SPECIAL EDITION: EXEMPLARY LEADERSHIP

Dr. Donna Gibson

Every three years, Chi Sigma Iota publishes a special edition of the Exemplar that exemplifies our organizational mission. For this special edition, the Executive Council chose to highlight leadership. What is leadership? What do exemplary leaders do? Why is exemplary leadership important to CSI and the counseling profession?

When I was asked to be the Editor for this special edition, my immediate personal reaction was that this was a perfect topic for the CSI Exemplar. I was surprised that a special edition had not been published on leadership previously. Why was I surprised? CSI has played a central part in my own leadership development since my membership began in 1998. Consequently, it has played a major role in the leadership development of countless counseling professionals.

My Personal Leadership Journey

Leadership can be defined in several different ways. It can depend upon the personality and attributes of the individual in the leadership role and may look differently in specific contexts. For example, what does the professional school counselor leader look like versus the leadership style of the president of Chi Sigma Iota International? There may be some similarities, but the context or environment may challenge the leader’s vision, skills, and communication.

For me, leadership has been a developmental process and one that is not complete as I am writing this. This process began many years before my college years and keeps evolving with every new experience that I encounter. However, I want to focus on my leadership development in Chi Sigma Iota and the counseling profession. My leadership development in Chi Sigma Iota did not come with a title. No, I was never the president of my Chi Sigma Iota chapter. Hats off to my fellow students that held this office! Instead, I held various committee positions and at one time was a process observer for the chapter’s executive committee meetings in my years as a doctoral student. I learned that leadership meant more than looking to one person for vision, ideas, and identity. Leadership meant serving! Serving each other, clients, the chapter, and the profession. There is no “I” in leadership, but there is an emphasis on “we” and “they.”

Now, we know these leadership ideals as servant leadership or leading through serving and meeting the needs of others. CSI president-elect Andrea Dixon and CSI past-president JoLynn Carney discuss aspects and applications of this type of leadership in their articles in this edition. Overlap these ideals with aspects of transformational leadership or leadership that not only empowers but inspires others. I learned more about this later in my career as I finally became a leader with a title and the

Continued on Page 12
CSIs Principles and Practices of Leadership Excellence (PPLE) were developed by its 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 exceeds 500 years. Currently the only statement of leadership ethics and best practices within our professional literature, the PPLE include 10 principles that describe the characteristics of exemplary leaders and provide guidance for decision making for those in leadership positions (outlined on p. 11). Each principle has an accompanying practice statement that provides additional guidance to those seeking excellence in leadership positions.

These guidelines and statements, reprinted here from CSIs web page (www.csi-net.org/leadership) are important resources for students, counselor educators, and professional counselors, and may be used by CSI chapters to promote excellence in leadership for all members.

CACREP’s standards for preparation of doctoral level clinicians and counselor educators require curricular experiences in the theory and practice of leadership. The PPLE are an important source of such experiences for all doctoral students. Entry-level students will also find the principles useful as they learn about best practices in professional counseling leadership. Students aspiring to leadership in CSI chapters and the profession will benefit from the addition of exemplary leadership practices to their repertoire of knowledge and skills.

Although numerous leadership books, web pages, and articles exist across disciplines to promote leadership development, within the counseling profession such resources are limited. Chang, Barrio Minton, Dixon, Myers, and Sweeney's (2012) award-winning book, Professional Counseling Excellence Through Leadership and Advocacy, is grounded in CSI’s PPLE and provides a valuable resource for counselor educators wishing to infuse leadership excellence in their teaching, research, and service. Including the PPLE as part of entry-level professional orientation courses or doctoral level leadership seminars provides students with a set of leadership ethics and best practices to help prepare them for leadership experiences in our field. Counselor educators can model these principles and practices through mentoring, encouraging, and empowering their students (Principle 8) or by designing assignments that promote self-reflection and values clarification (Principle 10). An example of such an assignment might be asking students to write about how they can continue to grow as professional counselors by using the Practices.

Professional counselors, regardless of work setting, may use the Principles to assess and develop their leadership...
One of the most important competencies that a counseling leader can possess is the ability to articulate a vision of the future. As the fourth CSI principle of leadership states, “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.” In terms of practice, visionary leaders are those who are able to draw upon past wisdom and future possibilities to develop a blueprint for moving an organization forward.

