

# Chi Sigma Iota EXEMPLAR

Promoting Excellence in Counseling



Spring 2009

Counseling Academic and Professional Honor Society International

Vol. 24 No. 1

## FROM DIFFERENT VOICES: LEADERSHIP TRAINING

Saturday, March 21, 2009, 8:00 am to 12 noon

*Catharina Chang, CSI President-Elect*

We look forward to welcoming you to our backyard—Charlotte, North Carolina for the many CSI Leadership Training events at the American Counseling Association Conference. CSI has designed these activities to enhance your leadership skills, increase networking opportunities, and provide support for the myriad of wonderful opportunities that are occurring at the chapter level. Because so many of our chapters are within driving distance to Charlotte and in anticipation of our 25th anniversary (1985-2010), this year we will be hosting a special “Showcase of Chapters” as a special component of our Leadership Workshops. We strongly encourage your chapter to participate in the Showcase and join us for some Southern hospitality.

### Showcase of Chapters

The purpose of the “Showcase of Chapters” is to celebrate the chapters of Chi Sigma Iota and to provide the chapters an opportunity to highlight their chapter activities and accomplishments. Additionally, we hope that the Showcase will provide the chapter leaders an opportunity to share and learn from each other thus, providing opportunities for networking and developing connections for future collaborations. Due to space constraints, chapters must pre-register in order to partici-

pate in the Showcase. Please visit our website for more information about participating in the Showcase.

### From One Voice

Over the years, the leadership within the counseling profession as well as CSI has changed and is continuing to change and evolve. I will offer a brief presentation on the changing nature of leadership as well as share some of my personal experiences with leadership including the challenges that I have faced as well as the support and encouragement that I have received along my journey. This presentation will be followed by the many voices of the panel.

### From Many Voices

The panel will consist of emerging leaders representing diverse cultural backgrounds. They will share their reflections about their leadership development and professional service in the counseling profession. The panelist will be asked to reflect on their leadership development in relation to their cultural backgrounds.

### To Shared Experiences

Following the panel, participants will break into small groups to discuss their own leadership development as well as discuss how their cultural background has enhanced or challenged their development.

### To a Common Mission

The small groups will then brainstorm strategies for increasing diversity within the leadership of their chapters. Additionally, the small groups will provide suggestions to CSI on how we can better serve and involve an increasingly diverse membership. Then the small groups will be asked to share their discussions and strategies with the large group.

In the spirit of Southern hospitality, please come join us for a morning of sharing and collaboration.

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2008-2009

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**A PORTION**

*Donna Henderson*  
**CSI President**



**Donna A. Henderson**

Ralph Waldo Emerson said “*the greatest gift is a portion of thyself.*” Where do you spend your time and commitment? Specifically, how do you contribute to your profession? One of the joys of being president is having many opportunities to observe the ways people give their talents to a mission that is important.

Some are followers. They will do whatever is needed to make an event or project successful. They will set the table, ask for donations, run errands, fill out forms, make notes in meetings, welcome guests, print programs, monitor committee tasks, volunteer for tasks and on and on and on. Very little would happen without their participation and good work. Committees and chapters would be stagnant without these willing workers.

Some contribute verbally. They ask important questions. They devise research to uncover answers. They speak about possibilities as well as difficulties. They keep the planning process clearer, less cluttered with distracters because of their focus. They are ready with “yes, but” and their objections contain previously ignored complications. They are the clearing-house of ideas, people who make work more efficient for the considerations they raise.

Some cheer. These are the people whose involvement includes being certain someone is encouraged, thanked,

recognized. They smile and applaud. They show up and nod agreement and say “of course you can.” These fans of success donate their goodwill and make your environment a pleasant place.

Others lead. They accept the responsibilities of committee chair, officer, or advisor and walk through the work with their supporting team. They determine when and how things are addressed and they know each person they serve deserves their best. They approach all their designated duties with conscientiousness, taking care that the mission is the focus.

