



Principles and Practices of Leadership Excellence CSI Chapter Leadership Development Survey

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Executive Summary

Edward Wahesh, CSI Leadership Intern, 2012-13
Jane E. Myers, CSI Executive Director

Chi Sigma Iota (CSI) was established in 1985 to enhance excellence in the profession of counseling. Our Strategic Plan specifically addresses the need for leadership among counselors, through Goal #2., Objective 2a., "To develop exemplary leaders for the counseling profession." (CSI, 2013). These goals have been addressed in multiple ways, such as annual chapter leader and Chapter Faculty Advisor trainings at conferences, the development of a Chapter Leadership Manual to guide chapter leaders in the development of programs for members, an extensive web page with resources for chapter and member development, and a seminal paper on CSIs servant leadership values available through csi-net.org (Herr, nd).

CSIs Principles and Practices of Leadership Excellence (PPLE; 2013), developed by CSIs Academy of Leaders for Excellence, include 10 principles that describe the characteristics of exemplary leaders and provide guidance for decision making for those in leadership positions. Each principle has accompanying practice statements that provide direction to those seeking excellence in leadership positions. These guidelines are the only statement of leadership ethics for our profession.

The present study, supported by a Chi Sigma Iota Professional Advocacy and Leadership Research Grant, was conducted in two parts. Study 1 was a pilot study that involved the development of an instrument, The CSI Principles and Practices of Leadership Excellence Survey (PPLES; Wahesh & Myers, 2012), to assess leadership competencies related to the 10 principles. The current study, Study 2, investigated CSI chapter leader familiarity with and use of the PPLE. CSI chapters provide the initial professional leadership opportunities for many counselors-in-training, and hence the foundation of leadership competence for those entering the profession upon graduation. As a consequence, the development of excellence in leadership philosophy and practice at the chapter level provides a unique and critically important opportunity to influence leadership practice in the counseling profession as a whole. The ultimate goal of this study, therefore, was to provide baseline information upon which leadership training for counselors could be developed and implemented.

Procedures

This study was conducted in two parts, including an initial pilot study to develop an instrument to assess competence in relation to the 10 Principles and Practices of Leadership Excellence. Study 2 used the Principles and Practices of Leadership Excellence Survey (PPLES) to assess leadership experiences and competence among 50 CSI chapter leaders. The sample was representative of CSIs membership in key demographic areas, including gender, geographic region, and counseling program track. Doctoral students may have been over-represented in the sample, which was restricted to chapter presidents.

Results

Experience Using the Principles and Practices of Leadership Excellence

Mean scores on experience were over 5 on a scale of 1 to 6 for half of the principles (1=no use, 6=high use), with the highest mean being for Principle 1, Philosophy of Leadership and the lowest for Principle 6, Vision for the Future. Low scores and higher variability for Principle 6 along with Principle 10, Feedback and Self-Reflection, suggest a need for training in the meaning of the principles and how they are applied in practice.

Competence Using the Principles and Practices of Leadership Excellence.

Mean scores on competence were uniformly between 3 and 4 on a scale of 1-4 (1=low competence) with the exception of Principle 3, Preservation of History. The highest mean score was again for Principle 1. There seemed to be a correlation between experience with and competence using the principles, however, competence ratings in general were lower than experience ratings.

Rankings of the Principles and Practices of Leadership Excellence

The clearest pattern of responses for any part of the PPLES occurred in relation to rankings based on the personal importance of the principles and practices. Principle 1, Philosophy of Leadership, not surprisingly was the first choice of the majority of respondents, followed by Commitment to Mission (Principle 2) and Respect for Membership (Principle 7). It could be argued that these principles are closely aligned with the values inherent in the counseling profession and similar responses might have resulted from presentation of this survey to any counseling students, not just chapter leaders.

Implications

This initial study of leadership competence among CSI chapter leaders provides extensive data for analysis and synthesis. What stands out repeatedly is the fact that leadership *is* occurring with or without the universal availability of training. Although this was only the first study of leadership competence among CSI chapter leaders, the high level of involvement and commitment of the respondents creates an imperative for CSI to respond with a renewed emphasis on leadership at all levels of the Society. The development, dissemination, implementation, and evaluation of leadership training at all levels of the Society are needs consistent with CSIs strategic plan and mission. Commitment of human and material resources and leadership for leadership training are logical next steps to achieve these goals.



**Chi Sigma Iota
Principles and Practices
Of Leadership Excellence**

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.

Principle #2: Commitment to Mission

Exemplary leaders show evidence of a continuing awareness of and commitment to furthering the mission of their organization.

Principle #3: Preservation of History

Exemplary leaders respect and build upon the history of their organization.

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.

Principle #5: Long-Range Perspective

Exemplary leaders recognize that service includes both short- and long-range perspectives.

Principle #6: Preservation of Resources

Exemplary leaders act to preserve the human and 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.

Principle #8: Mentoring, Encouragement, and Empowerment

Exemplary leaders place a priority on mentoring, encouraging, and empowering others.

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.

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.

Developed by the CSI Academy of Leaders for Excellence and approved by the CSI Executive Council for distribution to its members and chapters (1999; 2011). CSI © All rights reserved.

**Counselor Leadership Development:
A Preliminary Investigation of
Chi Sigma Iota Chapter Utilization of the
Principles and Practices of Leadership Excellence**

Edward Wahesh, CSI Leadership Intern, 2012-13
Jane E. Myers, CSI Executive Director

A pilot study was conducted to examine the utility of the recently developed Principles and Practices of Leadership Excellence survey instrument. The survey instrument measures experience and competence relative to each of the ten Chi Sigma Iota Principles and Practices of Leadership Excellence. The survey instrument also asks respondents to rank the importance of each Principle and Practice as well as to describe experiences in which they used their highest and lowest ranked choices. Further, the survey includes a background section that assesses demographic variables (e.g., sex, race/ethnicity), past leadership experience, leadership training, counseling track, and current involvement in Chi Sigma Iota.

Procedures

A link to the web-based survey was sent via email to Chi Sigma Iota Leadership Fellows and Interns ($N = 9$) on September 14, 2012. Participants were asked to complete the survey by Friday, September 28, 2012. In addition to the survey, participants were asked to complete and return to the student researcher a pilot study feedback form that assessed instrument clarity and accessibility. As of October 5, 2012, ten responses were recorded.

Participants

Four of these responses were incomplete and therefore not useable (more than 90% of items unanswered). Three participants were female and two were male (one respondent did not report sex). Participant age ranged from 37 to 26 ($M = 30.6$) and 80% of participants identified as White/Caucasian ($n = 4$). Participants were graduate students ($n = 5$) and most reported that their highest completed level of education was a Master's degree (one participant reported

having earned an Ed.S.). Program track of highest degree, ACES region, and other background variables are reported in Table 1.

Table 1
Demographics of Pilot Study Participants

Demographic Characteristic	N	%
SEX		
Male	2	40.0
Female	3	60.0
TOTAL	5	100.0
ACES REGION		
SACES	2	40.0
NARACES	1	20.0
WACES	0	N/A
NCACES	1	20.0
RMACES	1	20.0
TOTAL	5	100.0
PROGRAM TRACK/HIGHEST EARNED DEGREE		
Clinical Mental Health	2	40.0
Marriage, Couple, & Family	1	20.0
School	1	20.0
Counselor Education & Supervisor	1	20.0
TOTAL	5	100.0
YEARS AS A CSI MEMBER		
2 Years	2	40.0
4 Years	2	40.0
5 Years	1	20.0
TOTAL	5	100.0

Participation in Chi Sigma Iota Chapter. All participants are active members of CSI and reported past involvement in chapter leadership roles, including president ($n = 2$), co-vice president ($n = 1$), president elect ($n = 1$), and treasurer ($n = 1$). Most participants have been CSI members for 2-4 years (one participant reported membership for five years; see table 1). Only three participants reported that they currently hold a leadership position in their CSI chapter. Current roles held by participants include past-president, president, and track representative. Most participants reported that their participation in CSI chapter activities is approximately 1-3

hours per monthly. Table 2 reports the number of responses for each provided timeframe of participation in chapter leadership roles and events/activities. Participants reported leadership involvement in other professional organizations (e.g., ACA, CACREP, ACES, AAMFT) as well in University-sponsored and civic venues (e.g., Deans Council, volunteer at a local agency).

Table 2
Monthly Participation in Chi Sigma Iota Chapter (Count)

Type of Activity	Approximate Number of Hours				
	0	1-3	4-6	7-9	10 >
CSI CHAPTER ACTIVITIES/EVENTS	1	4	0	0	0
CSI CHAPTER LEADERSHIP ROLE	2	0	3	0	0

Leadership training experience. The types of leadership training reported by participants were diverse. Three participants reported that they received leadership training on the chapter level and four reported that they received training through CSI International. Two participants reported that they received leadership training from a different professional organization, including ACA, AAMFT, and Kappa Alpha Psi. Only one participant reported having taken a leadership in counseling class in their graduate program. Finally, two participants reported receiving leadership training in school that was non-curriculum related. These experiences included a leadership conference and participating in a school committee.

Experience with Principles and Practices of Leadership Excellence

Participants were asked to rate their experience in relation to each of the 10 Principles and Practices of Leadership Excellence (note: several principles have more than one practice). A 6-point Likert scale was used with responses ranging from “*Not something I have ever done*” (1) to “*I do this all the time*” (6). A higher score represented greater experience with the principle or practice. In many cases, results were positively skewed with participants responding that they “*do this fairly often*” (4) to “*I do this all the time*” (e.g., Principles 1, 8, 9). In most cases,

responses ranged from “*I do this once in a while*” (3) to “*I do this all the time*” (6). Mean scores, standard deviations as well as minimum and maximum scores are reported in table 3.

Several items deserve further mention given the increased variability in response by participants. The practice associated with Principle 5 (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) possessed the largest standard deviation ($SD = 1.914$). One participant responded that this practice was not something they have done, which is interesting because this participant also reported past experience as a president-elect of a CSI chapter. Principle and practice #6 (Preservation of Resources-Exemplary leaders act to preserve the human and material resources of the organization) also had a wide range of responses (see table 3). Interestingly, a respondent who noted using this practice fairly often wrote in the open-ended comments section that “resources are often limited in smaller chapters” indicating that experience with this practice for student leaders may be closely related to chapter size and funding.

Three principles and practices shared the lowest mean score ($M = 3.67$). Experiences using the practice associated with principle #2 (Leaders maintain a continuing awareness of and dedication to enhancing the mission, strategic plan, bylaws, and policies of the organization throughout all leadership functions) ranged from using this practice once in a while to doing it fairly often. Many of the participants who reported significant experience using this practice also ranked it as the most important principle in part 3 of the survey instrument. The practice associated with principle #3 also had a low mean score. The one participant that reported infrequent use of this practice also ranked principle #3 (leaders study history) as the least important of the ten principles in section 3. Finally, the second practice associated with principle 10 (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) had a low mean score. Two participants reported that this

practice was not something they currently do (a Likert scale score of 2) and no participants reported that they did this all of the time. Given the focus of this practice, the lower score seems appropriate (i.e., it is only necessary in times of transition and crisis).

Table 3

Experiences using the Principles and Practices of Leadership Excellence

Rate your experience in relation to each of the 10 principles and practices (6-point scale).	<i>n</i>	Minimum	Maximum	Mean	SD
Principle 1: Philosophy of Leadership	6	4	5	4.67	.516
Practice A	6	4	5	4.67	.516
Practice B	6	4	5	4.50	.548
Practice C	6	3	6	4.83	1.169
Principle 2: Commitment to Mission	6	3	6	4.83	.983
Practice A	6	3	4	3.67	.516
Practice B	6	3	5	4.50	.837
Principle 3: Preservation of History	6	3	5	4.67	.816
Principle 4: Vision of the Future	6	3	5	4.17	.983
Practice	6	3	5	4.33	.816
Principle 5: Long-Range Perspective	6	3	6	4.67	1.033
Practice	6	1	6	4.17	1.941
Principle 6: Preservation of Resources	6	1	5	4.17	1.602
Practice	6	1	6	4.00	1.789
Principle 7: Respect for Membership	6	3	6	4.67	1.033
Practice	6	3	6	4.83	.983
Principle 8: Mentoring, Encouragement	6	4	6	4.83	.753
Practice	6	3	6	4.67	1.033
Principle 9: Recognition of Others	6	4	6	5.17	.753
Practice	6	2	6	4.33	1.366
Principle #10: Feedback and Self-Reflection	6	3	5	4.33	1.033
Practice	6	2	5	3.83	1.329
Practice	6	2	5	3.67	1.366
Practice	6	2	5	4.17	1.169

Competence with Principles and Practices of Leadership Excellence

After participants reported their experience with the Principles and Practices of Leadership Excellence, they were asked to assess their competence for each. The following instructions were provided to this section: "Think about yourself when serving in a leadership role or deciding to take on a leadership role. Rate your competence in relation to each of the 10 Principles and Practices using the scales below." A 5-point Likert scale: 1 (*not applicable*), 2 (*low competence*), 3 (*some competence*), 4 (*competent*), and 5 (*highly competent*) was utilized. Several participants noted on the feedback form that the scale used for Principles and Practices #9 and #10 was incorrect; therefore, data for these items is not available. This error has been correct for the main study. Mean scores, standard deviations as well as minimum and maximum scores are reported in table 4.

Although almost all responses in this section ranged from "some competence" to "highly competent," one participant reported "low competence" for the practice associated with principle #8 (Leaders assure that members are provided with opportunities to develop and apply their unique talents in service to others, the profession, and association). Further, it is interesting that participants typically reported that they were competent in each principle and practice (i.e., most mean scores were around or above a 4) given that in some cases these participants reported in part 1 that they did not use them often. The high scores also may reflect the particular characteristics of the sample; CSI LFIs participate in CSI International leadership training at ACA and have served in leadership roles in the past. Comparing perceived confidence by amount of leadership training and level of participation in leadership roles in the main study may help shed light on these findings.