Today, visionary counseling leadership entails not only organizing around local and national issues, but international ones as well. This is because internationalization has become one of the most important issues confronting the counseling profession. Professional counselors in the United States are becoming increasingly aware of the growth of the profession worldwide and are seeking ways to become involved in global efforts to advance human development. A visionary leader, therefore, must become globally literate in order to help the counseling profession meet the challenges and opportunities of internationalization. A globally literate person is one who possesses the awareness, knowledge, and skills for negotiating the 21st century interconnected global society in which he or she lives and works. Global literacy goes beyond mere competency to embracing a way of life that encourages maximum exposure to and understanding of the many-faceted realities of global diversity. Such a person has knowledge of cultural variations in history, has both domestic and international travel experience, reads at least one major newspaper (in paper form or via the Internet) or watches newscasts on a consistent basis, reads literature from other cultures, and is open to new cultural experiences, actively seeking out diverse cultural activities. In addition, global literacy entails embracing cultural differences and respecting diverse lifestyles and religious/spiritual traditions. A professional counselor in a leadership position who is globally literate is a person who is committed to making cultural diversity a foundational aspect of his or her life and work. An international perspective on counseling advocacy

Continued on Page 13
The Application of Chi Sigma Iota’s Leadership Model: Service in Action
by Andrea L. Dixon, CSI President-Elect, Chi Epsilon Chapter, Georgia State University

Being a member of the counseling profession allows for professionals to take on numerous exciting roles outside of our traditional training such as leaders, advocates, teachers, and mentors. As the profession evolves, several leadership models have surfaced that were created to help guide counselors in being effective leaders across a wide variety of counseling settings. Overall, leadership is an ongoing call to our profession that encompasses counselors being prepared to provide services that focus on social justice, advocacy, equity surrounding race, culture, gender, sexuality, and religion, crisis and disaster relief, and many more.

This is an exciting time in the life of Chi Sigma Iota as we move in-step with technology, presenting a dynamic publication for our members while being good stewards of our environment. We invite you to share your ideas with us as we consider even more ways to create a meaningful and engaging Exemplar for you and your chapter. To do so, please contact Dr. Michael Brubaker, CSI Publications Chair, at publications@csi-net.org.

Interestingly, service is one component that has been consistently omitted from leadership models. However, based on CSI’s overall mission of leadership and service, and the 10 Principles and Practices of Leadership Excellence, CSI created a model of leadership based on the premise that “service to others, the profession, and the associations are the preeminent reasons for involvement in leadership positions.” Specifically, the leadership model espoused by CSI is one based on the servant leader; a model where individuals’ motivation for leadership is driven by the primary desire to serve or effect change through actions on a systemic, organizational level to promote a greater good (Herr, 2013). Through this model, professional counseling leaders build their leadership abilities based on the philosophy of leadership based on service. In order to obtain this form of leadership, individuals must be willing to accept leadership positions principally for the purpose of service versus for personal gain or rewards.

As counseling professionals, we often enter the field in order to serve our clients and students, and to make our world a better and more peaceful place. Because, CSI’s servant leadership model is also based on this premise, it appears to be a natural fit for counseling professionals as an opportunity for them to use their leadership roles in order to serve and advocate for others. Thus, there are several manners in which counselors can apply this model of leadership during their training and careers.

CSI provides leadership opportunities at the chapter and national levels and allows for counselors at any period of their careers to apply the servant leader model. Many other counseling organizations also provide for similar types of service; leadership roles through service to our profession, clients, students, and communities. When applying the CSI model of leadership, there are numerous manners in which counselors-in-training and professional counselors can realize leadership through roles in service positions.

Servant leadership roles exist for counselors-in-training through becoming involved in emerging leaders programs, and CSI offers the Leadership Fellows and Interns program annually. These positions allow for new professional counselors to learn from more seasoned professionals in the field, and to develop their own interests in leadership and advocacy. For established counseling professionals, servant leadership roles exist through committee service and elected positions, as well as volunteer positions on editorial boards for our profession’s refereed academic journals, and through writing for

Continued on page 13
CSI Servant Leadership in Action

by JoLynn V. Carney, CSI President (2010-2011), Rho Alpha Mu Chapter
The Pennsylvania State University

Servant leadership is a phrase first coined in 1970 by Robert K. Greenleaf (2008). As the phrase indicates, Greenleaf proposed that servant leadership requires leaders who are willing to be servants first and foremost; leaders who are always attending to the individuals for whom they hold the responsibility to serve with a goal to encourage, empower, and support all members to reach their potential. The success of servant leaders then can be evaluated through outcome measures such as membership satisfaction instead of simple completion of the assigned tasks. Servant leaders join with members creating clear avenues for them to increase their responsibilities to the group and influence decision-making in the organization. Servant leaders empower those around them to become effective advocates for themselves and others. How different this leadership style is when compared to others such as authoritarian where the leaders hold all the power, make all the decisions, assign all the tasks, and evaluate each member’s performance based on executive-developed criteria.