The privilege I’ve had as a CSI officer is to meet many people who contribute in all these and other ways. Visiting for chapter initiations has given me a deeper appreciation for the variety and depth of work chapters accomplish. Listening to chapter faculty advisors awakens my admiration for the countless ways they support their members. Working with committee chairs and the Executive Council inspires my confidence and wonder at the tremendous accomplishments that will continue to amass in CSI.

Thank you all – those who pay your dues, those who follow, those who ask questions, those who cheer us on, those who lead, those who share a portion of yourself with us. Your profession and your honor society are better because of your involvement. It has been my privilege to be a part of your efforts.

## Update from Headquarters Strategic Planning Survey Response Awesome!

*Thomas J. Sweeney*  
*CSI Executive Director*



**Thomas J. Sweeney**

All members both currently active and inactive were invited to respond to our Strategic Planning Committee online survey. Over 1800 members responded before the requested time. This includes life members, practitioners, counselor educators and supervisors as well as entry level and doctoral students. It was a fairly lengthy survey and yet over 90% percent of those who started the survey also completed it! This is nothing short of fantastic in terms of commitment of each member's time and interest, useful information, and feedback on all manner of CSI initiatives. More will be reported about the data after it is studied in depth by officers and committees and determined how we can use it going forward. I want to add my thanks to all those who made the effort to participate!

### **Annual Plans Bylaws Proposal Alert**

Since its inception, CSI was designed to provide service to its members through university based campus chapters. The Annual Plan was intended to be the result of deliberate member input and leadership planning for the following year with time in the summer months for preparation. The CSI Executive Council has a fiduciary

responsibility to oversee how rebate funds (\$59,000 this year) are expended and thus the Annual Report became a part of oversight. Some chapters, however, have reported that they experience difficulty planning for the following year while still completing the current year's activities in the spring. As a consequence, the Executive Council is proposing that the Annual Plan be submitted near the beginning of the fall academic term as a Bylaws change to determine the preferences of all chapters.

All chapters should be on the alert for the Executive Council proposal to amend the Bylaws regarding the deadline for submitting Annual Plans to be **"due no later than September 30** for the new year to the Headquarters' office". The proposal will be sent to Chapter Faculty Advisors with instructions on how chapters may record their vote. If the proposal is passed, it would take effect next September 30. Annual Reports still will be due April 30 of each year and both are required to comply with the Bylaws to maintain active chapter status and receive a rebate.

### **CSI Financially Solid**

Anyone who managed to get through the fall national elections campaigns knows what's on everyone's mind: the economy. We cannot afford to be cavalier about how the down turn could affect our income in the coming year but so far our conservative budgeting and management are offering us comfort once again. We ended last year with revenues 10% over projections (\$383,494) and our expenses only 1% below projections (\$343,861). The higher

*(continued on page 11)*



### **Chi Sigma Iota Exemplar**

The CSI *Exemplar* is distributed three times a year to all CSI members and is the main communication service informing members of current events within the Society and within the counseling profession. Its content represents enthusiasm for academic and professional excellence in counseling.

#### **Deadlines:**

<i>Issue</i>	<i>Deadline</i>
Fall	August 1
Spring	December 1
Summer	May 1

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# 2009 Chi Sigma Iota Leadership Training

## American Counseling Association Annual Conference

Charlotte, North Carolina

Westin Charlotte

### FROM DIFFERENT VOICES: LEADERSHIP TRAINING

#### Friday, March 20, 2009

10:00 AM – 12:30 PM	Executive Council Meeting
11:00 AM – 12:30 PM	CSI Fellow/Intern Orientation
4:00 – 5:30 PM	Showcase of Chapters*
5:30 – 7:00 PM	CSI Reception

#### Saturday, March 21, 2009

8:00 – 12:00 PM	From different voices: Leadership Training**
1:30 – 3:00 PM	Chapter Faculty Advisors Meeting**
1:30 – 3:00 PM	Chapter Leaders Meeting
1:30 – 3:00 PM	Fellows Planning
3:00 – 4:30 PM	CSI Business Meeting
4:30 – 5:30 PM	CSI Awards Ceremony