Table 4

Competence using the Principles and Practices of Leadership Excellence

Rate your competence in relation to each of the principles (5-point Likert scale)	<i>n</i>	Minimum	Maximum	<i>Mean</i>	<i>SD</i>
Principle 1: Philosophy of Leadership	6	3	5	4.17	.753
Practice A	6	3	5	4.00	.632
Practice B	6	3	5	4.17	.753
Principle 2: Commitment to Mission	6	3	5	4.00	.632
Practice A	6	3	4	3.67	.516
Practice B	6	3	5	4.17	.753
Principle 3: Preservation of History	6	3	5	3.83	.753
Practice	6	3	5	4.00	.632
Principle 4: Vision of the Future	6	4	5	4.33	.516
Practice	6	4	5	4.33	.516
Principle 5: Long-Range Perspective	6	4	5	4.33	.516
Practice	6	3	5	4.00	.632
Principle 6: Preservation of Resources	6	4	5	4.17	.408
Practice	6	4	4	4.00	.000
Principle 7: Respect for Membership	6	4	5	4.33	.516
Practice	6	4	5	4.33	.516
Principle 8: Mentoring, Encouragement	6	3	5	4.17	.753
Practice	6	2	5	3.83	.983

Ranking the Principles and Practices of Leadership Excellence

The third section of the survey instrument requested that participants rank order the principles in terms of importance. Participants also were asked to write about why they selected their top and lowest ranked principles. Finally, questions were included that asked participants to consider how they used these principles in past leadership experiences. Principles were ranked from 1 to 10; therefore, lower scores indicate higher importance. Table 5 presents the means, standard deviations as well as the maximum and minimum score for each principle. A review of the mean rankings suggests that Principle #1 ($M = 2.20$, $SD = 1.095$) and Principle #2 ($M = 2.00$, $SD = 1.224$) were viewed by participants as the most important principles. Each of these principles received the most #1 rankings (two each, one participant ranked Principle #5 as most important). Based on mean rankings, Principle #3 ($M = 8.00$, $SD = 2.828$) and Principle #9

($M = 8.80$, $SD = .836$) appear to be viewed as the least important principles. A review of the written responses collected in this section may provide insight regarding specific rankings.

Table 5
Ranking the Principles and Practices of Leadership Excellence

Based on your experience, rank order the 10 Principles using the rating scale below.	<i>n</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>SD</i>
Principle #1	5	1.00	3.00	2.20	1.095
Principle #2	5	1.00	4.00	2.00	1.224
Principle #3	5	4.00	10.00	8.00	2.828
Principle #4	5	2.00	9.00	5.60	2.509
Principle #5	5	1.00	7.00	4.40	2.607
Principle #6	5	4.00	9.00	6.80	1.923
Principle #7	5	3.00	9.00	5.60	2.408
Principle #8	5	2.00	8.00	5.20	2.167
Principle #9	5	8.00	10.00	8.80	.836
Principle #10	5	2.00	10.00	6.40	3.049

Two participants reported that Principle #1 was most important. One participant reported that Philosophy of Leadership (Principle #1) was most important because it was the “underlying foundation of all ten principles.” This participant reported using this principle when working as part of a CSI chapter mentoring committee. For this participant, Principle #1 made a difference in this situation because “if I had not truly cared about the students, I would not have been willing to put forth that much effort.” A second participant ranked this principle as most important because “individuals in leadership for self-serving reasons are less likely to make lasting change within the organization or profession.” This participant considered the Philosophy of Leadership (Principle #1) when considering greater involvement in CSI. Because of this principle, the participant decided to become more involved. Interestingly, although both of these participants ranked Principle #1 as most important and Principle #2 as second in importance, they differed in their lowest ranked principle (Principle #3 and Principle #10).

Although Principle #9 (Recognition of Others) had the highest mean ranking making it the least important, the principle that was ranked the least (e.g., ranking of 10) importance was Principle #3 (Preservation of History). The perceived importance of these principles may be a product of the particular sample. Because student leaders do not typically serve in a chapter leadership role for more than 2-3 years, preserving the history of organization may not be as salient. Indeed, one participant explained why Principle #3 was ranked lowest as “history is important, and I don't value it much in a leadership role.” Additionally, given the emphasis placed on service to others, recognizing leaders (Principle #9) may not be considered important because it conflicts with a style of selfless or servant leadership. One participant explained the ranking of Recognition of Leaders as the least important principle because it: “Takes away from principle #1 which highlights service to others and the profession connected to the agenda of leading. Thus, it makes sense for recognition for member service to be lower on the priority list.” A full account of open-ended responses can be found in the attached spreadsheet “Rankings (Part 3) Open-ended Comments.”

Conclusion

Based on the results of the pilot study, several changes to the survey instrument have been made. The Likert scales in section 2 (competence) were reviewed and revised. An additional question was added to the rankings section: “If you could add a principle or practice to this list, what would it be? Please describe.” This open-ended item was included based on feedback provided from a participant. Data collected in the main study will be examined by several background and demographic variables to determine how leadership training and participation in leadership roles is associated with perceived competence and reported experience with each of the 10 Principles and Practices of Leadership Excellence.

Principles and Practices of Leadership Excellence: CSI Chapter Leaders' Assessments of Competence

Edward Wahesh, CSI Leadership Intern, 2012-13
Jane E. Myers, CSI Executive Director

Chi Sigma Iota (CSI) was established in 1985 to enhance excellence in the profession of counseling. Our focus, as articulated in CSI's mission, is "to promote scholarship, research, professionalism, leadership, advocacy and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling" (CSI, 2013). Our Strategic Plan specifically addresses the need for leadership among counselors, through Goal #2., "Supporting and enhancing a strong counseling profession that fosters wellness and human dignity in an increasingly global society", and Objective 2a., "To develop exemplary leaders for the counseling profession" (CSI, 2009). These goals have been addressed in multiple ways, such as annual chapter leader and Chapter Faculty Advisor trainings at conferences, the development of a Chapter Leadership Manual to guide chapter leaders in the development of programs for members, an extensive web page with resources for chapter and member development, and a seminal paper on CSI's servant leadership values available through csi-net.org (Herr, n.d.). A prominent link on CSI's web page points to "Leadership", and a key feature on the leadership page is a link to CSI's Principles and Practices of Leadership Excellence, the only existing statement of leadership ethics in the counseling profession.

The Principles and Practices of Leadership Excellence (PPLE; CSI, 2013) were developed by Academy of Leaders for Excellence, a group of national and international leaders whose combined total of leadership experiences at all levels of the counseling profession exceeded 500 years. The PPLE, as shown in Figure 1, include 10 principles that describe the characteristics of exemplary leaders and provide guidance for decision making for those in leadership positions. Each principle has accompanying practice statements that provide

direction to those seeking excellence in leadership positions. These guidelines are an important resource for CSI members who serve in leadership positions within their chapter and in the broader community of professional association leadership in counseling.

The present study, supported by a Chi Sigma Iota Professional Advocacy and Leadership Research Grant, was conducted in two parts. Study 1 was a pilot study that involved the development of an instrument, The CSI Principles and Practices of Leadership Excellence Survey (PPLES; Wahesh & Myers, 2012), to assess leadership competencies related to the 10 principles. The current study, Study 2, investigated CSI chapter leader familiarity with and use of the PPLE. CSI chapters provide the initial professional leadership opportunities for many counselors-in-training, and hence the foundation of leadership competence for those entering the profession upon graduation. As a consequence, the development of excellence in leadership philosophy and practice at the chapter level provides a unique and critically important opportunity to influence leadership practice in the counseling profession as a whole. The ultimate goal of this study, therefore, was to provide baseline information upon which leadership training for counselors could be developed and implemented.

In this report we describe the study procedures, participants, and results. Both quantitative ratings and participant comments are summarized and the implications for leadership development are explored. The report concluded with implications for future research to enhance leadership within CSI and the broader counseling profession

Figure 1

CSI's Principles and Practices of Leadership Excellence (www.csi-net.org/leadership)

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.

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Procedures

This study was conducted in two parts, including an initial pilot study followed by Study 2, the main study. Study 1 is described briefly below. Interested readers may find the full report at csi-net.org/leadership. The PPLES and recruitment procedures are also described in this section.

Pilot Study

The purpose of the pilot study was to develop an instrument to assess competence in relation to the 10 Principles and Practices of Leadership Excellence. The PPLES was developed in several steps following accepted survey development procedures (i.e., Crocker & Algina, 1986). These steps included conducting a thorough review of the research, determining the survey specifications and format, having the items reviewed by content experts, and field-testing the items with a sample representative of the population for whom the instrument is intended (Crocker & Algina).

Initially, a draft developed by the co-PIs was sent to a group of content experts on CSIs PPLE for feedback. These individuals were doctoral level counselor educators, chapter faculty advisors, and experienced leaders, all currently serving on the CSI International Executive Council. Comments and edits from these leaders were integrated into a revision of the PPLE Survey.

A pilot study using the PPLE Survey was conducted with CSI Leadership Fellows and Interns ($N = 10$) to solicit feedback on the survey instructions, format, and questions, and to obtain preliminary data from the desired population for this study. Following extensive analysis of the data and comments of pilot study participants, the survey was revised and finalized. The PPLES is copyrighted by Chi Sigma Iota and its use requires permission from CSI International.

Instrumentation

The PPLES includes four sections: a) self-assessment of experience with the PPLE, b) self-assessment of competency using the PPLE, c) rank ordering of the PPLE based on personal importance, and d) demographic questions that assessed past and current leadership experience and training. The latter include basic information (e.g., gender, age, race/ethnicity, geographical region), CSI involvement (e.g., years as member, involvement in local chapter), background (e.g., current occupation, type of clinical training), and leadership experience (leadership positions held, types of leadership trainings attended).

Experience and competency are assessed using Likert-type scaling items. For experience, a 6-point Likert scale is used with responses ranging from “*Not something I have ever done*” (1) to “*I do this all the time*” (6). Higher scores indicate more experience using the particular principle or practice. A 4-point Likert scale is utilized to assess competency with response options ranging from 1 (*low competence*) to 4 (*highly competent*). Higher ratings represent greater competency using the specific principle or practice. Participants also may select “*not applicable*” when responding to items assessing their competency if they have not had experience using the particular principle or practice. As participants report their experience and competency relative to the PPLE, they have the opportunity to write in comments for each principle and practice to explain their ratings.

After participants assess their experience and competence, they are asked to rank the 10 principles in order of personal importance and provide comments explaining why they selected their highest and lowest ranked principle. An additional question asks them to describe a situation when they used their highest and lowest ranked principle and explain how this principle influenced the outcome of the situation. A final question encourages participants to consider and list any additional principles that can be added to the PPLE.

Recruitment

A list of chapter leaders provided by Chi Sigma Iota was used to recruit participants for this study. Among the 250 members listed, 240 chapter leaders were eligible; CSI Leadership Fellows and Interns were not included because they served as participants in the pilot study. A link to the web-based survey was sent via email to this population on five occasions during the 2012-2013 academic year. The first two email messages were sent in November and December 2012 as an invitation and reminder to participate in the study. Following this initial invitation and reminder, an announcement to participate was included in two editions of the CSI Chapter Leaders eNews in January and early February 2013. Finally, in mid-February each chapter leader eligible to participate was sent a personalized email inviting them to complete the survey

instrument if they had not done so already. Each invitation described the nature of the study and included a link to the informed consent form.

Results

The results of the study are presented according to the main sections of the survey, including self-assessment data and summaries of participant comments. These include responses to experiences using the PPLE, self-assessments of competence in relation to each PPLE, and rank ordering of perceived importance of the 10 PPLE. Prior to describing the results, we provide a description of the demographics of the participants. A complete list of comments made in response to each section of the survey is provided in the Appendix.

Participants

The informed consent form was viewed 116 times (46% response). In all but one case, the person reviewing the informed consent agreed to participate in the study. Among the 115 participants, 72 began the survey and completed the first section., for an initial response rate of 29%. A total of 50 persons completed the entire survey, resulting in a final response rate of 21%.

Demographic characteristics of the 50 participants who completed the survey are shown in Table 1. Most respondents were female (78%), between the ages of 24-29 (49%), and Caucasian (82%). Masters-level graduate student (56%) was the most reported occupation, followed by doctoral-level graduate student (30%), and professional counselor (14%). In terms of specialty-track, the majority of participants were either clinical mental health counseling (32%) or school counseling (24%). All five geographical regions of the Association for Counselor Education and Supervision (ACES) were represented, with the highest number of participants being from the Southern region (45%).

Table 1
*Demographics of Study Participants**

Demographic Characteristic	N	%
Gender		
Male	11	22.0
Female	38	78.0
TOTAL	49	100.0
Age Range		
24-29	24	49.0
30-35	16	32.0
38-57	10	19.0
TOTAL	50	100.0
Cultural Background		
American Indian/Alaska Native	0	0.0
Hawaiian or Other Pacific Islander	0	0.0
Asian or Asian American	0	0.0
Black or African American	7	14.0
Hispanic or Latino/a	2	4.0
White or Caucasian	41	82.0
Other	0	0.0
TOTAL	50	100.0
Primary Occupation		
Masters Level Graduate Student	28	56.0
Doctoral Level Graduate Student	15	30.0
Professional Counselor	7	14.0
Counselor Educator	0	0.0
TOTAL	50	100.0
Program Track		
Addiction Counseling	0	0.0
Career Counseling	0	0.0
Clinical Mental Health Counseling	16	32.0
Marriage, Couple, and Family Counseling	7	14.0
School Counseling	12	24.0
College Counseling	0	0.0
Counselor Education & Supervision	8	16.0
Other	7	14.0
TOTAL	50	100.0
ACES Region		
SACES	22	45.0
NARACES	8	17.0
WACES	2	4.0
NCACES	11	22.0
RMACES	6	12.0
TOTAL	49	100.0

Note. *Due to missing data all totals do not add to 50.

