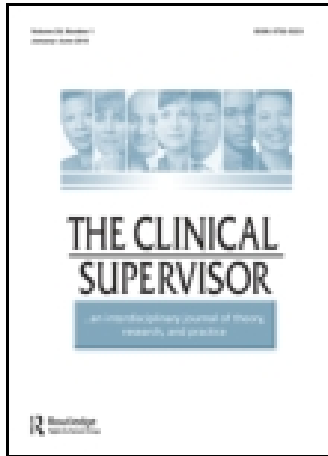


This article was downloaded by: [University of Toledo]

On: 12 January 2015, At: 07:46

Publisher: Routledge

Informa Ltd Registered in England and Wales Registered Number: 1072954 Registered office: Mortimer House, 37-41 Mortimer Street, London W1T 3JH, UK



[Click for updates](#)

The Clinical Supervisor

Publication details, including instructions for authors and subscription information:

<http://www.tandfonline.com/loi/wcsu20>

Perceived Leadership Preparation in Counselor Education Doctoral Students Who Are Members of the American Counseling Association in CACREP-Accredited Programs

Fred W. Lockard III^a, John M. Laux^a, Martin Ritchie^a, Nick Piazza^a & Jean Haefner^b

^a Department of Counselor Education, The University of Toledo, Toledo, Ohio, United States

^b Counseling Center, The University of Toledo, Toledo, Ohio, United States

Published online: 17 Dec 2014.

To cite this article: Fred W. Lockard III, John M. Laux, Martin Ritchie, Nick Piazza & Jean Haefner (2014) Perceived Leadership Preparation in Counselor Education Doctoral Students Who Are Members of the American Counseling Association in CACREP-Accredited Programs, *The Clinical Supervisor*, 33:2, 228-242, DOI: [10.1080/07325223.2014.992270](https://doi.org/10.1080/07325223.2014.992270)

To link to this article: <http://dx.doi.org/10.1080/07325223.2014.992270>

PLEASE SCROLL DOWN FOR ARTICLE

Taylor & Francis makes every effort to ensure the accuracy of all the information (the "Content") contained in the publications on our platform. However, Taylor & Francis, our agents, and our licensors make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are the opinions and views of the authors, and are not the views of or endorsed by Taylor & Francis. The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information. Taylor and Francis shall not be liable for any losses, actions, claims, proceedings, demands, costs, expenses, damages, and other liabilities whatsoever or howsoever caused arising directly or indirectly in connection with, in relation to or arising out of the use of the Content.

This article may be used for research, teaching, and private study purposes. Any substantial or systematic reproduction, redistribution, reselling, loan, sub-licensing, systematic supply, or distribution in any form to anyone is expressly forbidden. Terms &

Conditions of access and use can be found at <http://www.tandfonline.com/page/terms-and-conditions>

Perceived Leadership Preparation in Counselor Education Doctoral Students Who Are Members of the American Counseling Association in CACREP-Accredited Programs

FRED W. LOCKARD III, JOHN M. LAUX, MARTIN RITCHIE,
AND NICK PIAZZA

Department of Counselor Education, The University of Toledo, Toledo, Ohio, United States

JEAN HAEFNER

Counseling Center, The University of Toledo, Toledo, Ohio, United States

The researchers examined the perceived leadership training of counselor education doctoral students ($N = 228$) regarding their leadership preparedness. The results indicated that the majority of the participants believed that they are receiving the training that will prepare them to be leaders in the domains of clinical counseling, research, teaching, clinical supervision, writing and publishing, professional advocacy, leading and managing people, and motivating others to accomplish a mission. Conversely, the findings suggest that the sample did not perceive that their training prepared them for leadership in the areas of managing an organization.

KEYWORDS *supervision, counselor education, leadership, CACREP training*

INTRODUCTION

Leadership is an important topic for helping professionals. While the training standards for doctoral students in professional psychology (American Psychological Association, 2009) and social work, both PhD (Group for the

Address correspondence to John Laux, PhD, MS 119, Counselor Education, The University of Toledo, Toledo, OH, 43606 USA. E-mail: John.Laux@utoledo.edu