I had the privilege of serving our membership as CSI president on the executive council and saw again how Chi Sigma Iota holds to the principles of servant leadership. CSI is an organization dedicated to its members, driven from the chapter-level, and designed wholly to support the grassroots efforts of the members. The responsibility of the organization is defined as “Promoting a strong professional identity through members … who contribute to the realization of a healthy society by fostering wellness and human dignity.” A review of CSI’s Leadership Principles emphasizes service as the hallmark of leadership requiring among other things accepting leadership for the purpose of service not personal reward. The Principles go further to focus on respect, mentoring, encouragement, empowerment, and recognition of those who serve. No other professional organization so embodies the ideals central to servant leadership and holds as its guiding principle service as the hallmark of leadership.

Members in chapters are the primary recipients of decades of servant leadership with a host of materials developed by a multitude of volunteer professionals who freely gave of their time and talents to benefit the chapters. A few moments spent on csi-net.org brings to light the abundant training resources that allow local chapter executive committees to bring servant leadership to life. Here chapters can access leadership training modules and initiate avenues to serve members by developing and implementing a comprehensive mentoring program, holding fundraisers for the least privileged in their communities, or teaming with organization such as Habitat for Humanity or American Red Cross. This and more can be found in CSI’s Counselor Community Engagement Chapter Planning: 10 Key Considerations and Emergency Response Guidelines for CSI Chapters.

Many chapters have responded to natural disasters on national and international levels. Others have charged their professional development committees to educate on vitally important topics such as diversity issues and trauma. Equally important efforts have focused on raising awareness and promoting advocacy for causes such as suicide (Out of the Darkness Walk), mental health (NAMI Walk) and cancer (Race for the Cure). These initiatives bring servant leadership to life. They afford each member an avenue for fostering wellness and human dignity for themselves, members, the profession, and the local community.

Reference

The connection between research and leadership should be obvious. On one level, research results inform theory and practice and, thereby, allow us to speak more clearly and confidently related to “what works” within the counseling process. Obviously, research results provide the scientific foundation for our profession. This foundation separates the work that counselors perform from the assistance that well-intentioned helpers, who lack formal training, provide when seeking to be helpful to others. Thus, research is a key element that distinguishes counseling as a true profession. In these ways, research results provide useful data for counselor educators to draw upon as they train counselors and help professional counselors identify evidence-based intervention strategies. Developing evidence and communicating it to others in publications, presentations, and training are important leadership roles for professional counselors. Although these are important examples of leadership, such examples only tell part of the story as to how research links to leadership.

When counselors conduct research that speaks to important societal concerns (e.g., secondary school graduation rates, transition to post-secondary education, reducing unemployment, addressing post-traumatic stress within military personnel, reducing school achievement gaps, reducing bullying in the schools), researchers have the opportunity to convey important information to key stakeholders. Communicating such information effectively to stakeholders becomes even more important during lean budgetary times. When politicians, community leaders, and educational leaders must make decisions regarding resource allocations, increasingly they rely upon data to inform their choices. It is our responsibility to lead by intentionally and systematically providing data to decision-makers. Research results that address return on investment questions can positively influence choices as to whether counselors even exist in particular work settings. Providing such evidence and then communicating it effectively represents leadership at its best.