The CSI involvement of participants is shown in Table 3. All but one participant reported that they were active members of CSI (99%). The total years involved in CSI by participants varied, ranging from 1 year (28%) to 9 years (2%), with participants averaging 2.46 years ($SD = 1.61$) as CSI members. Only three (6%) participants reported that they were not serving in a leadership position at the time of completing the survey. Half of participants reported that they spend between 1-3 hours per month participating in CSI chapter activities and events; whereas, a considerable proportion of respondents reported that they spend four or more hours per month participating in CSI leadership roles. Nearly half of the participants reported that their chapter did not include doctoral students (46%). Interestingly, eight participants reported that doctoral students were members of their chapter but did not serve in chapter leadership roles. CSI participation characteristics are described in detail in Table 4.

Table 3
CSI Involvement of Study Participants

CSI Involvement	<i>N</i>	%
CSI Membership		
Current Member	49	99.0
Not a Current Member	1	1.0
TOTAL	50	100.0
Years as a CSI Member		
1 Year	14	28.0
2 Years	19	38.0
3 Years	8	16.0
4 Years	4	8.0
5 Years	2	4.0
6 Years	2	4.0
9 Years	1	2.0
TOTAL	50	100.0
Chapter Involvement		
Serves in a Leadership Role	46	94.0
Not in Leadership Role	3	6.0
TOTAL	49	100.0

(continued)

Table 3 (continued)

CSI Involvement	<i>N</i>	%
Hours per Month Participating in CSI Chapter Activities and Events		
0	2	4.0
1-3	25	50.0
4-6	13	26.0
7-9	6	12.0
10 >	4	8.0
TOTAL	50	100.0
Hours per Month Participating in CSI Leadership Roles		
0	3	6.0
1-3	15	31.0
4-6	17	35.0
7-9	7	14.0
10 >	7	14.0
TOTAL	49	100.0
Doctoral Students in CSI Chapter		
Yes, Members Only	8	16.0
Yes, as Members and Chapter Leaders	19	38.0
No	23	46.0
TOTAL	50	100.0

As shown in Table 4, participants reported a variety of leadership experiences outside of their involvement in CSI. Nearly half of the participants (47%) reported that they had leadership experience as part of their counselor education curriculum and approximately one third of participants (33%) had leadership experiences in other professional organizations. Participants reported that these experiences occurred within national (e.g., ACA), regional (e.g., RMACES), and statewide (e.g., OACES) organizations. Further, 40% of participants reported engaging in leadership opportunities in school and listed examples such as student council, graduate assistantships, and Greek life. A smaller proportion of participants (27%) reported involvement in leadership opportunities within their community; examples of these experiences included serving as a youth advisor, coaching, and participating in the Scouts. Overall, 92% of participants endorsed at least one non-CSI leadership experience.

Table 4
Prior or Current Leadership Experiences other than CSI

Leadership Experience	N	%	Examples Provided
Counselor Training/Education Curriculum			
Yes	21	47.0	N/A
No	24	53.0	
TOTAL	45	100.0	
Other Professional Organizations			
Yes	15	33.0	ACES; ACA; ASCA;
No	30	67.0	CACREP; RMACES;
TOTAL	45	100.0	OACES; NCSCA
Opportunities in School			
Yes	18	40.0	Graduate Assistantship;
No	27	60.0	Sorority; Student
TOTAL	45	100.0	Council; Psy Chi
Opportunities in the Community			
Yes	12	27.0	Youth Advisor; PTA;
No	33	73.0	Scouts; Coaching;
TOTAL	45	100.0	Neighborhood Watch
Other			
Yes	11	24.0	Mission & Church
No	34	76.0	Leadership; Business
TOTAL	45	100.0	Owner; Pastor

Participants were also asked to provide information about the sources of their leadership training. The responses of 41 participants are shown in Table 5 (the remaining participants did not respond to this part of the survey). The most frequently endorsed types of training included CSI chapter leadership training (39%), training as part of the student's counselor education curriculum (39%), and occupation-related leadership training (37%). Completing leadership training through opportunities in school, but not related to counselor education curriculum, was endorsed by 24% of participants; examples of these opportunities included Greek life, teacher training, and student council. Nearly one in four participants reported leadership training through a professional organization other than CSI (e.g., ACES, NCACES).

Table 5
Sources of Leadership Training

Leadership Training	N	%	Examples Provided
CSI Chapter Leadership Training			
Yes	15	39.0	N/A
No	23	61.0	
TOTAL	38	100.0	
CSI International Leadership Training			
Yes	6	16.0	N/A
No	32	84.0	
TOTAL	38	100.0	
Other Professional Organizations			
Yes	9	24.0	Psy Chi; Pesi; ACES
No	29	76.0	Emerging Leader;
TOTAL	38	100.0	NCASCA
Counselor Training/Education Curriculum			
Yes	15	39.0	N/A
No	23	61.0	
TOTAL	38	100.0	
Opportunities in School			
Yes	9	24.0	Student Council;
No	29	76.0	Sorority; Communication
TOTAL	38	100.0	Course; Teacher training
Opportunities in the Community			
Yes	5	13.0	Workshops/training with
No	33	87.0	religious organizations
TOTAL	38	100.0	
Occupational Training			
Yes	14	37.0	N/A
No	24	63.0	
TOTAL	38	100.0	
Other			
Yes	1	3.0	Military training; Scouts
No	37	97.0	
TOTAL	38	100.0	

PPLE Experience

The mean scores for each of the PPLE for the 72 participants who completed this section, along with the observed and possible range of scores, are shown in Table 6.

Participants reported that they used many of the PPLE on a regular basis. The average score for the 10 principles ranged from a low of 4.71 (Principle 4, Vision for the Future) to a high of 5.31 (Principle 7, Respect for Membership). The PPLE items with the lowest average scores were practices associated with the principles, such as the Practice for Principle 3 ($M = 3.80$; $SD = 1.36$), Practice A for Principle 2 ($M = 4.38$; $SD = 1.06$), and Practice B for Principle 10 ($M = 4.45$; $SD = 1.50$).

Table 6
Experiences using the Principles and Practices of Leadership Excellence

Rate your experience in relation to each of the 10 principles and practices.	<i>n</i>	<i>M (SD)</i>	Possible Range	Observed Range
Principle 1: Philosophy of Leadership	72	5.06 (0.77)	1-6	3-6
Practice A	72	5.11 (0.80)	1-6	3-6
Practice B	72	5.14 (0.86)	1-6	3-6
Practice C	72	5.21 (0.87)	1-6	3-6
Principle 2: Commitment to Mission	71	4.92 (1.00)	1-6	2-6
Practice A	71	4.38 (1.06)	1-6	2-6
Practice B	71	5.25 (0.94)	1-6	3-6
Principle 3: Preservation of History	71	4.79 (1.09)	1-6	3-6
Practice	71	3.80 (1.36)	1-6	1-6
Principle 4: Vision for the Future	72	4.71 (1.09)	1-6	1-6
Practice	72	4.83 (1.10)	1-6	2-6
Principle 5: Long Range Perspective	72	5.14 (0.86)	1-6	3-6
Practice	72	4.90 (1.02)	1-6	2-6
Principle 6: Preservation of Resources	71	5.06 (0.89)	1-6	3-6
Practice	72	5.11 (0.86)	1-6	2-6

(continued)

Table 6 (continued)

Rate your experience in relation to each of the 10 principles and practices.	<i>n</i>	<i>M (SD)</i>	Possible Range	Observed Range
Principle 7: Respect for Membership	72	5.31 (0.68)	1-6	3-6
Practice	72	5.44 (0.73)	1-6	3-6
Principle 8: Mentoring, Encouragement	71	5.20 (0.90)	1-6	3-6
Practice	72	5.07 (1.00)	1-6	3-6
Principle 9: Recognition of Others	71	4.94 (1.00)	1-6	2-6
Practice	71	4.49 (1.25)	1-6	2-6
Principle 10: Feedback and Self-Reflection	71	4.77 (1.29)	1-6	1-6
Practice A	71	4.79 (1.15)	1-6	1-6
Practice B	71	4.45 (1.50)	1-6	1-6
Practice C	71	4.90 (1.15)	1-6	1-6

Comments made regarding Principle 1 and the three Practices associated with it described examples of how participants have engaged in leadership roles to serve others. One participant stated, *“My main objective as the leader of any organization is to act on behalf of the members of that organization. As president, I work for, not above, each member of my chapter.”* Careful consideration and consultation regarding important decisions also were highlighted by some participants: *“I always consult with CFA and executive board before major decisions. We work as a team to maximize results.”* and *“I had to think long and hard before accepting my nomination to become chapter president. I don’t take on that sort of role without weighing all options and considering all outcomes.”* Several participants placed their decision to serve others in leadership roles into context by explaining that not all members of their organization joined for the same purpose: *“I chose to rise to leadership in my CSI chapter, because I was unsure of other people commitment to the chapter and I wanted to make sure someone who cared was President.”* and *“It has been my experience that many students elected to CSI positions, within my current chapter, are not as committed to service and the organization as I had hoped.”*

Statements from participants for PPLEs 2 (Commitment to Mission) and 3 (Preservation of History) indicated that although chapter leaders reported experience practicing the mission of their chapter, they were less experienced with enhancing and preserving the history of their organization. In regards to Principle 2, one participant stated, *“I believe I'm more focused on accomplishing particular tasks that are aligned with the mission, as opposed to enhancing the mission, strategic plan, bylaws, and policies”*. Preserving the history of their organization appeared to be a lower priority for some participants: *“I am not able to be as familiar with the group history as I would like to be because of time constraints and other responsibilities.”* and *“I should review the past more than I do. I try to keep current records, so those that lead next have more history to review. But I could definitely seek out what has been done in the past more than I do.”* The mean score for Practice B of Principle 2 (work individually and in teams to fulfill the objectives of the organization) was one of the higher averages ($M = 5.25$; $SD = 0.88$) among all PPLEs and was reflected in statements such as *“I always include everyone I can. This isn't about me or what I want, but rather what does the team want, and how can we work together?”* and *“It is important to note that not ALL leaders within my current chapter view their role as service that is based on commitment to the organization and the profession.”*

Although participants reported less experience with taking the formal steps to preserve their organization's history (e.g., practice associated with Principle 3) or enhance their organization's mission (e.g., Practice B of Principle 2), comments and mean scores for Principle 4 (Vision of the Future) and Principle 5 (Long Range Perspective) indicated that they engaged in a style of leadership that considers immediate and future organizational needs. Mean scores for Principle 4 and the Practice associated with Principle 4 were 4.71 and 4.83, respectively. Several comments regarding this Principle and Practice emphasized the importance of having a Vision for the chapter, *“I Believe in working hard to build a great program to hand off to new leadership.”* and *“We do this...all of the officers of our team are committed to this and how it impacts the future of our chapter.”* Principle 5, and its' associated Practice, also had high mean

scores (Table 7) and comments similarly addressed the future of their chapter, *“I have been involved as a leader for a long time, and I plan to continue that once I graduate. I want to support those coming after me, and I will have the knowledge and experience to do that.”*

Several participants explained how they were able to have experience with this Principle: *“It is important to note that, in my current chapter, it was common to begin the position at the start of the next academic year. This past year, I began working in April 2012 after I was elected for the upcoming academic year (2012-2013).”* and *“I started planning before I entered office and during I am implementing program changes that will endure after I am gone.”*

Participants reported that they very often engaged in the practice of preserving their chapters' resources (Principle 6). Comments generally focused on how they preserved chapter resources, *“I created binders for each e-board member as well Faculty adviser to keep track of all materials used.”* and *“Current leadership roles do not involve as many material resources as previous leadership positions. Currently, I work with Dropbox so our committees have history of the work, the drafts of work, and easy access for members of the committee to review, edit, and contribute.”* as well as barriers that prohibited them from engaging in this practice, *“Chapter resources are controlled through the university and the advisors. Also, the advisors and faculty within my particular program are very controlling and there is little that is left to the executive committee.”* Respect for resources also appeared relevant to experiences related to Principle 7, respect for membership, *“I don't want to do anything that isn't going to benefit our members. We are a team, and our purpose is to serve the organization and community, as a team”* and *“I have considered what members' needs are and made appropriate changes to benefit them, and changing our constitution to reflect it.”*

Comments made regarding Principle 8 (mentoring, encouragement, and empowerment), included examples of formal approaches to mentoring. Several comments made by participants noted the intention to develop or current implementation of a chapter-mentoring program (e.g., *“Our chapter began programming that was strictly focused on mentoring!”*). Further, several

participants commented on informal approaches to mentoring and encouragement, *“I made sure I was available before, between, and after classes on a regular basis to talk with other students about our program, events we were planning, and anything else. I also encouraged others on the executive board to do the same.”* and *“I’m fairly relational and get a lot out of connecting with others and providing encouragement. It is particularly meaningful when individuals are able to grow in ways that are meaningful to them as a result of engaging in intentional services that addresses the mission and vision of the organization.”*

Responding to Principle 9, participants reported that they regularly recognized the service completed by members of their organization. Comments generally focused on providing examples of how recognition occurs, such as through awards ceremonies (e.g., *“We have an awards show at the end of the year to acknowledge those who go above and beyond. We also make a point to say ‘thank you’ and show appreciate for hard work that people put in. Sometimes simple acknowledgment goes a long way.”*), maintaining records of participation (e.g., *“I keep record of every little thing anyone does and we praise them for their work.”*), and providing certificates of appreciation (e.g., *“RECOGNITION IS HUGE, we do this as a team, through email, and present our speakers with thank you cards/gift cards. I do like certificates of appreciation to the officers/people power behind our chapter and think that I will do that at our inductions. Good idea!”*).

Participants reported that they very often engaged in feedback and self-reflection (Principle 10). Comments regarding Principle 10 included examples of how participants engaged in this process, *“I communicate with members for feedback. I am attending a Leadership Conference through our school & chose workshops that reflect the challenges I feel I have from that feedback.”* and *“Self-reflection is key--seems like an openness piece is needed on the part of the leader to be able to both ask for and accept genuine feedback. There are times I’m more receptive and time where that feedback is harder to engage, depending on my stress level and ability to regulate in the moment. I tend to respond if given feedback, however I*

don't believe I seek it out to the degree I could." It is important to note that Practice B (i.e., exemplary leaders experiencing significant life transitions or crises actively and regularly seek consultation) had one of the lowest mean scores and the highest standard deviation among the PPLE. The lower mean score may have been related to the relatively limited number of years that participants in the sample have served as leaders, resulting in them not having had an experience that would be considered a "significant life transitions or crises."