Advancement of Doctoral Education in Social Work, 2013) and DSW (Social Work Leadership Forum, 2011), are silent on this topic, doctoral programs in counselor education and supervision first formally acknowledged the importance of leadership at the formation of the Association for Counselor Education and Supervision (ACES), and the subsequent ACES guidelines for doctoral students published in 1978 (Smith, 2004). The guidelines denoted the primary objective of the doctoral program in counselor education was for the preparation of leaders in the discipline. In 1981, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) was organized and has served as the primary accrediting body for the counseling profession (Schmidt, 1999). The most recent version of CACREP (2009) standards identifies leadership as one of the five primary foci of counselor education doctoral programs. The standards dictate that the student “understands theories and skills of leadership” (Doctoral Standard I.1) and “demonstrates the ability to provide leadership or contribute to leadership efforts” (Doctoral Standard J.1). These standards place emphasis on leadership and leadership development as a means of ensuring that doctoral students will be well prepared to be leaders in the profession (West, Bubenzer, Osborn, Paez, & Desmond, 2006).

Sears and Davis' (2003) perspective on leadership among counselor educators was organized into five domains. These domains are titled professional clinical counseling, research, teaching and supervision, writing and publication, and professional advocacy. Professional clinical counseling is a broad area of learning and includes advanced skills in the art and science of counseling others, advanced knowledge about personality development, broad perspectives in theoretical approaches to counseling, and the importance of environment and heredity on personality functioning (Corey, 2001). Research is the second domain and includes not only teaching students how to conduct research, but also the importance of producing new and original research that will advance the profession of counseling (West, Bubenzer, Brooks, & Hackney, 1995). Teaching and supervision, the next domain, includes a diverse range of leadership possibilities. It is in the area of teaching in a classroom or practicum supervision that most doctoral students get their initial leadership experience in the profession (Choate, Smith, & Spruill, 2005). Writing and publishing quality manuscripts is domain four. Publishing original, innovative, and scientifically credible research helps the profession of counseling to continue to advance (West et al., 2006). The final domain, professional advocacy, is important for counseling because, according to some viewpoints, the profession suffers from a lack of a clear identity (Sears & Davis, 2003). Leaders are needed in the counseling profession who are practiced at what it takes to be a professional advocate and know how to address the problems that face the profession (Spruill & Benshoff, 1996).

These domains are consistent with the roles and functions of counselor education graduates who, upon graduation, transition into academic positions.

However, not all counselor education graduates move into faculty positions (Maples & Altekruze, 1993). Curtis and Sherlock (2006) argued that since the doctoral degree is the ultimate degree for professional counselors, graduates should be prepared to lead other counselors in community agencies and similar settings. They further summarized the dilemma that counselors-as-leaders face when expected to be leaders outside of the traditional domains of leadership when they stated the following:

Although many counseling skills can be readily applied to effective leadership (e.g., listening skills, empathy, awareness of developmental and cultural differences, building rapport, facilitating group processes, planning, goal setting and evaluating outcomes), specific leadership practices, such as completing performance reviews, communicating compensation philosophies and practices, addressing colleagues, performance problems, and being held accountable for team camaraderie and productivity, are not taught in traditional counseling programs. (Curtis & Sherlock, 1996, pp. 120–121)

Schwitzer, Gonzales, and Curl (2001) further noted that doctoral students need to be prepared to deal with the unique aspects of being a leader in the context of running an agency or being a department head. Some of these dynamics include responding to organizational dilemmas, working with budgets, addressing the interpersonal climate of employees/subordinates, and influencing the often difficult characteristics of office and organizational politics. Others (e.g., Carr, Liedtka, Rosen & Wiltbank, 2008; Trinkka, 2004; Xavier, 2007) consider the ability to motivate people to accomplish an organizational mission and professional advocacy to be critical components of leadership.

In addition to managing people, a leader must also understand organizational leadership (Cascio & Aguinis, 2010; Staw, 2003). The range of potential responsibilities involved with managing an organization include writing policies, setting goals, setting and accomplishing a mission, organizational culture, enforcing organizational norms, overseeing budget and monetary matters, setting priorities, resolving conflicts with outside agencies, setting training requirements, ensuring mission accomplishment, and managing compensation (Maister, 2001).