#### Sunday, March 22, 2009

8:00 – 9:30 AM	CSI Presidents and Committee Chairs Meeting
9:00 – 10:30 AM	CSI Committee Meetings

*\*This is new this year. See page 1 for more details.*

*\*\*CEUs will be provided for attending the Leadership Training and the Chapter Faculty Advisor meeting. Pre-registration deadline is March 7, 2009. Please register online at [www.csi-net.org](http://www.csi-net.org). Walk in attendance is welcome!*

*Please refer to our website for updated information and information for specific room assignments.*

# The Capacity for Tenacity

*Erin Mason, PhD, LPC (GA), NCC  
Assistant Professor  
DePaul University  
Chicago, IL*

Main Entry: **te-na-cious**

**1 a** : not easily pulled apart

**2 a** : persistent in maintaining, adhering to, or seeking something valued or desired

**synonym**, see **STRONG**

Recently I finished thirteen years as a professional school counselor. Tenacity, though I probably wouldn't have identified it as such early on, was one of the most valuable lessons I learned during my school counseling years. A book I read not long ago, *Awakening the Sleeping Giant: Helping Teachers Develop as Leaders* (Katzenmeyer & Moller, 2001), includes the following passage; "... committed teacher leaders are tenacious and do whatever it takes to make things better for students" (p. 126). I must ask then, do counselors have the capacity for tenacity? Do counselors do whatever it takes? Are we tenacious?

For many counselors tenacity may be an intimidating notion because it may appear to contradict some of the other "soft skills" of counseling such as listening, flexibility and impartiality. However, the counselor's job requires interacting with a variety of stakeholders, many of whom do not understand the complex needs of clients. Tenacity can be our tool for persuasion and influence. The Transforming School Counseling Initiative and the ASCA National Model call for school counselors to be advocates and leaders for their students, especially for marginalized or underserved populations. Tenacity, leadership and advocacy go hand in hand when confronting outdated school policies and inequitable practices. Tenacity is a professional responsibility for school counselors if they are to address equity gaps and to be integral participants in school reform.

Tenacity requires courage, risk-taking and assertiveness that may take counselors out of their comfort zones.

As with any skill, tenacity may come more naturally to some than others. Those trained in older school counseling models, in which roles have traditionally been peripheral, may not see themselves as capable of tenacity. However, many school counselors I know have strong convictions about their work, their role and what is right for students.

Understanding tenacity means enacting it productively and tenacity is not always employed to its successful end. Misused tenacity is passive and often shows itself when counselors feel strongly that a situation is unjust but do not take action. Misdirected tenacity is aggressive and occurs when counselors go to stakeholders to address an injustice but their approach is inflexible, uncompromising and one-sided. Too often such inappropriate uses of tenacity can drive a wedge between school counselors and their stakeholders, leaving others to perceive of them as complacent or petulant.

The effective use of tenacity rests not on power and control but on empowerment and influence. I have been known to use the phrase "diplomatic tenacity" meaning issues are well presented and invite collaboration between the counselor and other stakeholders. Diplomatic tenacity operates out of persistence, not insistence, and finds other ways when obstacles are encountered. School counselors, who use tenacity to influence a change in school policy or to implement a needed program, empower themselves, the school community and ultimately the students. Katzenmeyer and Moller (2001) suggest these six steps for gaining influence (p. 96):

1. Clearly and confidently state your own position.
2. Use data to support the position taken.
3. Seek out and understand the perspective of others.
4. Identify what is at stake for both

parties.

5. Generate options for a specific situation or problem resolution.
6. Reach agreement.

Tenacity was not covered in my graduate training, not explicitly at least, and I never heard the word used in reference to school counseling. However, it wasn't long into my first years in the profession that I understood that if I wanted to be an agent of change for the sake of my students, I had to be tenacious. Later, as I became involved in leadership positions in the district and state school counseling associations, my tenacity grew to support my colleagues, and as I became involved in government relations, it spread further still to lobbying for the profession. Along the way, especially during the hard times, my colleagues' tenacity, and especially my students', buoyed my own. If they didn't give up, how could I? Even if they did give up, how could I? Today tenacity anchors my professional identity; never mastered though, always a work in progress. At a time when our field and our clients depend on counselors for social justice and systemic change, we cannot afford to neglect our capacity for tenacity.