PPLE Competence

Competence using the Principles and Practices were assessed on a 4 point Likert-type scale with response options including "low competence" (1), "some competence" (2), "competent" (3), and "highly competent" (4). Participants also had the option to select "not applicable" if they had no experience with a specific PPLE. Responses of 52 participants are depicted in Table 7. Two participants who completed this section did not finish the entire survey (i.e., failed to complete parts 3 and 4) but were included in this analysis because they had completed the entire section on PPLE competence.

In general, participants reported that they competently used the PPLE. Mean scores ranged from a low of 2.92 ($SD = 0.81$) for the Practice associated with Principle 9 to as high as 3.46 ($SD = 0.67$) for Practice C of Principle 1. Compared to Part 1, fewer written comments were made by participants in this section. A full list of comments is presented in Appendix B. The comments that were made regarding PPLE competency included specific examples of competent practices or provided explanations as to why participants gave themselves a specific rating. These explanations either underscored a need for further improvement or provided some context regarding the specific competency rating.

Table 7
Competence using the Principles and Practices of Leadership Excellence

Rate your competence in relation to each of the principles.	<i>n</i>	<i>M (SD)</i>	Possible Range	Observed Range
Principle 1: Philosophy of Leadership	52	3.40 (0.63)	1-4	2-4
Practice A (Principle 1)	52	3.27 (0.72)	1-4	2-4
Practice B (Principle 1)	52	3.37 (0.66)	1-4	2-4
Practice C (Principle 1)	52	3.46 (0.67)	1-4	2-4
Principle 2: Commitment to Mission	52	3.21 (0.75)	1-4	1-4
Practice A (Principle 2)	52	2.77 (0.81)	1-4	1-4
Practice B (Principle 2)	52	3.35 (0.71)	1-4	2-4
Principle 3: Preservation of History	52	2.87 (0.86)	1-4	1-4
Practice (Principle 3)	52	2.63 (0.84)	1-4	1-4
Principle 4: Vision for the Future	52	3.13 (0.71)	1-4	2-4
Practice (Principle 4)	52	3.15 (0.67)	1-4	2-4
Principle 5: Long Range Perspective	52	3.23 (0.78)	1-4	1-4
Practice (Principle 5)	52	3.21 (0.72)	1-4	1-4
Principle 6: Preservation of Resources	52	3.10 (0.75)	1-4	1-4
Practice (Principle 6)	52	3.23 (0.73)	1-4	1-4
Principle 7: Respect for Membership	52	3.31 (0.70)	1-4	2-4
Practice (Principle 7)	52	3.33 (0.71)	1-4	2-4
Principle 8: Mentoring, Encouragement	52	3.33 (0.79)	1-4	1-4
Practice (Principle 8)	52	3.21 (0.75)	1-4	1-4
Principle 9: Recognition of Others	52	3.00 (0.71)	1-4	2-4
Practice (Principle 9)	52	2.92 (0.81)	1-4	1-4
Principle 10: Feedback and Self-Reflection	52	3.25 (0.86)	1-4	1-4
Practice A (Principle 10)	52	3.23 (0.81)	1-4	1-4
Practice B (Principle 10)	49*	3.12 (0.90)	1-4	1-4
Practice C (Principle 10)	52	3.33 (0.79)	1-4	1-4

Note. *Three participants selected “Not Applicable” for this Practice.

Several comments included examples of how participants engaged in competent use of the PPLE. Commenting on Principle 3 (preservation of history), one participant wrote: “*I utilize the website and past year’s archives to do this.*” Similarly, responding to Principle 4 (vision of

the future) a participant stated, *“I see what is missing/lacking and make sure improvements are made.”* In describing how they carried out the PPLE, some participants described formal chapter activities or events that they were involved in as chapter leaders. Commenting on mentoring, encouragement, and empowerment (Principle 8), one participant wrote, *“We started a peer mentoring program to empower all students to do this”* and responding to Principle 9 (recognition of others), another participant stated, *“We have a yearly induction event and recognize outstanding members.”*

Participants also commented on their specific PPLE competency rankings. Examples of comments regarding the need to improve competency include *“I am committed to furthering the goals of the group, however I need improvement working as a team in a leadership position”* in response to Principle 1 and *“The rewards I get from leadership commitment are not personal & much of what I've accomplished is for posterity. I don't always seek counsel, I need to work more on this.”* regarding Principle 2. Some participants explained why they do not use specific principles (*Seeking counsel from peers and other board members is helpful; seeking counsel from faculty advisors sometimes is too time-consuming due to their schedules*). Unfortunately, several principles did not include any written comments limiting our ability to understand how participants engaged in competent use of the PPLE.

PPLE Rankings

In section 3, participants were asked to rank order the 10 PPLE based on personal importance (1 = highest ranking; 10 = lowest ranking). A matrix of participant rankings is provided in Table 8 and a complete list of comments on PPLE ranking is provided in Appendix C. Sixty percent of the fifty respondents ranked Principle 1 (Philosophy of Leadership) as the most important of the PPLE. Following Principle 1, other PPLEs that were ranked as important by participants included Principle 2 (Commitment to Mission) and Principle 7 (Respect for Membership). The two principles ranked as least important by participants were Principle 3 (preservation of history) and Principle 6 (preservation of resources).

Table 8
Rankings of the 10 Principles by Participants.

Principle	Ranking										Total Responses
	1	2	3	4	5	6	7	8	9	10	
Principle 1	30	6	4	3	1	3	1	2	0	0	50
Principle 2	8	17	6	3	7	2	3	2	1	1	50
Principle 3	1	1	2	1	4	2	5	6	8	20	50
Principle 4	1	4	8	2	6	8	7	3	7	4	50
Principle 5	0	3	6	10	3	5	5	8	9	1	50
Principle 6	0	1	3	3	1	3	6	11	10	12	50
Principle 7	4	7	10	11	5	5	2	3	2	1	50
Principle 8	4	5	7	7	8	7	5	5	1	1	50
Principle 9	0	2	1	3	9	9	12	5	8	1	50
Principle 10	2	4	3	7	6	6	4	5	4	9	50
Total	50	50	50	50	50	50	50	50	50	50	

Note. Rank ordering of personal importance; 1 = High, 10 = Low.

Participants gave many reasons why they selected of Principle 1 as the most important PPLE. Several comments described Philosophy of Leadership as an overarching principle that influenced all other principles: *“Because I felt that principle #1 encompassed my view of leadership best. The other principles tend to fall under this umbrella.”* and *“I ranked ‘Philosophy of Leadership’ as number one because it is the core of what we believe and do as CSI leaders. It’s the foundation for all other principles.”* Other comments noted that this principle reflected a degree of selflessness that was vital to be an effective leader, *“It is of the utmost importance to serve rather than be served when you receive invitation into exemplary societies.... ‘to whom much is given, much is expected’”* and *“Without a solid and selfless philosophy of leadership, I feel none of the others can successfully occur.”*

Comments made by the 40% of participants who ranked Principle 3 as the least important PPLE generally stressed the importance of focusing on the present needs of the organization, when making decisions (e.g., *“All of the principles are important, but I ranked Principle 3 the lowest because leaders can base some decisions on current data about the association’s membership and without considering its early history.”*), and referenced a

problematic organizational history (e.g., *“I choose ‘Preservation of History’ because our chapter does not have the most productive history. They have done activities and such in the past, but it appears that CSI was an item for the VITA rather than a service and investment to others.”*).

Principle 6 was ranked the least important by 24% of participants; comments on this ranking stressed the importance of human resources over material resources in explaining why this principle ranked the lowest. Comments included *“More so with the material resources is the reason it came to the last principal. While the human resources are valuable to no end, material resources are simply that, materials. While materials can help out with plans and activities, humans and their will to help out are much more important.”* and *“This is important but materials can almost always be replaced. You can have no minutes and still perform great acts for your organizations rather than having all the paperwork complete and never helping others.”* Notably, many comments made by participants on their least important PPLE, stated that all the principles possessed value.

Participants also were asked to describe situations in which they used their highest and lowest ranked PPLE. More specifically, participants were asked to respond to three questions regarding their #1 and #10 principle: (a) For your #1 highest ranked choice, describe a leadership experience in which you were called upon to use this Principle, (b) How did you use this Principle in this situation, and (c) How did using the Principle change the outcome of the situation? Responses to these questions are presented in Appendices D and E.

A brief review of the situations described provides some insight into why specific PPLEs were ranked the way they were by participants. In general, situations in which participants used what they considered the most important PPLE, resulted in direct interpersonal or intrapersonal outcomes. Many participants described using Principle 1 to reflect on taking a leadership position. Reflecting before accepting a leadership role led participants to be more invested and improved their ability to serve their fellow members. Other participants described using Principles 1, 2, and 8 to enhance their relationship with members of their organization.

Conversely, situations in which participants used what they believed was the least important PPLE resulted in more organizational outcomes. Many of the situations revolved around organizational bylaws, recordkeeping, chapter processes, and events. Outcomes focused on improving the organization, and more distally, helping members. Because principles related to preserving history and having a long-term vision may be perceived as having a less proximal impact on helping others, compared to practicing servant leadership or mentoring and encouraging members, participants may view them as less important to being an effective leader.

Possible Additional Principles and Practices of Leadership Excellence

Finally, participants were asked to comment on possible principles that could be added to the PPLE. A list of the 12 comments can be found in Appendix F. Although, many participants skipped this question or stated that they could not think of an additional principle, several suggestions were made that could potentially expand upon existent PPLEs. For example, one participant mentioned adding a principle related to self-care, "*Self-care: In order to be an effective leader it is important to take care of yourself so that you are at your best for the organization.*" Another participant stressed the importance of openness to feedback, "*Being Open and Willing. I would add this to the practice because being a leader entails being opened to any changes, delays, criticisms, suggestions, or milestones. Being a leader entails to getting the job done whether you are doing a project individually or as a group. Being willing to devote your hard work and dedication to meet the vision in the organization.*"

Discussion

This study was the first to examine CSI chapter leaders self-perceptions of leadership competence. Though only one in five of those invited to participate actually did so, their responses and comments provide important feedback to CSI International and the profession as a whole. Because CSI chapters provide the initial professional leadership opportunities for many counselors-in-training, an understanding of how current leaders view their competence has

important implications for leadership development within CSI and the profession as a whole. To provide a context for the meaning of the findings, the results are discussed here in terms of the representativeness of the sample and responses to each section of the survey. We acknowledge that the amount of data collected was extensive, and the discussion below is intended only to highlight key areas for consideration. Readers are encouraged to study the findings and review the open-ended comments in the appendices for a complete understanding of the meaning of the responses.

Representativeness of the Sample

Recruitment of participants for this initial study of leadership in CSI chapters was restricted to persons identified as president or co-president. Due to the survey procedures (i.e., participant anonymity), it was not possible to compare responses of the 50 who completed the survey and the 22 who began but did not finish. However, an examination of the demographic characteristics of the sample reveals a close approximation to known data about counseling students in general: primarily female, primarily Caucasian, primarily matriculating in Clinical Mental Health and School Counseling. Similar to CSIs chapter structure, which reflects in turn the membership of the Association for Counselor Education and Supervision, the majority of participants were from the Southern Region, followed by the Midwest and North Atlantic, with the lowest number responding from the Rocky Mountain region.

Doctoral students may have been over-represented in the current study. If the proportion of those reporting “professional counselor”(14%) is combined with those reporting “doctoral level student” (30%), nearly equal numbers of respondents were entry level or beyond entry level in their preparation. It was beyond the scope of the current study to examine within group differences, however, the possibility of such differences existing and affecting the results and their interpretation needs to be considered.

About equal numbers of participants were in their first, second, or third year and beyond in terms of membership in CSI. Again, it would be interesting to examine possible differences

among these three groups. The distribution does suggest possibility diversity within the sample in terms of both experiences and responses. For example, it would be interesting to know how long respondents have served in chapter leadership positions in order to determine whether experience in this type of leadership affects self-perceived competence in relation to the PPLE.

The modal number of hours per month participants spent in CSI chapter leadership roles was 4-6, suggesting a fairly high level of involvement. Many had experience in other leadership roles. Surprisingly two-thirds reported no leadership training within their chapter and an equal or greater number reported an absence of leadership training from other sources, including their counselor preparation curriculum, CSI International, and other professional associations in counseling. Clearly, these findings argue for the importance to CSI of providing leadership training at the chapter and international level.

Experience with the PPLE

Participants' reports of their experiences using the PPLE reveal a lack of uniformity across the principles as well as range restriction on most items. Both ratings and open-ended comments supported the participants' beliefs in the importance of Principle 1, Philosophy of Leadership. Several commented that others participated in CSI leadership for "a line on their vita", finding this to be inconsistent with their perceived values which were more closely aligned with a servant leader philosophy.

Participants' expressed confusion or outright disagreement with Principle 3, Preservation of History. A review of their comments reveals a belief that history is found in documents, is time consuming to learn, and is far less important than current events and the pressures of keeping the organization in motion during their leadership year. Responses such as "*I read minutes at meetings*" and "*I preserved history by continuing to organize annual social functions*" reveal a lack of understanding of the meaning and value of organizational history. Interestingly, the outcome of the attempt to "preserve history" in that manner resulted in the social function being cancelled for lack of interest, perhaps suggesting that the chapter "history" had not provided a

meaningful source of engagement for the members. It was noteworthy that no chapter leaders mentioned the role of the chapter as a co-curricular experience in the counseling program, none mentioned CSIs mission or vision, and none mentioned the meaning of CSI membership or the meaning of a commitment to excellence.

The low score seen for Principle 4, Vision for the Future, suggests that the participants view their CSI chapter leadership experience as limited in scope and not related to their future careers or the broader profession. Low scores on Principle 10, Feedback and Self-Reflection, may be related. For both items the variability was high, suggesting both a lack of experience and lack of understanding of the meaning of these principles.