Hughes and Kleist (2005) observed that despite counselor education's emphasis on leadership, the field has placed little emphasis on studying doctoral students' leadership training experience. One study (Zimpfer, Cox, West, Bubenzer, & Brooks, 1997) consisted of a survey of the leadership development aspects of counselor education programs. The results demonstrated that the intent within doctoral programs to build a leadership identity among doctoral students was viewed as weak. More than 90% of the participants reported a 20% or less emphasis was placed on the role of leadership development in their doctoral program, meaning only a few schools in the study actively prepared their students for leadership roles

outside the domains of teaching, supervision, and research. Schwitzer and colleagues (2001) noted the skills needed to be a leader in the context of running organizations are not normally taught in counselor education programs, yet students may be expected to know how to navigate these tricky waters when they graduate. Furthermore, Smith (2004) found that doctoral students and counselor education faculty hold different perceptions regarding the domains of leadership development. According to Smith, while students believed that the core aspects of leadership were lacking in the doctoral process, the surveyed faculty concentrated on teaching the overall aspects of leadership such as clinical supervision, research, teaching, and publication. Smith's findings support a hypothesis that counselor educators favor teaching leadership in the domains of counselor education from the academic perspective, as posited by Sears and Davis (2003), while doctoral students are more interested in learning the applied art of leadership.

A combination of the leadership domains offered by Sears and Davis (2003) with a review of the leadership literature provides a broader and more comprehensive definition of the leadership construct. For the purpose of this investigation, this broadened perspective of leadership in counselor education is proposed to include those variables prescribed by Sears and Davis (2003), CACREP (2009), and in addition, professional advocacy, managing others, managing organizations, and motivating others (Carr, Liedtka, Rosen, & Wiltbank, 2008; Trinka, 2004; Xavier, 2007).

The problem is that while the counseling profession proscribes leadership training and education, it is unknown whether or not students are actually receiving this training. This paucity of knowledge is a problem because counselor educators do not know the degree to which they are preparing the profession's future leaders. Without this information, the profession is unable to know what has worked and needs to be continued, and what has not worked and needs to be improved. As such, an assessment of leadership is addressed by this research project. Therefore, the purpose of the study was to examine counselor education doctoral students' perceptions of their leadership training, education, and development.

Research Questions Addressed and Described

The researchers examined the leadership training, education, and development of counselor education doctoral students through the use of a national survey of doctoral students who were members of the American Counseling Association and were enrolled in CACREP- accredited counselor education programs at the time of the survey. Specifically, the researchers addressed the following research questions. (1) To what degree do counselor education doctoral students believe they are being prepared in the leadership domains of clinical counseling, research, teaching, super-

vision, writing and publishing, professional advocacy, managing others, managing organizations, and motivating others? (2) What do counselor education doctoral students think are the most important influences in their leadership development?

METHOD

Research Design

The research design was a descriptive/statistical analysis cohort study operationalized by the use of a stratified sampling method. Descriptive studies often represent the first scientific look at new areas of inquiry (Schulz & Grimes, 2002). Descriptive statistics are used to summarize the collected data with the purpose of describing the sample (Thompson, 2009). The research design consisted of the collection and analysis of data from a survey sent by e-mail to current counselor education doctoral students who are members of the American Counseling Association (ACA) and are also attending CACREP-accredited doctoral programs in counselor education.

Instrumentation

The survey instrument employed in this investigation was developed and refined on three separate occasions during and subsequent to a doctoral-level survey research course. Under the supervision of a professor of research and design, the initial survey was presented to the doctoral students in the survey course and feedback was obtained on each item in the survey. Items that did not make clear sense, contained potentially biased language, or were repetitive, were removed or the language was changed (Alreck & Settle, 2004). The second refinement of the instrument occurred approximately one month later and consisted of re-administering the survey to the same people and checking to ensure they responded in like manner to the same items (Alreck & Settle, 2004). Any items that were not responded to in a similar fashion as the original were removed from the instrument. The proposed survey yielded the same distribution of data from one sample of a given size to the next, thus resulting in a relatively low sampling error possibility and a high reliability over samples (Alreck & Settle, 2004). The third and final instrument refinement occurred in the subsequent semester. Counselor education doctoral students were administered the instrument and asked to provide feedback on clarity of items, potentially biased language, ease of understanding, the time it took them to complete the instrument, and appropriateness of the questions (Alreck & Settle, 2004). The testing and refining of the survey resulted in an average time to complete the survey of 8 to 11 minutes.