All professional counselors must see this as their responsibility. It is not overly dramatic to state that choosing not to view these tasks as essential to the work of every counselor places the counseling profession at risk. In all these ways, research is a vital part of leadership and advocacy within our profession. We can all work harder to make the link between leadership and research more obvious.
The Role of CSI Chapter Leadership in Professional Identity
by Melissa Luke, Sigma Upsilon Chapter, Syracuse University &
Kristopher Goodrich, Upsilon Nu Mu Chapter, University of New Mexico

As the academic and professional honor society for the counseling profession (Chi Sigma Iota [CSI], n.d.), leadership development is an integral component of CSI’s mission (CSI, 2009, CSI Mission and Sample Chapter Mission Statement section, para.1). Until the Luke and Goodrich’s (2010) study that explored the experiences of 15 early career counselors, little was known about how students’ CSI chapter leadership influenced their later professional identity and leadership enactment. The core finding from the grounded theory study indicated that counselors saw their CSI chapter leadership as an authentic learning experience, one in which they were able to bridge theory to practice, as well as acquire skills beyond what they were learning in the classroom. As such, students and professional members were able to reframe their own involvement in CSI as an extended and ongoing educational endeavor. Further, as it has been argued that CSI can socialize members into the values of the profession (Myers, Sweeney, & White, 2002) and a positive association has been identified between CSI membership and professional service and scholarship (Wester & Lewis, 2005), both student and professional members can consider their involvement in CSI as an investment, with immediate as well as longer term benefits.

Relatedly, Luke and Goodrich (2010) found some support for Costello’s (2005) claim that without intentional efforts, professional training can unwittingly perpetuate the unearned benefits derived from gender, race, and class, and subsequently interfere with the integration of personal and professional identity development in some students. While participants noted numerous instances wherein CSI chapter leadership was successful in bridging chapter and department-level gaps in power and privilege, it also appeared that these individual identity-related factors played a role in leaders’ selection of action strategies participants used to navigate the systemic hierarchies. Thus, it was recommended that departments consider situating their CSI chapter, and its activities, more centrally in the counselor-training program to capitalize on the experiential learning that can augment the didactic classroom learning related to advocacy, leadership, and professional identity. As social justice is central to CSI (Chang, 2010), all CSI members and leaders may wish to consider how their chapter is explicitly endeavoring to foster wellness and human dignity intra- and inter-personally, as well as within the profession as a whole.

Additional findings from Luke and Goodrich (2010) suggested that CSI chapter leaders were often selected based on personal characteristics, including past leadership experience, yet they also noted that social models within the context of the counseling department played a key role in their growth. Thus, all CSI members interested in developing their leadership skills are encouraged to not only publicize their transferable leadership skills, but also to identify a student, professional member, or faculty mentor for their own leadership development. It has been suggested that through this type of experiential collaboration with a mentor, CSI members can internalize their learning and potentially incorporate the value of leadership into one’s stable professional identity (Luke, 2012).

References


Chi Sigma Iota has a long history of promoting excellence within the counseling profession. A primary way that CSI has done this is by advancing leadership development through a myriad of activities. In a position paper available on the CSI website (http://www.csi-net.org/associations/2151/files/Herr_Position_Paper_on_Leadership-jem%5Btjs%5D.pdf), Dr. Ed Herr, a legendary leader in the counseling profession, asserts that the model of leadership within CSI is one of servant leader in which an individual’s first desire is to serve which, in turn, leads to aspirations of leadership. WE could not agree more.

Unfortunately, the balance between servant-first and leader-first is nuanced. At its core, servant leadership, a term coined by Robert Greenleaf in 1970, reflects putting the highest priority needs of others a paramount. Leader-first, by contrast, is the assumption of leadership positions to promote one’s own ego or agenda. This approach to leadership is characterized by the leader who demands rather than earns respect, is insecure, controlling and unable to listen deeply to the guidance of those around him or her.

At times, leaders are drawn to direct from a place that is self-serving. This approach can be effective in the short term. In the end, however, transformative leadership is a calling. True leadership transmutes which came before “soul-based leadership” and emanates neither from ego nor even from a place of logic, but from a stillpoint deep within the self. The Tao, or “way,” of leadership involves accessing one’s deepest wisdom. From this place, leadership looks less and less like what we frequently encounter among wreckless leaders who make the news due to their misbehavior and more like what is mythologized in the great world healers (such as Desmond Tutu or Gandhi). Regardless of whether one acknowledges a Higher Power, there is insight available beyond the logic and ego mind.