Virtually all comments in this section referred to the CSI chapter experience; no leaders associated their work with the mission, goals, and values of CSI International. While participants noted the importance of Principle 2, Commitment to Mission, there was no clear articulation of what that meant to them. It would be interesting to survey CSI chapter leaders to determine their perceptions of CSIs mission and goals, based on the comments in response to this item.

The highest amount of variability was seen in Principle 10, Feedback and Self-Reflection, and associated practices. Comments from several participants revealed a lack of understanding of the meaning of this principle. For example, a few noted that reflection could occur only at the end of the leadership experience.

PPLE Competence

Participants self-assessments of their competence followed closely their ratings of experiences using the PPLE, in that they felt most competent in areas where they had experiences and hence familiarity with the concepts of leadership excellence. The highest rankings of competence were seen in relation to Principle 1, Philosophy of Leadership, and the lowest in relation to Principle 3, Preservation of History. Interestingly, with the exception of Principle 3, all mean scores for competence were above 3 on a scale of 1-4. The single item with the highest mean score was for Principle 1, Practice C, *willingness to seek counsel prior to*

making decisions that affect others. The exact nature of this counsel was not specified in the study, and it would be interesting to know who chapter leaders turn to for counsel in making decisions. Clearly it is not chapter history, documents, or policies, and some reported it is not the Chapter Faculty Advisor who is too busy. Whether leaders seek counsel from experienced leaders, peers, or chapter members is unclear.

PPLE Rankings

The clearest pattern of responses for any part of the PPLES occurred in relation to rankings based on the personal importance of the principles and practices. Principle 1, Philosophy of Leadership, not surprisingly was the first choice of the majority of respondents, followed by Commitment to Mission (Principle 2) and Respect for Membership (Principle 7). It could be argued that these principles are closely aligned with the values inherent in the counseling profession and similar responses might have resulted from presentation of this survey to any counseling students, not just chapter leaders.

A review of the situations presented by participants as examples of why they chose their highest and lowest rankings suggests a direct correlation between experience and ranking. If the participant was able to describe a positive experience related to a principle, that principle was rated higher. Less positive experiences led mostly to good learning experiences though the principle was still ranked low so the self-perceived valence of the learning experience can be questioned. A few leaders reported being discouraged by these experiences.

Implications

The results of this study have implications for Chi Sigma Iota and its chapters in terms of leadership development and training, and for future research to identify both the nature of leadership experiences in CSI chapters and how competence is developed and enhanced. CSI is well able to identify training opportunities at the international level, though web-based resources and materials, training sessions at conferences, and its Leadership Fellow and Intern program. However, the extent to which such opportunities are used and how leadership

materials and training are infused at the chapter level remains largely unknown and likely inconsistent across chapters.

This study was limited both in terms of the scope of participants and the nature of the analyses. We did not conduct within group analyses to determine, for example, differences among participants based on demographics such as gender, entry-level vs. doctoral students, or regional differences. Some questions stimulated by the current study that remain to be addressed in future research include: How do chapter leaders other than chapter presidents view their leadership competence? How do CSI chapter leaders obtain training for their leadership roles? How does the nature of training affect self-perceived leadership competence? To what extent do leaders develop within the context of CSI vs. other organizational training opportunities? What is the role of mentoring in leadership development?

Conclusion

This initial study of leadership competence among CSI chapter leaders provides extensive data for analysis and synthesis. What stands out repeatedly is the fact that leadership *is* occurring with or without the universal availability of training. Although this was only the first study of leadership competence among CSI chapter leaders, the high level of involvement and commitment of the respondents creates an imperative for CSI to respond with a renewed emphasis on leadership at all levels of the Society. The development, dissemination, implementation, and evaluation of leadership training at all levels of the Society are needs consistent with CSIs strategic plan and mission. Commitment of human and material resources and leadership for leadership training are logical next steps to achieve these goals.

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Principles & Practices of Leadership Excellence Survey (PPLES)

Edward Wahesh, CSI Leadership Intern, 2012-13
Jane E. Myers, CSI Executive Director

**The PPLES it cannot be reproduced for administration
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Part 1: Experience

Think about yourself when serving in a leadership role or deciding to take on a leadership role. Rate your experience in relation to each of the 10 Principles and Practices using the drop-down menu scales below.

Principle 1: Philosophy of Leadership

<p>Exemplary leaders recognize that service to others, the profession, and the associations are the preeminent reasons for involvement in leadership positions.</p>	<p>Not something I have ever done Not something I currently do I do this once in a while I do this fairly often I do this very often I do this all the time</p>
<p>Practice: 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.</p>	<p>Not something I have ever done Not something I currently do I do this once in a while I do this fairly often I do this very often I do this all the time</p>
<p>Practice: 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.</p>	<p>Not something I have ever done Not something I currently do I do this once in a while I do this fairly often I do this very often I do this all the time</p>
<p>Practice: 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.</p>	<p>Not something I have ever done Not something I currently do I do this once in a while I do this fairly often I do this very often I do this all the time</p>
<p>Comments on experience:</p>	

Principle 2: Commitment to Mission

<p>Exemplary leaders show evidence of a continuing awareness of and commitment to furthering the mission of their organization.</p>	<p>Not something I have ever done Not something I currently do I do this once in a while I do this fairly often I do this very often I do this all the time</p>
<p>Practice: Leaders maintain a continuing awareness of and dedication to enhancing the mission, strategic plan, bylaws, and policies of the organization throughout all leadership functions.</p>	<p>Not something I have ever done Not something I currently do I do this once in a while I do this fairly often I do this very often I do this all the time</p>

<p>Practice: They work individually and in teams to fulfill the objectives of the organization in service to others.</p>	<p>Not something I have ever done Not something I currently do I do this once in a while I do this fairly often I do this very often I do this all the time</p>
<p>Comments on experience:</p>	

Principle 3: Preservation of History

<p>Exemplary leaders respect and build upon the history of their organization.</p>	<p>Not something I have ever done Not something I currently do I do this once in a while I do this fairly often I do this very often I do this all the time</p>
<p>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.</p>	<p>Not something I have ever done Not something I currently do I do this once in a while I do this fairly often I do this very often I do this all the time</p>
<p>Comments on experience:</p>	

Principle #4: Vision of the Future

<p>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.</p>	<p>Not something I have ever done Not something I currently do I do this once in a while I do this fairly often I do this very often I do this all the time</p>
<p>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.</p>	<p>Not something I have ever done Not something I currently do I do this once in a while I do this fairly often I do this very often I do this all the time</p>
<p>Comments on experience:</p>	

Principle #5: Long-Range Perspective

<p>Exemplary leaders recognize that service includes both short- and long-range perspectives.</p>	<p>Not something I have ever done Not something I currently do I do this once in a while I do this fairly often I do this very often I do this all the time</p>
<p>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.</p>	<p>Not something I have ever done Not something I currently do I do this once in a while I do this fairly often I do this very often I do this all the time</p>
<p>Comments on experience:</p>	

Principle #6: Preservation of Resources

<p>Exemplary leaders act to preserve the human and material resources of the organization.</p>	<p>Not something I have ever done Not something I currently do I do this once in a while I do this fairly often I do this very often I do this all the time</p>
<p>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.</p>	<p>Not something I have ever done Not something I currently do I do this once in a while I do this fairly often I do this very often I do this all the time</p>
<p>Comments on experience:</p>	

Principle #7: Respect for Membership

<p>Exemplary leaders respect the needs, resources, and goals of their constituencies in all leadership decisions.</p>	<p>Not something I have ever done Not something I currently do I do this once in a while I do this fairly often I do this very often I do this all the time</p>
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<p>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.</p>	<p>Not something I have ever done Not something I currently do I do this once in a while I do this fairly often I do this very often I do this all the time</p>
<p>Comments on experience:</p>	

Principle #8: Mentoring, Encouragement, and Empowerment

<p>Exemplary leaders place a priority on mentoring, encouraging, and empowering others.</p>	<p>Not something I have ever done Not something I currently do I do this once in a while I do this fairly often I do this very often I do this all the time</p>
<p>Practice: Leaders assure that members are provided with opportunities to develop and apply their unique talents in service to others, the profession, and association.</p>	<p>Not something I have ever done Not something I currently do I do this once in a while I do this fairly often I do this very often I do this all the time</p>
<p>Comments on experience:</p>	

Principle #9: Recognition of Others

<p>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.</p>	<p>Not something I have ever done Not something I currently do I do this once in a while I do this fairly often I do this very often I do this all the time</p>
<p>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).</p>	<p>Not something I have ever done Not something I currently do I do this once in a while I do this fairly often I do this very often I do this all the time</p>
<p>Comments on experience:</p>	

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.	Not something I have ever done Not something I currently do I do this once in a while I do this fairly often I do this very often I do this all the time
Practice: Leaders seek feedback, for example, from members of their leadership team, personal and leadership mentors, and past leaders of the organization.	Not something I have ever done Not something I currently do I do this once in a while I do this fairly often I do this very often I do this all the time
Practice: 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.	Not something I have ever done Not something I currently do I do this once in a while I do this fairly often I do this very often I do this all the time
Practice: Leaders take action congruent with that feedback, which reflects their commitment to these Principles and Practices of Leadership Excellence.	Not something I have ever done Not something I currently do I do this once in a while I do this fairly often I do this very often I do this all the time
Comments on experience:	

Part 2: Competence

Think about yourself when serving in a leadership role or deciding to take on a leadership role. Rate your competence in relation to each of the 10 Principles and Practices using the scales below.

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.	Not applicable Low competence Some competence Competent Highly competent
Practice: 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.	Not applicable Low competence Some competence Competent Highly competent

Practice: 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.	Not applicable Low competence Some competence Competent Highly competent
Practice: 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.	Not applicable Low competence Some competence Competent Highly competent
Comments on competence:	

Principle 2: Commitment to Mission

Exemplary leaders show evidence of a continuing awareness of and commitment to furthering the mission of their organization.	Not applicable Low competence Some competence Competent Highly competent
Practice: Leaders maintain a continuing awareness of and dedication to enhancing the mission, strategic plan, bylaws, and policies of the organization throughout all leadership functions.	Not applicable Low competence Some competence Competent Highly competent
Practice: They work individually and in teams to fulfill the objectives of the organization in service to others.	Not applicable Low competence Some competence Competent Highly competent
Comments on competence:	

Principle 3: Preservation of History

Exemplary leaders respect and build upon the history of their organization.	Not applicable Low competence Some competence Competent Highly competent
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.	Not applicable Low competence Some competence Competent Highly competent

Comments on competence:

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.	Not applicable Low competence Some competence Competent Highly competent
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.	Not applicable Low competence Some competence Competent Highly competent
Comments on competence:	

Principle #5: Long-Range Perspective

Exemplary leaders recognize that service includes both short- and long-range perspectives.	Not applicable Low competence Some competence Competent Highly competent
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.	Not applicable Low competence Some competence Competent Highly competent
Comments on competence:	

Principle #6: Preservation of Resources

Exemplary leaders act to preserve the human and material resources of the organization.	Not applicable Low competence Some competence Competent Highly competent
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.	Not applicable Low competence Some competence Competent Highly competent
Comments on competence:	

Principle #7: Respect for Membership

Exemplary leaders respect the needs, resources, and goals of their constituencies in all leadership decisions.	Not applicable Low competence Some competence Competent Highly competent
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.	Not applicable Low competence Some competence Competent Highly competent
Comments on competence:	

Principle #8: Mentoring, Encouragement, and Empowerment

Exemplary leaders place a priority on mentoring, encouraging, and empowering others.	Not applicable Low competence Some competence Competent Highly competent
Practice: Leaders assure that members are provided with opportunities to develop and apply their unique talents in service to others, the profession, and association.	Not applicable Low competence Some competence Competent Highly competent
Comments on competence:	

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.	Not applicable Low competence Some competence Competent Highly competent
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).	Not applicable Low competence Some competence Competent Highly competent
Comments on competence:	

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.	Not applicable Low competence Some competence Competent Highly competent
Practice: Leaders seek feedback, for example, from members of their leadership team, personal and leadership mentors, and past leaders of the organization.	Not applicable Low competence Some competence Competent Highly competent
Practice: 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.	Not applicable Low competence Some competence Competent Highly competent
Practice: Leaders take action congruent with that feedback, which reflects their commitment to these Principles and Practices of Leadership Excellence.	Not applicable Low competence Some competence Competent Highly competent
Comments on competence:	

Part 3: Rank Ordering of the Principles

Based on your experience, rank order the 10 Principles using the rating scale below.
Rank order of personal importance (1= high, 10= low)

Principle	Rank
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.	
Principle 2: Commitment to Mission Exemplary leaders show evidence of a continuing awareness of and commitment to furthering the mission of their organization.	
Principle 3: Preservation of History Exemplary leaders respect and build upon the history of their organization.	
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.	
Principle 5: Long-Range Perspective Exemplary leaders recognize that service includes both short- and long-range perspectives.	
Principle 6: Preservation of Resources Exemplary leaders act to preserve the human and 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.	
Principle 8: Mentoring, Encouragement, and Empowerment Exemplary leaders place a priority on mentoring, encouraging, and empowering others.	
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.	
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.	

If you could add a principle or practice to this list, what would it be? Please describe.

For your highest and lowest ranked choices, please tell us your rationale for those rankings.

Why I selected Principle # as my highest ranked choice:

Why I selected Principle # as my lowest ranked choice:

For your #1 highest ranked choice above, describe a leadership experience in which you were called upon to use this Principle.

How did you use this Principle in this situation?

How did using the Principle change the outcome of the situation?

For your #10, lowest ranked choice above, describe a leadership experience in which you were called upon to use this principle. If you ranked this principle #10 because you have not had experience using it, please choose the next closest ranking with which you have had experience for this answer.

How did you use this Principle in this situation?

How did using the Principle change the outcome of the situation?

Part 4: Demographic Questions

Gender:

- Male
- Female
- Other (specify)

What year were you born?

Race/Ethnicity (Mark all that apply)

- American Indian or Alaska Native
- Hawaiian or Other Pacific Islander
- Asian or Asian American
- Black or African American
- Hispanic or Latino/a
- White or Caucasian
- Other (specify)

What is your primary occupation?