The final survey contained 18 items. Items 1 through 9 collected demographic information necessary to describe the sample and questions

about past leadership and leadership development, training, and education. Response options for items 10 through 18 were arranged in a Likert-type scale and ranged from *SD* for strongly disagree to *SA* for strongly agree. Examples of instrument questions include “I understand theories and skills of leadership,” “I believe I can demonstrate the ability to provide leadership or contribute to the leadership efforts of professional organizations and/or counseling programs,” and “I believe I can demonstrate the ability to advocate for the profession and its clientele.” In addition, a review of the counselor education leadership development literature revealed 14 leadership development experiences (Hughes & Kleist, 2005; Magnuson, Wilcoxon, & Norem, 2003; Nelson, Oliver, & Capps, 2006; Niles, Akos, & Culter, 2001; Protivnak & Foss, 2009; Rabinowitz, 1997). Participants were asked to indicate which, if any, of the following 14 experiences were the most important influences in the development of their leadership skills and abilities:

1. observational learning,
2. clinical supervision,
3. teaching,
4. attending conferences,
5. prior leadership opportunities/experience,
6. mentorship,
7. professional organization membership,
8. flooding,
9. outside-the-university training,
10. advanced practicum training,
11. leadership-oriented courses,
12. nonclinical supervision,
13. role-playing exercises, and
14. “other.”

Sampling Procedures

According to the July 2008, edition of the CACREP Directory, there were 53 universities and colleges in the United States offering accredited doctoral programs in counselor education (<http://www.cacrep.org/directory.htm>). The reasoning for using CACREP-accredited programs only is that these programs are obligated to include some leadership training component in order to maintain their accreditation. Non-CACREP schools are not bound by this and some may or may not teach students the same principles that CACREP schools do. The researchers obtained the names and contact information of potential participants ($N = 1,237$) through the American Counseling Association (ACA). Using a 95% confidence level, a plus or minus 5% confidence interval, and assuming a 50/50 split, approximately 217 completed surveys were needed to ensure an acceptable return (Salant & Dillman, 1994).

The survey instrument was posted to an online Web hosting survey service. Obtaining data with a questionnaire on the Web is often superior to e-mail questions or attachments due to ease of accessibility (Alreck & Settle, 2004; Granello & Wheaton, 2004). Nearly everyone who can be reached by e-mail also has access to the Web and uses a Web browser, thus providing the potential for increased response rates (Alreck & Settle, 2004). An initial e-mail invitation to participate was sent to all 1,237 potential respondents. The initial invitational e-mail included a link to the survey Web site and a cover letter that explained the purpose and importance of the survey and research. A consent form was included as a part of the survey and posted on the survey Web site. Potential respondents were unable to proceed to the survey until they acknowledged reading and understating the consent form. Eleven people did not respond or take any action, 22 people responded saying they already graduated, and 164 people started the survey. Of these 164, 6 did not complete the survey and 2 indicated they were not counselor education doctoral students. These 8 were thus eliminated from the response pool, leaving a total of 156 completed responses. A follow-up e-mail invitation to participate was sent one week later to the 1,040 potential participants who did not respond to the initial e-mail request. Of this total, 27 did not respond or take any action, 25 sent a message saying they either already graduated or were no longer current students, and 74 completed the survey. Of the 238 who completed the survey, 10 reported that they were not a doctoral student in counselor education at a CACREP-accredited school and thus were eliminated from further analysis. Thus the final sample consisted of 228 doctoral students in CACREP-accredited programs.

The participants' mean age was 37.3 years ($SD = 10.6$, range = 24–71). The sample was skewed (1.6878) toward female participants ($N = 173$, 75.9%). Students from 27 states or districts participated in this study. Seven states (Texas, Florida, Virginia, Ohio, North Carolina, Michigan, and Pennsylvania) accounted for the largest cumulative percentage (58.26%) of the participants. Of the 27 states or districts represented in the study, Nevada, New Mexico, and Illinois were the least represented states with three students each participating.