The Tao is beyond beliefs, but rather highlights the importance of practices that afford one the possibility of accessing the stillpoint where deep knowing emerges. Good leaders are knowledgeable; great leaders are wise. The point of spiritual practice is to no longer resist the Tao. This lack of resistance results in Wu Wei, or effortless action. Because our Western mindset is of “human doings” rather than “human beings,” it is worth highlighting that Wu Wei is not laissez-faire leadership. Laissez-faire leadership, carried to an extreme, is effortless inaction. Rather, Wu Wei involves an effort that emerges from a flow experience. Most leaders can recount flow experiences of effortless action. Similarly, most leaders likely can recount leadership efforts that felt much like Sisyphus pushing a large boulder up a steep hill...over and over again.

Wu Wei ultimately culminates in a synchronicity that defies explanation. Creative energy emerges from within those we lead and, indeed, within ourselves. No matter what the problem or crisis du jour, effortless exertion allows one to connect with answer from the soul.

How, then, does one achieve this as a leader? There are a number of concrete steps to attaining the Tao of leadership.
**Steps to Attaining the Tao of Leadership**

1. **Contemplate**-Start a contemplative practice consistent with your beliefs. We make our major life decisions only after meditating and seeking wise counsel.

2. **Consult**-See guidance from someone who will be honest with you (fortunately, when involved with CSI, we often find ourselves surrounded by such people!).

3. **Listen**-Create more space for your own internal experience and, over time, you can begin to more easily listen to your own inner guide.

4. **Develop an Internal Compass**-Develop a personal mission statement to gain clarity about your own purpose and meaning as a leader, and you can be more clear in choosing only those leadership positions that help you attain your personal mission, (i.e., why you are here?) When you are asked to take a leadership position, do you run this decision through your own internal compass and personal mission statement? If the “opportunity” does not fit within your personal calling, can you respond to the invitation remembering that “no” is a complete sentence?

5. **Develop spiritual attributes**-Cultivating and practicing trust, compassion, nonjudgment, nonreactivity, forgiveness, and hope allow you to follow the Tao of leadership. Further, it is only in developing these attributes within ourselves that we can possibly cultivate them in those we serve/lead.

6. **Live in a Clean House**-Begin to recognize and clear away your own toxic emotions so that you can truly understand your own needs, and those of others.

Finally, spirit-centered leadership always focuses on the De, or virtue. What action on my part will ultimately result in the most good? This is servant leadership that is boldly undertaken every day, in many ways, by CSI at the national level and the chapter level every day. It is who we are.
knowledge and skills. Reviewing exemplary practices allows counselors to evaluate their strengths as leaders and promotes
effective decision making for both professional and client advocacy. Awareness of these Principles may lead counselors to
seek opportunities for practice and feedback to develop their leadership skills. This process of reflection and action is not
only an inherent element of the Principles and Practices, but also will enable professional counselors to be more effective
change agents for the profession and the communities in which they serve.

Chapter leaders can use the PPLE to help guide both training and service. Chapter leaders often have limited exposure
to many of the Principles and Practices before their induction into CSI. Reviewing this document at the beginning of their
term of office and selecting specific principles to develop through experience allows leaders to be intentional about their
approach to leadership development. Chapter leaders can encourage members to reflect on these Principles and Practices
by including them in chapter training workshops and membership meetings. For example, a useful activity for leadership
development is to ask members to review the principles independently, rank them according to their self-perceived
importance, and discuss with other chapter leaders their rationale for selecting particular principles. This activity is one way
to facilitate reflections on past leadership experiences and identify areas for development of leadership skills. Ranking the
principles also encourages members to consider their values as a leader and how they relate to Chi Sigma Iota’s philosophy
of servant leadership (Herr, 2013).

In 2012, the authors began a study using the PPLE to determine best practices of leadership in CSI chapters and leadership
development needs of chapters and members. The initial phase of the study involved the development of an assessment
instrument and survey which was pilot tested and then sent to CSI chapter leaders. Reports of the survey results will be
presented on CSI DayS in 2013 and published in a future edition of the Exemplar. For more information about the study,
contact e_wahesh@uncg.edu.

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**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.

**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;
- acceptance of leadership positions primarily for the purpose of service rather than personal reward; and
- 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:** Leaders maintain a continuing awareness of and dedication to enhancing the mission, strategic plan, bylaws,
and policies of the organization throughout all leadership functions. They work individually and in teams to fulfill the objectives of the organization in service to others.
CHI SIGMA IOTA: Principles and Practices of Leadership Excellence

**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:** Leaders seek feedback, for example, from members of their leadership team, personal and leadership mentors, and past leaders of the organization. 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. Leaders take action congruent with that feedback, which reflects their commitment to these Principles and Practices of Leadership Excellence.