Katzenmeyer, M., & Moller, G. (2001). *Awakening the sleeping giant: Helping teachers develop as leaders*. Thousand Oaks, CA: Corwin Press.

# Professional Counseling: Definition by Preparation

*Scott E. Gillig & Marisa L. White*

*Members of the CSI Advocacy Committee*

## Statement of the Problem

During a CSI Advocacy Committee Meeting on April 2, 2006 in Montreal, the vital issue of one-sided inter-professional relationships between counselors and other helping professionals was discussed as a roadblock to the growth of the counseling profession. A specific example that emerged was the impact of the tradition of allowing non-counselors to secure positions as counselor educators. In fact, some counselor education programs were known to have no doctoral trained counselor education graduates on their faculty. There are other cases where doctoral programs in psychology have created a Masters degree program in counseling to help support their APA approved doctoral program. It was thought that fundamental to the lack of reciprocity was the consequence of diffuse definitions of counselor identity on the professionalization of counselors.

Several questions emerged: What are indicators of professional identity for counselors? What factors are required for developing and claiming such an identity? How do other professions delimit who may belong to their professional associations, hold their credentials, practice under their titles, assume their scope of practice, and related professional identity markers? Some of the indicators that have been used loosely to validate a person's counseling identity include:

1. self-identification as a counselor,
2. having a state counseling license or certification,
3. having memberships in counseling organizations,
4. attendance and presentations at counseling conferences,
5. publication in counseling journals,
6. having a counselor role, position, or title in the work setting, and/or
7. teaching in a counselor educa-

tion program.

In their article on counseling advocacy, Myers, Sweeney, and White (2002) provide a thorough discussion of counselor identity. While such a discussion is beyond the scope of the current article, a vital question is whether any of the above counselor identity markers either alone, or in combination, can be taken as evidence that a helping professional who was trained in another discipline (i.e., psychology, marriage and family therapy, or social work), can be deemed a professional counselor?

If so, are there any consequences to the counseling profession (either intended or unintended) of making the assumption that having a counseling license, having membership in the American Counseling Association (ACA) or its divisions or state organizations, or teaching in a counselor education program qualifies a person to be identified as a counselor or counselor educator? Can making such an assumption have an impact on the integrity of the counseling profession in terms of unity, viability, and self-advocacy? Will such a belief have an impact on the counseling profession's ability to function in any of the six key advocacy areas identified by CSI (1998)? Can holding this notion "water down" the unity of the counseling profession? Does the desire to please and to be inclusive contribute to counselors being exploited by other helping professions that do not reflect similar values of interdisciplinary reciprocity?

Our answer is a resounding "yes" to these concerns. There are flaws in making the speculation that having a counseling license, having membership in ACA or its divisions or state branches, or teaching in a counselor education program are sufficient for a person to be identified as a professional counselor. These are the expected qualifications of a professional counselor but they do not

define who is a counselor.

## Systemic Challenges

Unfortunately, ACA, the often cited "flagship organization" of the counseling profession, uses "work role" as the sole definition of professional counseling. The role is described generically as "The application of mental health, psychological, or human development principles, through cognitive, affective, behavioral or systematic intervention strategies, that address wellness, personal growth, or career development, as well as pathology."

(<http://www.counseling.org/Students/>)

Defining the "profession" of counseling solely by the work role of those who use counseling in their services is fundamentally in error as it obscures the distinction among the helping professions. This would be tantamount to saying that because counselors use psychology in their work that they are psychologists. We know what psychologists have to say about that position. Also, while counselors often must address the case management needs of clients, this does not qualify them to identify themselves or seek positions as "social workers."