RESULTS

The participants were asked to what degree they believed they were being prepared in each of the nine domains of leadership previously outlined. Respondents were given five choices from which to choose their level of agreement ranging from strongly agree to strongly disagree. As can be seen in Table 1, by combining “agree” and “strongly agree” responses, the majority believed they are receiving the training that will prepare them to be leaders in the domains of clinical counseling ($N = 186$, 81.6%), research ($N = 198$, 86.9%), teaching ($N = 207$, 90.8%), clinical supervision ($N = 214$, 94%), writing

TABLE 1 Number and Percentage of Participants and Their Responses to Each of the Nine Study Areas

Responses N (%)	Clinical Counseling		Research	Teaching	Supervision	Writing and Publishing	Professional Advocacy	Leading an Organization		Motivating Others	
	78 (34.2)	108 (47.4)						Research	Teaching	Supervision	Writing and Publishing
Strongly Agree	78 (34.2)	108 (47.4)	117 (51.3)	127 (55.9)	136 (59.6)	96 (42.1)	72 (31.6)	57 (25.0)	38 (16.6)	52 (22.8)	
Agree			81 (35.5)	80 (34.9)	78 (34.2)	94 (41.3)	93 (40.8)	79 (34.7)	74 (32.5)	83 (36.4)	
Neutral	17 (7.5)		20 (8.8)	15 (6.6)	7 (3.1)	20 (8.7)	41 (18.0)	50 (21.9)	56 (24.6)	53 (23.3)	
Disagree	21 (9.2)		7 (3.1)	3 (1.3)	3 (1.3)	13 (5.6)	19 (8.3)	32 (14.0)	44 (19.3)	29 (12.7)	
Strongly Disagree	4 (1.7)		3 (1.3)	3 (1.3)	4 (1.8)	5 (2.3)	3 (1.3)	10 (4.4)	16 (7.0)	11 (4.8)	

TABLE 2 Number and Percentage of Participants Responding to Each Influence Factor in Leadership Development

Influence Factors in Leadership Development	Number	Percent
Clinical Supervision	174	76.3
Teaching	172	75.4
Attending Conferences	168	73.7
Prior Leadership Experience	164	71.9
Mentorship	161	70.6
Professional Organization Membership	143	62.7
Flooding	111	48.7
Outside Training	105	46.1
Advanced Practicum	104	45.6
Leadership-Oriented Classes	72	31.6
Non-Clinical Supervision	71	31.1
Role-Playing Exercises	37	16.2
Other	31	13.6

and publishing ($N = 190$, 83.3%), professional advocacy ($N = 165$, 72.3%), leading and managing people ($N = 136$, 59.5%), and motivating people to accomplish a mission ($N = 135$, 59.2%). With respect to leadership in the domain of managing an organization, the largest percentage 49.1% ($N = 112$) of the respondents indicated they either agreed or strongly agreed with this statement. The remaining students ($N = 56$, 24.7%) either indicated that they neither agreed nor disagreed (neutral) or disagreed or strongly disagreed ($N = 60$, 26.4%) that they were being trained to be leaders in the domain of managing an organization.

Table 2 provides the doctoral students' responses to the portion of the survey that asked them to identify the experiences that they felt were the most important influences of their leadership development as well as the percentage of the sample that endorse each of these options. The seven domains endorsed as influential in their leadership development by at least half of the doctoral students were observational learning ($N = 206$, 90.4%), clinical supervision ($N = 174$, 76.3%), teaching ($N = 172$, 75.4%), attending conferences ($N = 168$, 73.7%), prior leadership experience ($N = 164$, 71.9%), mentorship ($N = 161$, 70.6%), and professional organization membership ($N = 143$, 62.7%).

DISCUSSION

The investigators examined the perceived leadership development of counselor education doctoral students enrolled in CACREP-accredited programs. The purpose of the study was to better understand the extent and adequacy of leadership training from doctoral students' perspective. The results of the study indicate the majority of students believed that they received

adequate training and education in the six commonly listed domains of leadership in counselor education:

1. professional clinical counseling,
2. research,
3. teaching,
4. supervision,
5. writing and publishing, and
6. professional advocacy.

In addition, a smaller majority reported feeling that they had received adequate training in (7) leading and managing others and (8) motivating people to accomplish organizational goals and missions. Less than half of respondents reported they thought they were not well prepared to be leaders in the domain of (9) leading and managing an organization.

Though the majority of respondents reported agreeing or strongly agreeing with the statements concerning the domains of leading and managing others, leading and managing organizations, and motivating others, the difference between the respondents' perception of readiness to be leaders in the proposed domains was lower than the six common domains. It is possible that if counselor education programs addressed this gap they may produce leaders more capable of handling the day-to-day tasks of leadership in the context of leading people and organizations.