Developed by the CSI Academy of Leaders for Excellence and approved by the CSI Executive Council for distribution to its members and chapters (1999). CSI © 2010 All rights reserved, reprinted with permission.
responsibility weighed a little heavier. I became very aware, in that leadership position, how I could inspire those individuals I was leading and how I could be inspired by them in return. This experience grounded me as a leader. It spoke to me, the person, or in the words of Craig Cashwell and Scott Young in their article on the “Tao of Leadership,” the stillpoint deep within me. It is there where leaders find wisdom and can lead from wisdom. This wisdom helps leaders in decision-making, which can be unpopular with those within an organization. However, the wisdom in the decision is for the greater good of the organization and is not self-serving. As a leader, I have been in this position and although it did not feel good at the time, the decisions made were for the best interest of all of the individuals involved. For example, some decisions move the profession forward and can be upsetting to those who hold onto traditions within a profession.

What it Takes to be an Exemplary Leader

Although leadership is a learning process, the good news is that leaders have several resources to guide them. Ed Wahesh (CSI Intern) and Jane Myers (CSI Executive Director) discuss the benefits of CSI’s Principles and Practices of Leadership Excellence in this edition. Additionally, these principles and practices are provided as an outline for leadership training and service in the profession. Not surprisingly, many of the contributions to this special edition reflect these principles and practices.

CSI has played a central role in the leadership development of their members. This is reflected in CSI’s application of their own Principles and Practices of Leadership Excellence and offering members leadership training and professional development. Service and scholarship opportunities offered in CSI chapters and CSI International are also leadership opportunities! Spencer Niles calls for counseling professionals to conduct and publish evidence-based research as part of leadership and advocacy in our profession in his article “The Link Between Leadership and Research.” As recipients of one of CSI’s many research grants, Melissa Luke and Kristopher Goodrich discuss the findings of their funded study on “The Role of CSI Chapter Leadership in Professional Identity.” The results of their study have multiple implications for leadership development at the chapter level and how it contributes to counselors’ professional identity development. Conducting and using research are important components of exemplary leadership.

Leadership and Beyond!

Leadership development begins within the person and continues in service to and for others. Personally, I have learned a lot about leadership from observing others, especially mentors. Research backs me up on this observation. Hence, I encourage you to watch, observe, but also contribute and serve! Begin in your chapter, counseling program, and then branch out to CSI International and other professional counseling organizations. Leading our profession locally is important, but Courtland Lee in his article on “Counseling Leadership” reminds us that we must become “globally literate” as the counseling profession is now focusing on national and international issues relevant to counselors. With technological advances in our society, the impact of counselors globally is a reality and can have far-reaching effects. Hence, a leader’s vision will need to be adjusted to reflect these changes.

My hope for every reader is that you do think of yourself as a leader now! Counselor Education is one of the few professions that incorporate leadership standards in their program accreditation. As a member of CSI, we assume you are a leader due to your academic excellence and attributes! If you haven’t challenged yourself to serve, let me be the one to do that and you can be the one to respond to that challenge! CSI is always looking for individuals to take advantage of the opportunities within our organization. Visit our website at www.csi-net.org, review About Us and especially read about CSI’s volunteer opportunities. You can even sign up online to serve in areas of your particular interest. Your contributions are important to CSI and the profession; however, your exemplary leadership will move the profession forward!
Counseling Leadership (continued from page 3)

must rest on a working knowledge of the cultural realities of diverse groups of people as well as an understanding of current events taking place globally. In addition to global literacy, a leader's vision for any contemporary counseling organization must include ideas and potential strategies for marshaling resources and mobilizing the membership in order to meet challenges and seize opportunities that may have implications that go far beyond the borders of a state, a region, or even a country. For instance, world bodies such as the World Health Organization (WHO), the United Nations Educational Social and Cultural Organization (UNESCO), and the International Labour Organization (ILO) have outlined important initiatives and themes that focus on promoting human betterment on a worldwide scale. These initiatives and themes offer counseling leaders important direction for advocating a global mission of promoting mental health, education, and vocational development.

As people continue to become more globally interconnected, counseling leaders have the opportunity to articulate a vision that encompasses a commitment to help empower individuals to meet the challenges of significant social transformations in both developed and developing countries. This leadership vision must entail developing a global cadre of counselors who have the awareness, knowledge and skills to promote human development locally, nationally, and internationally.