- Graduate Student (Masters)
- Graduate Student (Doctoral)
- Professional Counselor
- Counselor Educator
- Other (specify)

Highest Degree

- Master's
- Ed.S.
- Ph.D.
- Other (specify)

Program Track of Highest Degree

- Addiction Counseling
- Career Counseling
- Clinical Mental Health
- Marriage, Couple, and Family
- School Counseling
- College Counseling
- Counselor Education & Supervision
- Other (specify)

In what ACES region do you live in? (please click on the appropriate region)

How many years have you been a member of Chi Sigma Iota? Years in CSI: _____

Does your CSI Chapter include doctoral students:

- No
- Yes as members only
- Yes as members and chapter leaders

Your current involvement in CSI Chapter leadership (Check all that apply)

- I hold an elected office (please list title)
- I am a committee chair (please list title)
- I am a committee member or other volunteer (please describe)
- I am not an officer, committee chair, committee member, or volunteer

Your past involvement in CSI Chapter leadership (Check all that apply)

- I have held an elected office in the past (please list all titles)
- I have been a committee chair in the past (please list title)
- I have been a committee member or other volunteer in the past (please describe)
- I have not been an officer, committee chair, committee member, or volunteer in the past

Approximately how many hours per month do you currently participate in CSI Chapter Activities and Events?**Approximately how many hours per month do you currently participate in CSI Chapter Leadership Roles?****Prior or current leadership experiences other than CSI**

- Counselor training/education curriculum (e.g., leadership course)
- Other professional organizations (please specify)
- Opportunities in school (please specify)
- Opportunities in community (please specify)
- Other, describe

Sources of training in leadership

- CSI Chapter leadership training
- CSI International leadership training
- Other professional organizations (please specify)
- Counselor training/education curriculum (e.g., leadership class)
- Opportunities in school (please specify)
- Opportunities in community (please specify)
- Occupational training
- Other, describe

Appendix A. Comments on Experiences using the PPLEs

Principle	Comments on Experience
Principle 1	<p data-bbox="418 315 1425 409">I chose to rise to leadership in my CSI chapter, because I was unsure of other people commitment to the chapter and I wanted to make sure someone who cared was President.</p> <p data-bbox="418 430 1425 556">I answered the above questions when reflecting upon the following leadership roles: CSI chapter president, CACREP initial reviewer, CSI leadership fellow and intern, Co-Chair CSI CCE Committee, Co-Chair CSI Milestones taskforce, AMCD conference and fundraising chairs, etc.</p> <p data-bbox="418 577 1425 672">I have been in my position for two years and have been acted upon the above practices at all times. However, people in my board have been changing since they did not plan ahead and thought about the responsibility of the position.</p> <p data-bbox="418 693 1425 787">I think that to be an exemplary leader you have to one, have your own vision and two, understand that in your vision service to the ones that are in your organization is how leaders will achieve that vision.</p> <p data-bbox="418 808 1425 903">It has been my experience that many students elected to CSI positions, within my current chapter, are not as committed to service and the organization as I had hoped.</p> <p data-bbox="418 924 1425 1018">My main objective as the leader of any organization is to act on behalf of the members of that organization. As president, I work for, not above, each member of my chapter.</p> <p data-bbox="418 1039 1425 1113">The most difficult part of leadership in Honor Societies is that so many people do NOT join to serve but rather receive rewards</p> <p data-bbox="418 1134 1425 1260">Leadership roles take time, and I find that's the most difficult part of being involved and getting others involved. Most people would love to do more, but it's making yourself available and choosing to have the time. I try to do what I can, but also recognize I should always be striving to do more.</p> <p data-bbox="418 1281 1425 1354">I learned a great deal about leadership and commitment, it took a while to balance duties though.</p> <p data-bbox="418 1375 1425 1459">I had to think long and hard before accepting my nomination to become chapter president. I don't take on that sort of role without weighing all options and considering all outcomes.</p> <p data-bbox="418 1480 1425 1554">I always consult with CFA and executive board before major decisions. We work as a team to maximize results.</p> <p data-bbox="418 1575 1425 1701">For me, when personal reward and service align, the best leadership happens. So I would say that it is incredibly personally rewarding (I would not do what I do, including the "not fun" things if it were not personally rewarding in some capacity) and that service is tertiary although ALL of it is service.</p> <p data-bbox="418 1722 1425 1816">It sometimes doesn't occur to me to consult others before making minor decisions that affect others. This is a growing edge that I have, to ensure that enough time is available before a deadline to consult those involved.</p>

Principle 2

I believe I'm more focused on accomplishing particular tasks that are aligned with the mission, as opposed to enhancing the mission, strategic plan, bylaws, and policies

It is important to note that not ALL leaders within my current chapter view their role as service that is based on commitment to the organization and the profession.

When faced with inactive members and reduced interest among the group, I move on to another group who is willing to work after trying all that I can think of to motivate others.

I always include everyone I can. This isn't about me or what I want, but rather what does the team want, and how can we work together?

I liked working with a team but found it challenging to delegate effectively and "make everyone happy."

It was my job to ensure that our chapter met all the expectations of a respectable CSI chapter. When items came up that appeared controversial, we made certain that we worked within the by-laws, mission, and policies before making decisions. As a new chapter, I knew it was important to set up a firm foundation for excellence within the chapter.

Our chapter does best when our core leadership carries out their own activities as designated by the bylaws to ensure the proper function of the chapter, and also leads the committees of our group, allowing committee members to learn from and model after their leadership.

Principle 3

I have the unique experience of being in a new CSI chapter, which I am a charter member of. So I have attended all of the meetings that have happened so far.

I had a chance to do this through multiple contexts, as a CSI chapter president, as a CSI leadership intern and fellow, etc. Understanding the history of an organization is not only necessary for effective leadership, it also impacts how one views the organization, fosters personal investment, fosters a sense of pride and appreciation for being a member.

However, our chapter has not had a leader that has ever kept track of past documents, has recorded minutes for meetings, etc. My e-board will be the first to do so and we hope it continues how we set it up/

I am not able to be as familiar with the group history as I would like to be because of time constraints and other responsibilities.

There is not archival document in my chapter because we started out chapter 1 year ago.

I normally go upon the recommendation of people I respect more often than researching archival records.

I should review the past more than I do. I try to keep current records, so those that lead next have more history to review. But I could more than I do. definitely seek out what has been done in the past

I used the website a great deal but first i looked at last year's groups accomplishments.

The record keeping was quite extensive and also seemed excessive. We have re-designed the system for brevity, accuracy, efficiency, and effectiveness. I do call upon the documents that the current officers have generated quite frequently. Old documents seem to be difficult to find related to moving forward although we hope to have a better system in place for future officers.

Principle 4

link in a chain-- important to understand the past vision, history, and current passions and interests of those one is working with so one can draw upon those strengths in achieving objectives and more!

We cooperate with other organizations like FCA and DCA in joint ventures.

I. Believe in working hard to build a great program to hand off to new leadership.

Past leaders have accomplished a great deal, and we are working towards continuing those accomplishments. Finding great speakers, creating a unified community, and service to others are our goals. Sometimes we can only focus on one or two, but we keep the past in mind as we look towards the future.

I tried to use mistakes as learning experiences and learn ways to better utilize resources in the future.

As a young chapter, we didn't have much history. However, I was able to attend CSI day at the ACA National Conference, and learn from other leaders.

We do this...all of the officers of our team are committed to this and how it impacts the future of our chapter.

It is sometimes difficult to learn about the past history of the individual chapter because we are at a commuter school almost all of our members are Master's students in a 2 year program. Members are not able to join until sometimes after their second semester, and this limits duration of time in the chapter. New officers sometimes are not able to gain exposure to the chapter before running for officer and therefore don't have past experiences to look back on.

Principle 5

Even though I was not President-Elect, I was Treasurer the year before I took office as President.

In one of my leadership roles I was not as active or effective the year after the term of primary office.

It is important to note that, in my current chapter, it was common to "begin" the position at the start of the next academic year. This past year, I began working in April 2012 after I was elected for the upcoming academic year (2012-2013).

Legacy building is a Vision, Experience and Goal!

I have been involved as a leader for a long time, and I plan to continue that once I graduate. I want to support those coming after me, and I will have the knowledge and experience to do that.

I started planning before I entered office and during I am implementing program changes that will endure after I am gone.

I worked diligently to make CSI known to our whole program--offering a variety of skill sessions, outings to professional workshops, and promoting the National Conference

Again, with this being a commuter school, this limits the ability for members to get involved before their term. I was able to get involved before my term as President, but most do not.

Principle 6

Current leadership roles do not involve as many material resources as previous leadership positions. Currently, I work with dropbox so our committees have history of the work, the drafts of work, and easy access for members of the committee to review, edit, and contribute

I created binders for each e-board member as well Faculty adviser to keep track of all materials used.

Chapter resources are controlled through the university and the advisors. Also, the advisors and faculty within my particular program are very controlling and there is little that is left to the executive committee.

I am constantly looking for ways to save resources and be creative in doing so.

We do this all the time...I wonder if this survey is sent to the other officers...it really is collaborative and shared leadership...human material is imperative to the survival of our chapter. The connections officers have, advisors, members, etc. is indescribable and we really try to nurture our human capital.

Principle 7

It seems ideal when one can match intentional services with particular members interests/passions

I don't want to do anything that isn't going to benefit our members. We are a team, and our purpose is to serve the organization and community, as a team.

I have considered what members' needs are and made appropriate changes to benefit them, and changing our constitution to reflect it.

I do this often, but we often don't hear from the members of our chapter. There is not a lot of participation from members that aren't officers or committee members.

Principle 8

As a new chapter, we are still creating development activities for our members.

I'm fairly relational and get a lot out of connecting with others and providing encouragement. It is particularly meaningful when individuals are able to grow in ways that are meaningful to them as a result of engaging in intentional services that addresses the mission and vision of the organization

Our chapter began programming that was strictly focused on mentoring!

This is our purpose. To mentor, encourage, empower, provide, and serve.

I try to be the "go-to" for anyone who needs help & we have started a peer mentor program to enhance this role.

I made sure I was available before, between, and after classes on a regular basis to talk with other students about our program, events we were planning,

and anything else. I also encouraged others on the executive board to do the same.

We have a mentor plan on the horizon that we will implement before/after inductions.

We recently created a mentoring committee in our chapter.

Principle 9

When opportunities arise to write letters of recommendation, provide notes of gratitude, or contribute to award nominations or speeches, I take advantage. I could do more of this. I tend to respond with opportunities arise as opposed to seek out opportunities to recognize others.

We host an award ceremony

We have an awards show at the end of the year to acknowledge those who go above and beyond. We also make a point to say 'thank you' and show appreciate for hard work that people put in. Sometimes simple acknowledgment goes a long way.

We keep service letters and lists of members who contribute & attend, I check the website for award potentials. We may start a "Counseling Student of the Year" award.

I keep record of every little thing anyone does and we praise them for their work

RECOGNITION IS HUGE, we do this as a team, through email, and present our speakers with thank you cards/gift cards. I do like certs of appreciation to the officers/people power behind our chapter and think that I will do that at our inductions. Good idea!

Principle 10

Self reflection is key--seems like an openness piece is needed on the part of the leader to be able to both ask for and accept genuine feedback. There are times I'm more receptive and time where that feedback is harder to engage, depending on my stress level and ability to regulate in the moment. I tend to respond if given feedback, however I don't believe I seek it out to the degree I could.

We are a team. We work as a team and support each other as a team.

I communicate with members for feedback. I am attending a Leadership Conference through our school & chose workshops that reflect the challenges I feel I have from that feedback.

As President of a new chapter, it was easy to reach out for feedback--from peers and mentors alike. If something wasn't working, I reached out for ideas on how to improve, on what needs needed to be met, etc. It was important that people saw that it was not a monarchy, but a democracy, and that everyone had a say, and a voice, in what happens in the chapter.

Appendix B. Comments on PPLE Competency

Principle	Comments on Competence
Principle 1	<p>Seeking counsel from peers and other board members is helpful; seeking counsel from faculty advisors sometimes is too time-consuming due to their schedules</p> <p>I feel that I say "yes" to most all things. While I have never regretted that in being involved with CSI, I have in other areas of my life and realize that I need to be more intentional, ask for clarification about exactly what is being asked, so that I can give my energies in areas in which I want to be devoted.</p> <p>The rewards I get from leadership commitment are not personal & much of what I've accomplished is for posterity. I don't always seek counsel, I need to work more on this.</p> <p>These qualities are innate</p> <p>I think this IS ONE OF THE MOST IMPORTANT THINK IS TO SEEK FOR ADVISE</p>
Principle 2	<p>explained in previous question on principal 2</p> <p>I am committed to furthering the goals of the group, however I need improvement working as a team in a leadership position.</p>
Principle 3	explained in previous question on principal 3
Principle 4	<p>I utilize the website and past year's archives to do this.</p> <p>I see what is missing/lacking and make sure improvements are made</p>
Principle 5	Because the campus at which I joined CSI was new, we were the first group of members so preparing prior to becoming chapter president was not an option.
Principle 6	We do what we can with the little we have.
Principle 7	N/A
Principle 8	We started a peer mentoring program to empower all students to do this.
Principle 9	We have a yearly induction event and recognize outstanding members.
Principle 10	N/A

Appendix C. Comments on Ranking PPLEs

Highest Ranked Principle	Why I selected Principle # as my highest ranked choice:	Lowest Ranked Principle	Why I selected Principle # as my lowest ranked choice:
1	#1 If people get into a service position for any reason other than to serve others and the profession, they will be disappointed and ineffective	3	#3 I think it is very important, but the others were just more relevant. Also, it is important to know the history, but to remember that things are constantly changing and evolving
1	#1: Servant leadership is the principle that is needed to implement all the others.	3	#3. It is still very important, but all the others would have to take a higher priority.
7	#7. Our members are the foundation of our organization, in order to build commitment, enthusiasm and therefore dedication we value there wants, needs and interests. Our members also maintain a finger on the pulse of what is happening in the field. Prioritizing their knowledge keeps our chapter fresh.	4	I chose #4 as my least highest merely because the history of the organization is not my strongest point (this is true in various settings I am currently in). With that said, I believe values that can be associated with tradition and history are incredibly important and hold the organization together.
7	7 - In a leadership position, it is your responsibility to understand the needs of your constituents and how you can utilize their talents to push the agenda and vision of your organization. It is an honor to be in this position, thus respect for all thos who believed in you to hold the position should be highly respected and understood.	6	More so with the material resources is the reason it came to the last principal. While the human resources are valuable to no end, material resources are simply that, materials. While materials can help out with plans and activities, humans and their will to help out are much more important.
7	7. Being able to demonstrate and model shared vision and responsibility with members shows respect for constituents and a true interest in their growth and development within the organization	3	In my experience, most leaders choose to chart their own path and are rarely concerned with what their predecessors may or may not have established.
7	An association's members pay dues and deserve to receive membership benefits, so I consider their needs to be the top priority when making leadership decisions and selected Principle 7.	3	All of the principles are important, but I ranked Principle 3 the lowest because leaders can base some decisions on current data about the association's membership and without considering its early history.