Finally, the respondents identified those influences that they believed were the most important factors in their leadership development. The factors were observational learning, teaching, prior leadership experience, and mentorship. Only 31% of the respondents indicated leadership-oriented classes in the doctoral program were an important influence in their leadership development. This may mean current doctoral students are receiving the majority of their leadership experience and education from sources other than what they attain in the formal classroom setting. This is important because counselor education programs receive students from varying backgrounds who are all expected to be leaders in the profession upon attainment of the doctoral degree.

Implications and Recommendations for Counselor Educators and Supervisors

In order to advance the profession and develop the leaders the helping profession needs, the authors make the following recommendations. Counselor educators are encouraged to make leadership training a targeted priority from the moment students are admitted into a counselor education program. Doctoral students may be better prepared to be leaders if they know they are expected to be leaders from the start. Maurer and Lippstreu (2005)

argued that leaders who are more motivated to learn at the outset and who have higher motivation to lead will likely embrace educational opportunities that stimulate their thinking about their own leadership development as an opportunity to improve their leadership effectiveness. To that end, counselor educators should provide a clear definition of leadership and what is expected of leadership development early and often in training programs.

Leaders in counselor education are often expected to be leaders in more than just academic settings. The literature review demonstrated that leading and managing people, leading and managing an organization, and motivating people to accomplish the organizational goals and mission are important factors that should be included in leadership development training. Involving students in the lesser-known aspects of leadership, like managing a counseling agency, leading professional organizations or advocacy groups, or conducting a private practice, may help prepare them for the challenges associated with being a leader outside the traditional leadership roles in counselor education.

The authors offer the following specific activities that may help students with leadership development:

1. Supervisors and educators are encouraged to talk about the importance of leadership early and often. Maurer and Lippstreu (2005) argued that leaders who are more motivated to learn at the outset and who have higher motivation to lead will likely embrace educational opportunities that stimulate their thinking about their own leadership development as an opportunity to improve their leadership effectiveness.
2. Provide a clear definition of leadership and what is expected of leadership. It is therefore recommended that programs inform the students of the domains of expected leadership in counselor education during the admissions interview process. Clinical supervisors are encouraged to discuss leadership expectations while negotiating supervisor and supervisee responsibilities at the outset of the supervisory relationship.
3. Involving students and supervisees in leadership activities such as running an organization and being in charge of others (supervision of supervision, for example) may help prepare them for the challenges associated with being a leader outside the traditional leadership roles in counselor education.
4. Make leadership training and education a part of every aspect of the doctoral program (Sears & Davis, 2003; Xavier, 2007). The recommendation is to add the leadership domains into nearly every aspect of the doctoral process and allow students to become involved in the inner workings of the department such as staff meetings, planning activities, departmental functions, and budget planning.
5. Allio (2005) suggested the best way to develop new leaders is by providing creative learning challenges (i.e., role-playing opportunities, on-the-job training, and practice). This is a sentiment that was echoed by Janke, Traynor, and Sorenson (2009), who recommended having students engage in

scenarios designed to develop team-building and leadership potential so that they can learn from the experience and evaluate what might be missing in their own leadership development.

6. Provide opportunities for doctoral students to partake in leadership conferences, or in other leadership activities designed to assess individual strengths. Trinkka (2004) suggested developing leadership by emphasizing individual strengths and aligning these with the organizational mission and goals.

Limitations

The research has limitations to the generalizability of the findings. The surveyed respondents represent a sample of convenience. It is probable that qualified respondents were missed in the collection of names from the ACA. The survey was sent to student members only. It is possible, however, that there are professional members of the ACA who are also current doctoral students but did not choose to change their membership to the student level. These potential respondents were missed in the survey. It is also possible that current doctoral students who are enrolled for less than half-time, and are thus not eligible for student membership, were also missed in the survey. It is also possible that many current doctoral students choose to not join the ACA, thus leaving out a portion of the potential respondents. Furthermore, the ACA permits doctoral students to join their membership as either a licensed professional or as a student. Thus, it is possible that doctoral students who are licensed counselors chose to be professional members of the ACA and thus did not appear in the list of names provided to the researcher. Doctoral students holding professional membership status were not included in the database provided by the ACA and thus their opinions are not reflected in these data.

Another potential limitation of the study concerns the fact that counselor education doctoral students who become members of the ACA voluntarily, and were thus included in the pool of potential respondents, may be more likely to be leaders and possess at least some leadership traits or abilities, as indicated by their willingness to voluntarily join their preeminent professional organization. This may weigh the responses favorably toward a predisposition to leadership traits already possessed.