Likewise, allowing membership in our professional counseling organizations to serve as a hallmark of counselor identity can be misleading. For example, ACA membership is open to "Individuals who hold a master's degree or higher in counseling or a closely related field..."

(<https://www.counseling.org/Counselors/MemberJoin.aspx>). The National Association of Social Workers (NASW) membership, however, is "Open to anyone who has received an MSW, DSW, or PhD as their highest degree in social work from a Council on Social Work Education (CSWE) accredited or recognized social work degree program." (<https://www.socialworkers.org/nasw/join/memberapplication.pdf>). So ACA

membership is "open" to counselors and related professionals while NASW is open "only" to those trained as social workers.

Permitting type of licensure to serve as the criteria for counselor identity is insufficient. For example in the state of Florida, virtually anyone with a master's degree and the required courses can become licensed as a Licensed Mental Health Counselor (LMHC) but not as a Licensed Clinical Social Worker (LCSW) or a Licensed Marriage and Family Therapist (LMFT). The state of Florida allows only those with master's degrees who trained in social work programs to be LCSWs (see Chapter 491.005(1)(b)1) and allows only those with masters degrees trained in marriage and family therapy programs (see Chapter 491.005(3)(b)1) or having completed course work in a training institution fully accredited by the Commission on Accreditation for Marriage and Family therapy Education recognized by the U.S. Department of Education to be LMFTs (see Chapter 491.005(3)(b)2). However the state of Florida allows those with master's degrees trained in related fields (i.e., psychology, art therapy, marriage and family therapy, and social work), to be LMHCs (see Chapter 491.005(4)(b)1). Such dilution of professional licensure has weakened lobbying efforts and undermined the integrity of the counseling profession.

([http://www.leg.state.fl.us/statutes/index.cfm?App\\_mode=Display\\_Statute&Search\\_String=&URL=Ch0491/SEC005.HTM&Title=->2007->Ch0491->Section%20005#0491.005](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=Ch0491/SEC005.HTM&Title=->2007->Ch0491->Section%20005#0491.005)).

### Career Preparation

With good intentions, the practice of hiring non-counselor education trained professionals has had the effect of communicating that anyone not trained to teach and supervise professional counselors is just as qualified as doctoral trained counselor educators. *In fact, there is even a claim that one advantage of earning doctoral degrees in other disciplines is that they can teach in their discipline and ours while we cannot do the same in their programs of*

*preparation.* Sadly, this is a fact not just a claim.

In the 2002 *Guidelines and principles for accreditation of programs in professional psychology*, for example, the Committee on Accreditation c/o Office of Program Consultation and Accreditation Education Directorate of the American Psychological Association states:

"The program has an identifiable core faculty responsible for its leadership who: (a) Include a designated leader who is a doctoral psychologist and is a member of the core faculty." The Guidelines go on to state "The program has formally designated intern training supervisors who... Are doctoral-level psychologists who have primary professional (clinical) responsibility for the cases on which they provide supervision, and are appropriately credentialed (i.e., licensed, registered or certified) to practice psychology in the jurisdiction in which the internship is located" ([www.apa.org/ed/G&P2.pdf](http://www.apa.org/ed/G&P2.pdf)).

The employment door does not swing both ways for those trained as counselor educators while it does for those trained as counseling psychologists. Psychologists have a right to define their standards in this manner as do other professions including professional counseling. Professional counselors have no reason to anguish over not being "inclusive" enough in their desire to support doctoral trained counselors.

### What to do about one-way relationships?

There seem to be two obvious solutions to this differential hiring dilemma as it relates to most common discriminatory relationships among preparation programs: one is for APA accredited counseling psychology programs to begin hiring those trained as counselor educators or for counselor education programs to embrace the new CACREP 2009 Standards and cease hiring counseling psychologists. Apparently, the new CACREP 2009 Standards help to remedy this situation. The Revision Draft #3 SECTION I.V.2 states "The

academic unit has an identifiable full-time faculty who have earned doctoral degrees in counselor education." From this draft, it is noted that professors who had full time counselor education experience prior to the end of 2013 will be grand parented in but new professionals not trained in counselor education will not be hired to teach in CACREP accredited counseling programs in the future. (<http://www.cacrep.org/2009CACREPstandardsrevision-Draft3final.doc>).