8	An organization won't have members if you don't support them. If someone isn't empowered and encouraged, what motivation will they have to participate? One of our primary goals should be supporting one another to achieve greatness together.	3	History of an organization is important, but if everything from the past was lost, we'd still be able to push forward. We should be looking towards what we can accomplish and achieve. I agree it's important to know where you've come from, but not as important as the other principles.
1	Because I believe that with this principle all else will fall into place.	3	Because although it is important I feel like it is less important than the other principles
1	Because I do believe that the primary reason for participating in CSI is service to our community.	4	Vision for the future is very important, but it's difficult to juggle with all the other things going on. It definitely comes up for us when we're putting new events or bylaws in place, but it is not something I think about regularly.
1	Because I felt that principle #1 encompassed my view of leadership best. The other principles tend to fall under this umbrella.	5	Although the short and long range goals are last, I think this one is equally important as others and will be accomplished if the other principles are focused on first.
1	Before a leader can be effective they must know their role and the purpose of their involvement.	7	It seemed to be a summary of other principles.
1	By being a leader your missing is supposed to be to serve others. By knowing the needs you will be able to better serve the population.	3	The history is very important, and that is why it is more important to preserve what you do for future generations. However, it is parallel to the current needs of society, therefore, it is not as important as the other principles in my opinion.
2	Commitment to mission. It is very important to be aware of our commitment to furthering the mission of our organization. That is the whole point of joining the organization in the first place.	6	Preservation of Resources. As a new organization there aren't many resources available to us, but if we are able to work hard now - we will have more resources in the future.
1	I believe an effective leader must know the mission of the group and truly believe in it.	10	Being a leader is knowing that not everyone is about you and the job you're doing. Some things come first, but feedback is still important
2	I believe that a commitment to the mission of the organization supersedes all other principles as it is an overarching principle guiding your practice of your leadership role	3	I had a hard time ranking the last 4 principles, so the preservation of history is only last because I had to make a decision.

1	I believe that the Philosophy of Leadership should be the number one principle as it is the reason why the leader has chosen to be in the position that they are in the first place. They have made a commitment to serve and lead others and that is what matters the most.	10	Feedback and self-reflection can only come after one has begun to lead and has made decisions that impact others. Then and only then can they reflect on those decisions and become aware of whether they were effective or need to be amended.
2	I believe that when people are committed to the missing all the rest of the principles will follow.	3	The preservation of the history is highly important but to make sure the chapter continues there are things that are more important. ALSO, IF THE REST OF THE PRINCIPLES ARE BEING CARED FOR THIS WILL HAPPEN BY ITSELF.
1	I chose my #1 because service to others is uber important not only in chi sigma iota, but in life.	6	I truly didn't want to pick a lowest pick, as all of the principles are equally important. But resources is something that I take for granted as always available.
8	I chose principle #8 as my highest ranked choice because it is a fundamental tenet of counseling--something we all should exude as leaders in the Counseling Honor Society. We should always lead by example.	9	I chose principle #9 as my lowest ranked choice because, while recognition of excellence is good, it should not be a motivator for action.
1	I feel the first step in being a good leader is to search in yourself before taking office, whether your willing to put more work on yourself. A good leader asks themselves if they are willing to set aside their own feelings to do what the membership wants to do. Are you willing as a leader to do what best for the group, even if it's not what is best for you.	8	For our CSI group, the most important thing is to get our leadership council working together, and then we will work on mentoring our members. As a new group, unfortunately this is all we have had time to do.
1	I find that when serving as President I carry most of the load. While serving as President-elect I did not feel the sense of responsibility and let the President do most of the work. However when I agreed to become President I made a conscious decision t devote my time to CSI knowing that I will not be recognized which is fine since that is not my motivation.	3	I try to serve in the most professional manner since our chapter is well respected in the community (in my opinion). I hold to a high standard but I am not deliberately focusing on this aspect.

1	I ranked 'Philosophy of Leadership' as number one because it is the core of what we believe and do as CSI leaders. It's the foundation for all other principles.	3	I choose 'Preservation of History' because our chapter does not have the most productive history. They have done activities and such in the past, but it appears that CSI was an item for the VITA rather than a service and investment to others.
1	I selected principle #1 as #1 because it is the essence of obtaining and holding a leadership role in my eyes.	6	I wouldn't necessary classify it as my "lowest" ranked but the others just stood out to me more as key parts of being a leader.
2	I selected Principle #2 as the highest because a leader definitely need to be committed to the mission of the organization. If they are not committed to the organizational mission they probably wouldn't be a leader.	10	I chose Principle #10 as my lowest ranking choice because it is what I do the least as a leader. I also think that they other Principles just rank higher in importance from a leadership perspective.
1	I selected principle number one as my highest ranked choice because I believe that to be a great leader you must know how to follow. A great leader must know how to go with works for the majority as well as allow the members of the organization to express each of their talents within the different offices offered.	3	I ranked principle number three as my lowest one because a leader cannot know what the history of the organization is and still be able to do great things within the organization
1	I think all of these are of the utmost importance and it is difficult to put them in order of highest rank. I kept the 1st Principle as number one, because I believe that leaders need to remember that they are not in this position to feed their ego, but t help create a lasting group that will continue to support those who serve as members or leaders in it.	10	I kept the 10th Principle in the lowest ranked choice, not because I think it is less important, I just couldn't find a different Principle to exchange it with.
3	I would say the preservation of history. I have had a difficult time building on the history of our organization because very little was recorded. I am trying to make sure that future presidents have much more to work with. I am recording information an making files of things that we did and I hope it helps future presidents. We can only learn from our history. Which is also why I placed #4 second.	2	I placed number 2 last because I feel we are just now developing our true mission as a branch of CSI.

1	It is of the utmost importance to serve rather than be served when you receive invitation into exemplary societies....."to whom much is given, much is expected"	4	While its important to build upon the legacy of an organization, I've become the leader for dormant societies. I believe it's important to set new standards of excellence and not stand too ceremoniously on history.
8	Mentoring and empowering others ensures that a) not all responsibility for decision making and action falls to me b) the rest of the board and members grow as leaders and c) effective leaders are created who can continue the mission of the organization after I have graduated.	3	Preservation of history is less important as it is not as relevant to the current concerns and issues and may actually cause leadership to feel burned out (i.e. about members' lack of participation in the past).
1	Philosophy of Leadership is my highest choice because I feel that one must have an idea and understanding of what the job entails before pursuing the responsibilities in the leadership position. This will allow the individual to know what is expected in he job description of a leader. Then it will demonstrate how their views are being in the leadership position.	6	Preservation on resources is my lowest because I feel that in a leadership position, a person must always think outside the box in order to get the best results in the organization.
1	Philosophy of personal leadership should be analyzed prior to taking on any leadership position, which includes (once taken on) understanding the mission.	10	Reflection and feedback happens typically at the end of leadership positions.
1	Principal 1--that service to others, the profession are the primary reasons for involvement. I selected this principal as it seems most aligned with the desire to be in service to others as opposed to having a desire to lead to change others.	10	Principal 10- this was challenging as they are all most important. I chose this principal as I imagine excellent leaders are those that have a desire to be in service to others and can inspire and encourage others to grow in the ways that are meaningful o them, while simultaneously meeting objectives that foster the strategic plan of the organization. Reflection on self seems secondary to this, as it isn't about the leader, it is about the service and inspiring and empowering others to help the organization move in a positive direction for the greater good.

2	Principle # 2 I feel being committed to the mission of the organization is most important. A good leader knows the purpose of their organization and works to carry it out.	3	Principle 3 is my lowest ranked because I think while you can learn from the history of the organization, doing what is needed to best serve an organization in the present and prepare it for the future is much more important. I think it is important not to get stuck in doing things the way they have always been done (especially if they aren't beneficial anymore) and to always be open to change.
2	The mission is the pathway that the organization follows. Without a mission to follow, an organization can get lost.	6	All of the principles are important; however, if you show members that they are valued the resources will be there.
1	The philosophy of leadership is the foundation for the other principles.	10	It is important but not as essential as the others above it.
1	When joining or volunteering with any organization it is the mission and purpose of the group that draws the person in. That is the reason organizations are started	6	This is important but materials can almost always be replaced. You can have no minutes and still perform great acts for your organizations rather than having all the paperwork complete and never helping others.
1	Without a solid and selfless philosophy of leadership, I feel none of the others can successfully occur.	3	Preservation of history should naturally occur by what we do regularly so I ranked it lower.

Appendix D. Comments on Highest Ranked PPLE

Highest Ranked Principle	For your #1 highest ranked choice, describe a leadership experience in which you were called upon to use this Principle.	How did you use this Principle in this situation?	How did using the Principle change the outcome of the situation?
1	As a chapter president, we had the opportunity for a very talented guest speaker to keynote our initiation and provide a workshop. The topic was of such importance that I felt a desire for practitioners in the community to hear the message, along with pastoral/hospital staff, other helping professionals, etc. I learned of several key resources for getting the word out from our CFA, who volunteered the knowledge. In personally connecting with each, and advocating among other in leadership positions to get the word out, over 100 helping professionals in attendance. It was easy to be in service to others in this context as the topic was one that is critical for helping professionals.	emailed, called, dialoged, advocated, etc.	more helping professionals understood there was an opportunity, and as a result more took advantage, and more learned about an area that is critical in clinical work
1	At an event, I wanted members to win a raffle, not me.	I forged being a part of the raffle so I would not win over a member.	It gave members a better chance to win because I was there to serve others, not myself.
1	Being CSI President I was faced with this throughout my entire term of office.	I feel like that principle is your PRIMARY GOAL as president of any organization, but especially as CSI President	I think it led to a wonderful year of growth for our chapter
1	Deciding to run for president of our chapter	I had an understanding of the mission of CSI and believed I could lead the group effectively	Two of us ran and decided to be co-presidents
1	Evaluating the purposes to becoming a leader in CSI		Fully developed my understanding of why I intended on serving in a leadership position, reinforced the reasons for doing so

1	Every time we have a meeting, I am called to use the 1st Principle. When we gather as a group and have to make decisions, I need to take into account that everyone has ideas and I am there as a person to keep everything running smoothly, but not for my own agenda but for the good of the organization.	By keeping my leadership role in perspective, I am able to better serve the members and the organization.	Meetings could be very ineffective if I were to only do what I wanted to do, instead of encouraging everyone to take part and figure out ways to be most effective.
1	I am the oldest child in my family and with that bore the responsibility of being a leader to my younger siblings. In my professional career I serve on different youth serving organizations in which I am in a leadership position. Serving others is what I have been doing all my life and initiating leadership in the service of others comes naturally.	I recognized the need in the youth serving organization and I went for it.	I added my attributes to the organization and I probably benefit the most because I am serving others. The youth also benefit because I've become a role model for them.
1	I am the President and as the President I hold the highest oath of serving not only my community but my members as well. During the induction ceremony of new members I am called upon to lead that ceremony before the new members along with their family and friends to represent CSI in a way that is honorable and holds respectable value	I saw this principle as the reason of why I belong to CSI and why I am the President in the first place.	Keeping this principle in mind during the induction ceremony kept me humbled and focused on the job at hand and the importance of the induction ceremony to begin with.
1	I asked myself before taking the Presidency of my chapter if I was will to put the society first, and I decided I could. I have often in my time as President stepped back and self reflected about whether I was serving myself or the membership and I have hanged my ideas if I wasn't serving the membership.	I used self-reflection to make a course correction.	It helped the members feel as if their voice had been heard.
1	I believe that regularly I am called to provide service to others. Throughout my time as president, I find myself helping other committees to ensure they feel supported and can accomplish the goals they have outlines for the year.	My committing to helping the community engagement committee find support from the EC and to help them make strategic plans to accomplishing their goals.	They felt empowered and able to do more.

1	I have continually reminded our leadership that involvement in CSI is not just about padding the VITA but that it is truly, at the core, about serving others, our profession, and our professional organizations. I believe that this year's chapter agenda has been based on this principle.	We created our chapter agenda (goals and objectives) with this principle in mind.	This year's chapter leadership has been very active in serving the students and the community. It has been a pleasure to serve as their president!
1	I have done mission work in Africa. While I took superior knowledge and skills into an impoverished area, I had to be a learner to their culture before I could earn the right to be a teacher.	Acculturation myself to their system of counseling and reaching others, understanding cultural rules and adjusting my perspective to empathetic as opposed to sympathetic.	I was able to teach counseling principles to pastors and deacons (men and women alike) with authority that did not endanger them, me or others.
1	I have served as the president of two outstanding large CSI chapters and I have actually received very little personal gain, aside from the satisfaction of serving CSI and its members.		
1	I put the biggest emphasis on our service projects in our chapter	When a service project that we were going to do was moved to a date that we couldn't do it and no one else from the community was able to do it either. We organized the group to come another day to finish the project.	It made people more inclined to come help.
1	I spent a significant amount of time and in my opinion our induction ceremony is top-notch yet due to an emergency I was unable to attend and participate in the ceremony as planned. Other times at meetings or bake sales I might be 1 of 5 members present but I do not get discouraged by that.	Realized that I'm not doing it for the glory. It's for the members, the organization and our school. I'm representing our chapter not myself.	I feel good about it. Those who knew who did the work knew I did an excellent job. I know I did an excellent job and I don't mind at all.

