - Mentoring, encouragement, and empowerment - prioritize recognition of others - for contributions and service to the organization.
  - Feedback and self-reflection - from multiple sources in reference to leadership performance, and appropriate action.

**Current Program Status**

- Ph.D. level course in Leadership Development and Advocacy is under construction.
- Active Chapter of Chi Sigma Iota (CSI) - Rho Eta
- Doctoral students are encouraged to participate in professional organizations, which includes holding leadership positions including participation in professional presentations, research, and publications.

**Implications for Counselor Education Programs**

- Adoption 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.

**References**


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