Recommendations for Future Research

Future research into the area of leadership development in counselor education is needed. Involving more potential respondents in future studies might help improve and refine future results. A more widespread survey involving more than just ACA members might shed more light on some aspects of the investigation. It is recommended that future research involve a larger potential pool of respondents.

A master's degree in counseling is the terminal degree required for practice, supervision, and program management. Those holding a bachelor's degree in social work (BSW) or a master's degree in social work (MSW) are eligible for state licensure to practice social work. The training standards established by the Council on Social Work *Education's Educational Policy and Accreditation Standards (EPAS)* (2012) for BSW and MSW social worker education programs include notation that social workers provide leadership that improves the quality of social services and promotes economic and social justice. Likewise, the CACREP standards (2009) require all master's students in counseling programs to learn group leadership theory and practice. Students preparing for careers as school counselors receive leadership training that is specific to working in school and academic administrative settings. Because leadership is important to the counselor and the social worker training standards, it is recommended the research procedures be replicated and extended among samples from CACREP-accredited counseling programs as well as EPAS-accredited BSW and MSW programs. While the training guidelines for these three degree programs are more ambiguous than those for the doctorate degree in counselor education, an examination of what master's-level counselors and bachelor's- and master's-level social workers perceive in regards to leadership development may provide insight into these training programs' areas of leadership training success and needs.

It is recommended that a comparison study that contrasts between what students perceive about leadership and the actual implementation of their skills when they graduate and take their first jobs be performed. It may be interesting to determine if students who believe that they have good leadership skills in the domains identified actually demonstrate those skills when they take their first postgraduate positions. In other words, does perception matter when it comes to the time to demonstrate actual skill, which might be best assessed by experts in the students' respective fields?

Conclusions

The results of this study indicate that the respondents perceive they are being adequately prepared to be leaders in the six commonly cited domains of leadership in counselor education. The results also show that the respondents believe more can and should be done to increase leadership training and education in the profession.

REFERENCES

- Allio, R. (2005). Leadership development: Teaching versus learning. *Management Decision*, 43(7–8), 1071–1077.

- Alreck, P., & Settle, R. (2004). *The survey research handbook*. New York, NY: McGraw-Hill.
- American Psychological Association. (2009). *Guidelines and principles for accreditation of programs in professional psychology*. Retrieved from <http://www.apa.org/ed/accreditation/about/policies/guiding-principles.pdf>
- Carr, D., Liedtka, J., Rosen, R., & Wiltbank, R. (2008). In search of growth leaders. *Wall Street Journal-Eastern Edition*. Retrieved from: <http://online.wsj.com/articles/SB121441083243003809>
- Cascio, W. F., & Aguinis, H. (2010). *Applied psychology in personnel management* (7th ed.). Englewood Cliffs, NJ: Prentice Hall.
- Choate, L., Smith, S., & Spruill, D. (2005). Professional development of counselor education students: An exploratory study of professional performance indicators for assessment. *International Journal for the Advancement of Counseling*, 27, 383–397. doi: 10.1007/s10447-005-8201-0
- Corey, G. (2001). *Theory and practice of counseling and psychotherapy*. Belmont, CA: Brooks/Cole.
- Council for Accreditation of Counseling and Related Educational Programs (CACREP). (2009). *The 2009 standards*. Retrieved from <http://www.cacrep.org/2009standards.html>
- Council on Social Work Education. (2012). *Educational policy and accreditation standards*. Retrieved from <http://www.cswe.org/File.aspx?id=13780>
- Curtis, R., & Sherlock, J. (2006). Wearing two hats: Counselors working as managerial leaders in agencies and schools. *Journal of Counseling & Development*, 84, 120–126.
- Granello, D. H., & Wheaton, J. E. (2004). Online data collection: Strategies for research. *Journal of Counseling and Development*, 82, 387–393.
- Group for the Advancement of Doctoral Education in Social Work. (2013). Quality guidelines for PhD programs in social work. Retrieved from [http://www.gadephd.org/Portals/0/docs/GADE%20quality%20guidelines%20approved%204%2006%202013%20\(2\).pdf](http://www.gadephd.org/Portals/0/docs/GADE%20quality%20guidelines%20approved%204%2006%202013%20(2).pdf)
- Hughes, F., & Kleist, D. (2005). First-semester experiences of counselor education doctoral students. *Counselor Education & Supervision*, 45, 97–108.
- Janke, K., Traynor, A., & Sorenson, T. (2009). Instructional design and assessment: Student leadership retreat focusing on a commitment to excellence. *American Journal of Pharmaceutical Education*, 73(3), 1–10.
- Magnuson, S., Wilcoxon, A., & Norem, K. (2003). Career paths of professional leaders in counseling: Plans, opportunities, and happenstance. *Journal of Humanistic Counseling, Education, and Development*, 42, 42–51.
- Maister, D. (2001). *Practice what you preach: What managers must do to create a high achievement culture*. New York, NY: Free Press.
- Maples, M., & Altekruise, K. (1993). Counselor education 2000: Extinction or distinction? *Counselor Education & Supervision*, 33(1), 47–52.
- Maurer, T., & Lippstreu, M. (2005, August). Differentiating motivation to lead from motivation to develop leadership capability: Relevance of “born vs. made” beliefs. Paper presented at meeting of the Academy of Management, Honolulu, HI.
- Nelson, K., Oliver, M., & Capps, F. (2006). Becoming a supervisor: Doctoral student perceptions of the training experience. *Counselor Education and Supervision*, 46, 17–32.