1	I was one of the leaders when re-activating a 14 years dormant chapter, and it was a real challenge to discover what is needed	It helped me recognize and revise the goals and approach of the chapter to be able to meet the population needs.	It helped us look at the chapter's goals as a whole community, and not just school specific
1	Our very first event of the year was all about our mission to serve the community we live in.	In what I said as the purpose for the group and the particular event.	
1	setting up a workshop so that students can learn how to do research.	I served the students by coordinating and setting up all the tasks that needed to be done to make the workshop happen.	Instead of just telling people to make things happen, I was working right alongside everyone else in getting the workshop set up
1	The best experience that I can describe about Philosophy of Leadership is being nominated and accepting the position as Chapter President. The members seen some leadership qualities in me that sparked them to make the vote to elect me as Chapter President The members trust my views and vision for the organization. Having the trust with the members is a big factor pertaining to philosophy of leadership.	I spoke about my visions and my platform to increase the number of members in the organization.	I implemented different projects that everyone can showcase their talents. I did things that involved assisting others as we do in our everyday lives.
1	The experience I have with principle number one in my chapter of the organization would be that whatever a member felt like they were great at they were appointed to that office as well as I allow the members of the chapter to make the decision as to what events the chapter should take part in and host.	I use this principle in just about every chapter meeting	using this principle helps the chapter run smoothly.
1	This principle is called upon any time I am called to organize information, gather individuals, or inform individuals to better serve others, the profession, and associations.	This principle was used to take action in completing tasks needed to serve a given community.	Without this Principle, tasks may become unorganized and forgotten as they would lack purpose.

2	Commitment to mission. We were able to set up a study session for the Comprehensive exams. By holding this study session, we were able to further the mission of our organization.	Set up a study session on campus for all students and invited students who have already passed the exam.	Very successful session where participants felt more comfortable about taking the test.
2	Many times I had to make choices in my leadership that had to be adjusted to the society principles.	I chose to show the other members how this principle is important and how it can serve us.	n/a
8	Graduate school is a fast-paced time. Many students in our program struggled to understand all the expectations. I was seen as the one with all the answers. And I chose to use my knowledge to encourage other students to improve themselves, to show them how, and empower them to share their new knowledge. We are all in this together, and we are each-other's best resources.	I saw other students getting discouraged and frustrated. So I used my knowledge of the program and state requirements for licensure, to help the other students to proceed through the program. If i didn't have the answer, i knew someone who did, and woul encourage them to make an appointment with the appropriate person.	More students were able to be advocates for themselves.
2	I use the mission when I communicate to the members the activities that we are doing and why.	I use this in meetings on a regular basis.	It helps the members understand the purpose of the activities.
2	In a recent board meeting, we were deciding about adding a new event and had to refer back to the mission of the organization in order to help make the decision.	See above - reviewed the mission	We decided not to add the event as it didn't really exemplify the mission.
3	Planning the CSI installation ceremony.	I identified members who had skills related to event planning and communication	It reduced the pressure for all involved in planning the event because everyone had a preferred and manageable role

8	I use this principle in every leadership capacity I have held. I have provided myself as a resource for newcomers into the organization who have questions and need support. I encourage members at every meeting, and empower them to make decisions and suggestions to further the organization.	I am supportive, use encouraging language, say 'thank you', and let them know that what they have done matters and makes a difference. I couldn't do anything without them.	It makes people want to work hard for you. It makes people care, and want to bring in new ideas.
7	When delegating responsibilities for events that we were running I had to take into consideration the time people could devote and balance that with their chosen chair positions that they volunteered for in the chapter.	I had to use this principle to keep myself in a position where I understood the personal and professional side of how to be logistically appropriate with tasks.	I was able to find persons that were able to spend the time needed to complete the task while not forgoing efficiency.
7	I needed to determine an association's Legislative Agenda.	I conducted a survey of our membership at a professional conference and considered each member's opinions equally.	By surveying a large sample, I was able to present a Legislative Agenda accurately reflected the priorities of our members.
2	As a part of the mission of our chapter, we wanted to promote additional/continuing education in the counseling field. While in office, I worked to increase and organize the number of workshops/ceu opportunities our chapter hosted.	We planned more small workshops on topics for our student members and two large scale ceu events for members working in the profession or students interested in refining their clinical skills or learning about advanced topics in detail.	If we wouldn't have been committed to this, we would have allowed the organization to turn into more of a social club rather than a professional society with education being a priority.

<p>8</p>	<p>As current president of a board with many dedicated and excited board members, I often choose to provide the resources or mentorship needed to board members for them to take on a project or task themselves. This ensures that my busy schedule does not hinder their success in the project, and also helps them grow and develop into their own leadership style with my support and guidance given as needed.</p>	<p>An example is when a board member stated a goal they had for the chapter to have events planned a year in advance. I chose to encourage that board member to begin working on her own ideas for making that happen and offered support to her as she decided she needed it (i.e. if she had questions or needed a resource to let me know).</p>	<p>Instead of getting stressed out about having to meet this board member's expectation, I empowered her to take control over the situation herself.</p>
<p>3</p>	<p>I have looked at many of the documents of when our charter was established and have worked hard to transform our current organization into what the founders indicated it should be. We are reaching out to the community more than in years past and we are working hard to involve more students in academic discussions on with our organization much like the founders did.</p>	<p>As stated above, I encouraged all of our members to give back to the community through supply drives, we raised money and participated in NAMI Walks Austin, and we are hoping to volunteer in school in the future.</p>	<p>It helped me focus on the purpose of our organization.</p>
<p>7</p>	<p>We are currently putting together a forum, or day panel to help educate our members on opening and maintaining a private practice. This was specifically requested by our members.</p>	<p>Our board solicited ideas from current members regarding things they would like out of their membership.</p>	<p>Normally we provide a variety of volunteer activities aligned with our profession, this will be one of our first educational panels.</p>

Appendix E. Comments on Lowest Ranked PPLE

Lowest Ranked Principle	For your #10, lowest ranked choice above, describe a leadership experience in which you were called upon to use this principle.	How did you use this Principle in this situation?	How did using the Principle change the outcome of the situation?
6	A lot of times in leadership you have to call on others that have a different skill set than you bring to an organization. So I utilize people around me to that have the resources that I do not.	I use others for the resources that I do not. In that situation I called on a friend who is an expert in trauma for a youth that has experienced something that was beyond my current skill set.	It helped everyone.
6	As a leader, I believe that engaging the members is a key part to our chapter.	I try to make the member part of every meeting.	More engagement from the members increases meeting attendance, and spreads the responsibilities.
2	As I look at my previous answer I see that I also used this principle to help our organization strive to give back to the community.	I thought about what CSIs mission is and looked how I could apply it to our chapter.	It encouraged me to act.
4	As stated before, our board (including myself) use the values associated with the organization to conduct all of our business. It is more that we do not state it as directly routing from our history.	Volunteer activities are always associated with how we would like our chapter represented.	Volunteer activities have been selected and veto'd accordingly.
6	Being Chapter President, requires to perform within the guidelines the organization has. I am very creative and I always think outside the box because it will show creativity and it will capture people's attention.	My showcasing Chi Sigma's name by implementing t-shirts and social networking sites that documents our services.	More and more students are aspiring to become a member of Chi Sigma Iota.

10	During a leadership workshop, I was called upon to use feedback and self-reflection of my own leadership by my members	I really took a good look at myself and my executive board to see if we had been following the principles that were set before us to uphold.	This principle really made me aware of the areas that I could improve on and also made me aware that my members are really watching me and following my lead.
10	Feedback and self-reflection-- I had a situation as a chapter president where one member on the leadership team was giving a negative message to students not yet involved in the organization. I sought consultation about how to approach this situation. When I first learned of it, it felt much bigger than it was. After consultation from multiple sources I learned there was just one individual with a negative message and I was able to understand what might have contributed to her actions. I was then able to meet with her personally, and share what I learned with the next chapter president. I wanted to share that it seemed much bigger than it really was.	consulted with multiple sources, CFA, students, etc.	enabled me to better understand put the situation into perspective
10	Having a co-president allows me opportunities for feedback regularly	We regularly meet to talk and give feedback to one another	We have a very honest relationship and respect each other's feedback
6	I don't think that I ever really faced an experience in that area	N/A	N/A

6	I had an option to save money or provide services for the community.	This speaks the event of making moral choices. Do I keep extra money in our account, just in case, or do I spend it to provide professional development and community involvement opportunities for counselors.	It was an easy choice. I spent the money to provide events for counselors and the community. While there is a line to walk so we are being fiscally responsible with our money, we cannot be scared to use it for the very purposes of our chapter and organization.
3	I had to use it when we reactivated the chapter	I looked back on the archives of the chapter and learned what they did as activities and funding.	It gave us some ideas for the future, some basic ground works to start following
3	I had to use this when we created our bylaws.	We followed the steps of our former chapter leaders.	we preserved the legacy
10	I have not yet experienced this, I would like to obtain feedback once I step down.	I intend on using this principle to further inform future leaders and watch our chapter of CSI fully develop	Our chapter of CSI is fairly young and will benefit from any feedback .
3	I know that the history of CSI is one of engaging in servant leadership, and so for the workshop mentioned above, I respected the servant leadership principle.	By engaging in servant leadership.	When others see that an officer of the Chapter is working hard to make things happen, they appreciate what the Chapter is doing to help them.
3	I preserved history by continuing to organize annual social functions members had grown accustomed to.	Despite planning a Christmas party being an inconvenience and few current members showing interest, the leadership planned a Christmas party because it was tradition.	It ended up being a waste of time. Very few people RSVPed and ultimately we canceled the party.
4	I tried to change the direction in another psychological organization on my campus.	I generated a group of people who were willing to take active roles in community involvement.	Too many people were used to accepting the honor without accepting the responsibility to leadership.

3	I used this principle to look at conference planning for this coming spring. There were two leadership conferences that our chapter organized since its inception.	I looked at previous conference documents.	Looking at the previous documents, allowed me to think about structure for the coming conference.
3	I was in association that was considering a change to our Bylaws, which would alter our leadership structure.	We considered why the association had not originally structured their leadership in the way we were considering.	Although we considered the historical perspective, our Board decided to proceed with the revision to our Bylaws.
3	In college, I held a leadership position where the previous leaders hadn't done a very good job. So the history helped in knowing that we should do better. That said, if I hadn't known that the past leaders didn't do a great job, that would have been fine. I still would have acted in my role to further the organization and make it better.	I recognized what hadn't been done, and how it would help the organization tremendously if someone did more.	The organization thrived and accomplished more in the coming years that it had in the past.
8	One of our members had a chance to go and talk to one of our orientation classes to promote our chapter.	This helped our member learn to speak in front of a class of strangers, and helped promote our chapter,	I feel like this situation helped our chapter and the member.
6	Preservation of Resources	We need all the help we can get so when it's time to act we use all the volunteers we have.	More people participate.
3	the historian never did anything	Since the leadership was unfamiliar with it, it was ignored.	The responsibility eventually fell to the faculty advisor.
10	There are many times that I will talk with our advisors to make sure I am completely what I need to be doing for our chapter.	I use this Principle but keeping lines of communication open with the advisors, and creating an environment that helps to benefit the chapter.	If I did not communicate with the advisors, then there is no feedback and I would have no idea how I am doing as a leader.

7	These factors have been important in making informed decisions that best serve the community, and are represented in other Principles. From recruiting to organizing involvement of an event I have utilized this Principle.	I have found that needs, resources, and goals are best addressed when brainstorming to develop the best plan.	Things run more efficiently and there is more involvement and participation from others.
3	We read minutes at each meeting.	We just instituted a chapter historian who has been taking a lot of pictures which has been helpful	it made people realize what was going on at our events
3	When I became the president of the chapter I did not know the history of the chapter but was still able to formulate plans that would be good for the chapter.		Once I became aware of the chapter history I tried to formulate plans that would build upon what the chapter had in the past
3	When planning initiation, I should have checked with historical documents to help me remember why we had stopped using a certain event location in the past and to prevent us from using it again.	I did not use this principle in the situation and wish that I had!	Using this principle would have helped ensure a smoother initiation process.
3	When planning meetings/formats/events etc. I followed the example of our past president who did a phenomenal job.	Offered quality workshops, provided professional leadership	Our chapter has a good reputation for excellence and professionalism
3	When trying to find out how to order catering etc. for events and gather invitees for an event.	I wanted to see how they pulled off the event successfully, so I looked at past events.	It made it possible to create a new vision using past events.

Appendix F. Comments on Possible Additional PPLEs.

If you could add a principle or practice to this list, what would it be? Please Describe.
Good leaders take the heat for decisions made by the society that did not work out or were ill advised.
Importance of community between group members. The experience of getting to know each other through social interaction.
This would fit under long-range perspective, but I would add the practice of "strategic planning."
The Principals and Practices are most comprehensive. Nothing comes to mind when I think about adding a practice.
I cannot think of anything at this moment =)
Research and evaluation of the CSI local board
Well I had a few items written, but they all seemed to fit into the above principles. So I have nothing new to add right now.
This is a very thorough list.
Being Open and Willing. I would add this to the practice because being a leader entails being opened to any changes, delays, criticisms, suggestions, or milestones. Being a leader entails to getting the job done whether you are doing a project individually or as a group. Being willing to devote your hard work and dedication to meet the vision in the organization.
Self-care: In order to be an effective leader it is important to take care of yourself so that you are at your best for the organization.
Partnership/Networking- with members and our school, with the Counseling department, and with other area chapters.
COMMITMENT TO THE CHAPTER'S ACTIVITIES. A lot of students join the chapter just to add a line to their resume instead of assuming responsibility and committing to the chapter's activities and there is a lot of work that is needed in this aspect.