Service in Action (continued from page 4)

organizational newsletters and websites. In addition, servant leadership in action entails mentoring students and newer professionals, guiding them to become ethical and competent leaders for the future of the counseling profession and clients and students. These leadership roles, and many more, involve counselors serving in manners that focus on social justice, advocacy, equity surrounding race, culture, gender, sexuality, and religion, and crisis and disaster relief. The CSI model of servant leadership allows for counseling professionals to truly realize their purpose as leaders in an ever-growing field of opportunities for service.

In the future, models of leadership in counseling must continue to consider the role of service and just how central it is to all that we do – as counselors-in-training, practicing counselors, and counselor educators. CSI's mission will continue to promote servant leadership and allow for numerous possibilities for counselors to realize their natural roles as leaders, who serve.

Words of Appreciation
by Donna Gibson

I want to express my appreciation to the CSI Executive Council for inviting me to be the guest editor of this Special Edition of the Exemplar. Leadership, in its many forms, has become a very significant part of my professional life and to illustrate its importance in our profession the Exemplar is a very special opportunity for me. Much gratitude to all of the contributors to the articles in this edition, giving me exactly what I asked for and more! The readers will be inspired as much as I am!! Finally, I so appreciate my special consultant on content, article length, and layout! Jane Myers has always been a mentor of mine, but she took it to another level with this project! You continually inspire me through your leadership!!!

“...leadership in CSI is seen as requiring a mix of pragmatism and idealism, an ability to reach out to members and constituents to empower them to seek personal excellence as they seek organizational excellence, to respect and value scholarship and clinical skills, and to find path-ways between CSI chapters and the larger community in which each member can serve.”

Ed Herr, CSI Past-President
Excerpt from Leadership: A CSI Position Paper
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Leading from the Self: The Journey of an Authentic Leader
by Maria Collar, Phi Rho Chapter, St. Bonaventure University

As a leader, there is absolutely no way that decisions can be made without experiencing a healthy dose of anxiety. Undoubtedly, there will always be times in which the decision of “should I stay or should I go” will become the crucial moment in anybody’s career. Indeed, my various roles as a leader have been permeated with the dubious uncertainty of knowing that “if I go there will be trouble and if I stay it will be double.” However, it is precisely at moments as these when true leaders take possession of the biggest tool available in their arsenal, themselves (Covey, 1991).

Here I sat, first day of internship, with the growing desire of heading straight for the door. I mean, who has not been there? There you are, first day of work, get introduced to everybody, have a cup of coffee, and as you confidently make your way to the mountain Everest of policies and procedures to be learned, anxiety starts to inundate every corner of your mind with its ugly appearance. Thereafter, you start wishing to run faster than Forrest Gump. While I was getting ready for the two thousand mile dash, with purse in one hand and foot out the door, my new supervisor directed me to join a counseling group already in progress. To be honest, there was nothing more to this young heart’s desire than to join a counseling group after having just barely met the agency’s policies and procedures or actually having led a group. However, this was no ordinary counseling group and these were no ordinary people. Over a slice of pizza, these people were able to ease some of the hesitation in the group with their relaxed manners and indirect ways of fostering inclusion and participation. Four slices later, I was beginning to feel more like part of a team rather than a student in Group Counseling 101. What had initially seemed as an immense barrier to overcome transformed into an opportunity for a young, emerging Hispanic leader to offer a fresh new perspective to the group (and a chance to eat more pizza)! More than anything, meeting the heart of counseling face-to-face helped put the whole thing into perspective. Apart from the excitement of paperwork and procedures, these clients were the reason why I felt passionately about the field of counseling.

Since then, I have learned that in the journey towards becoming a more inclusive leader, it is important to adopt an authentic style. As a matter of fact, there are as many approaches to leadership as there are leaders. Even those who subscribe to a primary model, demonstrate tremendous variability within style. Leaders bring to the role unique traits, skills, experiences, biases, and predisposition; all distinctively shaping their personal style. Whether mostly utilizing a facilitating or coaching approach, it is essential for leaders to develop a style which would best represent their personality, as true authentic leadership is mainly an innate process springing from those unique traits and experiences constituting the self.