- Niles, S., Akos, P., & Cutler, H. (2001). Counselor educators' strategies for success. *Counselor Education and Supervision, 40*, 276–291.
- Protivnak, J., & Foss, L. (2009). An exploration of themes that influence the counselor education doctoral student experiences. *Counselor Education and Supervision, 48*, 239–256.
- Rabinowitz, F. (1997). Teaching counseling through a semester-long role play. *Counselor Education and Supervision, 36*, 216–222.
- Salant, P., & Dillman, D. (1994). *How to conduct your own survey*. New York, NY: Wiley.
- Schmidt, J. (1999). Two decades of CACREP and what do we know? *Counselor Education & Supervision, 39*, 34–45.
- Schulz, K., & Grimes, D. (2002). Descriptive studies: What they can and cannot do. *The Lancet, 359*, 145–149. doi: 10.1016/S0140-6736(02)07373-7
- Schwitzer, A., Gonzales, T., & Curl, J. (2001). Preparing students for professional roles by simulating work settings in counselor education courses. *Counselor Education and Supervision, 40*, 308–319.
- Sears, S., & Davis, T. (2003). The doctorate in counselor education: Implications for leadership. In J. West, C. Osborn, & D. Bubenzer (Eds.), *Leaders and legacies: Contributions to the counseling profession* (pp. 95–108). New York, NY: Brunner-Routledge.
- Smith, B. (2004). Doctoral process in counselor education: Issues of leadership, program of study, original research, and dissertation preparation (PhD dissertation). Retrieved from Dissertations & Theses: A&I database. (Publication No. AAT 3129132.).
- Social Work Leadership Forum. (2011). *The doctorate in social work (DSW) degree: Emergence of a new Practice Doctorate*. Retrieved from <http://www.gadephd.org/Portals/0/docs/DSWGuidelines2011t.pdf>
- Spruill, D., & Benschoff, J. (1996). The future is now: Promoting professionalism among counselors-in-training. *Journal of Counseling and Development, 74*, 468–471.
- Staw, B. M. (2003). *Psychological dimensions of organizational behavior* (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.
- Thompson, C. (2009). Descriptive data analysis. *Air Medical Journal, 28*(2), 56–59. doi: 10.1016/j.amj.2008.12.001
- Trinka, J. (2004). Building great leaders at the IRS. *Industrial and Commercial Training, 36*, 262–264. doi: 10.1108/00197850410563876
- West, J., Bubenzer, D., Brooks, D., & Hackney, H. (1995). The doctoral degree in counselor education and supervision. *Journal of Counseling and Development, 74*, 174–176.
- West, J., Bubenzer, D., Osborn, C., Paez, S., & Desmond, K. (2006). Leadership and the profession of counseling: Beliefs and practices. *Counselor Education & Supervision, 46*, 2–16.
- Xavier, S. (2007). Developing emerging leaders: A new solution to an old problem. *Business Strategy Series, 8*, 343–349. doi: 10.1108/17515630710684457
- Zimpfer, D., Cox, J., West, J., Bubenzer, D., & Brooks, J. (1997). An examination of counselor preparation doctoral program goals. *Counselor Education & Supervision, 36*, 318–331.