Leadership is a lifelong, evolutionary process involving continual focus on learning, developing and growing; whereas “most of this learning and growth is self-initiated” (Covey, 1991, p. 33). An authentic leader, having a deep understanding of strengths and weaknesses, knows that they are the biggest tool in their toolkit and can use the “self” as a vessel to facilitate development (George, George, & Sims, 2007).

Above all, an authentic leader isn’t someone who solves all problems unilaterally (Teerlink & Ozley, 2000), but one who is able to create and sustain an environment in which all individuals can collaborate to achieve a common goal. Chiefly, great leaders use an empowering approach best known as “the window and the mirror” in which leaders look out the window to apportion credit to factors outside of themselves and at the same time they look in the mirror to apportion responsibility (Collins, 2001, p. 35).

References


Uniting Students and Educators Globally to Advance the Counseling Profession
by Shannon Ng, Chi Upsilon Chi Chapter, Capella University
2012-2013 Chi Sigma Iota Leadership Essay Contest Award Recipient

Within the counseling arena, there remains a need to promote excellence in scholarship as a student, application as a practitioner, and training as a supervisor and educator (Chang, Barrio Minton, Dixon, Myers, & Sweeney, 2011). As a fledgling profession in the field of human services, having just begun over 60 years ago (M. Lutterman personal communication, January 8, 2012; C. Y. Chang personal communication, October 22, 2012), it requires effort by all to advocate for professional standards of training, education, and practice in order to continue to grow the global recognition of the counselor title amongst other human services practitioners.

As a United States citizen living in Hong Kong, studying through an online U.S. based university, and leader of a U.S. based CSI chapter, it is apparent that global advocacy and international counselor relationships are necessary to the successful universal functioning of the counseling profession. Advocacy for counselor education and professional development must be unified on all fronts. While the National Board for Certified Counselors makes great strides in bringing certification to counselors worldwide (T. Clawson personal communication, March 22, 2012), as it currently stands there does not exist one set of global criteria in which to follow for the protection of students and clients.

My unique position as an international student has poised me to promote professional advocacy in Hong Kong. In February of 2012, I began gathering a group of counseling students and recent graduates to discuss the difference in U.S. and Hong Kong based Master’s programs. We meet monthly and talk about the lack of consistent guidelines between university programs, as well as the need for Hong Kong to implement more strict policies to further the standards of counseling practice. We educate each other on the pros and cons of each platform and bring our ideas back to our classmates, professors, and program leaders for consideration. I have spoken with the associate dean of my university’s program about the need to better unite its international student body and will continue those discussions over the coming months.

Approximately 49% of CACREP programs have international students (K. Ng, 2006); many of these students may be CSI members. The Global Network of CSI could adapt its mission to include international student members’ efforts to promote professional counselor standards in their respective countries. A subcommittee could be formed connecting current international student members to discuss gaps in international counselor education programs. From this subcommittee, peer groups can be developed within local international communities to include students from non-CACREP programs. Students can conduct research and bring this knowledge to local policy makers, educational institutions and professional counseling associations. Additionally, CSI has a number of counselors in academia that can advocate for their universities to open their online programs to international students, continuing to spread the positive impact of CACREP guidelines globally. Chi Sigma Iota International can continue to lead the global advancement of professional counseling by activating its current student and counselor educator memberships to advocate for better educational and training standards and professional counselor policies.

References

Student Reflections
Leadership in Mentoring

by Belinda Cullo, Chi Omega Chapter, Quincy University

My professor, Dr. Andrea Fifield, has been a true inspiration to myself and the other counseling students she teaches at Quincy University. She truly goes above and beyond what is expected. As a member of Chi Omega chapter of Chi Sigma Iota, she not only helps us to do our best academically but also inspires us to be leader and advocates. She encourages us to be writers, researchers, and always reminds us to be there as counselors who listen and empathize.

Dr. Fifield works tirelessly in her efforts to keep our program abreast of the CACREP standards and to honor our efforts through involvement in our Chi Sigma Iota chapter. She has mentored us through her exemplary leadership. Through her encouragement, several of the students in the counselor education program at Quincy University have presented at the local and state counseling conferences as advocates for small and rural community counseling.

Through her leadership, Dr. Fifield makes her students want to be better students and encourages us as future counselors. On a personal level, she inspires us to want to be better people. As someone who serves her students in an effort for them to excel, she empowers us as individuals. This is exemplary leadership!

Belinda Cullo