In a survey conducted by ACES, more than 60% of the 721 respondents agreed that novice faculty should have degrees in counselor education by CACREP's proposed deadline of 2013. While there was some concern that the new standards would be discriminatory against other professionals such as psychologists, there was strong sentiment that the new standards could maintain and enhance counselor identity (The CACREP Connection, Spring 2008 Edition).

### Who are "professional counselors"?

Our position is that the hallmark of professional counselor identity is associated with counselor education preparation. While many other factors may enhance counseling identity, we would argue that professional counseling identity is first and foremost developed through being taught and mentored in a counselor education program by those trained as counselor educators. In addition, we believe that one's highest degree or "terminal" degree is indicative of a commitment to a career as a counselor. The terminal degree in professional counseling should be the doctoral degree in counseling, counselor education, and supervision.

### In Sum

Professional counseling has emerged during the latter decades of the twentieth century groping in part for a clear identity. As we move further into the first decade of the twenty-first century, the most important if not essential position that we must

(continued on page 14)

# 2009-2010 Election Results

## June Williams, CSI Past-President

Recently, CSI members were faced with two difficult choices: selecting from four outstanding candidates for office. We were fortunate to have four exceptional nominees for office:

JoLynn Carney (Penn State University) and Donna Gibson (University of South Carolina) for president-elect; and Casey Barrio-Minton (University of North Texas) and Shawn Spurgeon (The University of Tennessee) for treasurer-elect. All of these candidates are committed, hard-working CSI members, and we are grateful for their leadership and service to CSI.

Congratulations to JoLynn Carney, President-elect, and Shawn Spurgeon, Treasurer-elect! JoLynn is a long-standing member of Rho Alpha Mu at Penn State University, where she is an associate professor of Counselor Education. She also serves CSI as the North Atlantic Regional Chapter Facilitator. Shawn, a former CSI intern, is the faculty

advisor for the Upsilon Theta Chapter at The University of Tennessee, where he is an assistant professor in the Department of Educational Psycholo-

gy and Counseling.

Our sincere thanks to all of the candidates for their willingness to serve as an officer in CSI.

### Is there some way to appropriately display our graduation regalia after graduation?

Church Hill Classics is providing CSI specialty displays for certificates, honor regalia, and professional office logo desk sets, etc. Everyone is encouraged to display their membership certificates and graduation regalia in their home studies and professional offices just as do members of other professions.

Identify with the professional counselors' honor society in an attractive permanent display!!

ProformaCrescent continues to be our sole source of member regalia (honor cords, stoles, etc), permanent

membership plaques, and other logo items including those for chapters.

Click on any display frame on [www.csi-net.org](http://www.csi-net.org) homepage to see new items.



## Chi Sigma Iota's Excellence in Counseling Research Grants 2009 Call for Proposals

The mission of Chi Sigma Iota is to promote scholarship, research, professionalism, leadership, and excellence in counseling; to encourage the pursuit of personal excellence by members; and to recognize high attainment in the pursuit of academic and clinical excellence by its members. To fulfill that mission, the Executive Council established the CSI Excellence in Counseling Research Grants Program.

A limited number of awards in three categories are available in 2009 with amounts ranging from \$250 to \$750 with a total of grants not to exceed \$2000 per category, **1) Developmental Counseling, 2) Wellness, and 3) Advocacy.** Applicants must be current/active CSI student or professional members. Greater weight will be given to collaborative proposals that involve practitioners as well as university students and/or faculty teams, e.g., school counseling, rehabilitation counseling, addictions, etc.

The applicant's CSI Chapter Faculty Advisor's endorsement on behalf of

an active chapter is required. Professional members at large without the benefit of an active chapter may request consideration as an exception to this requirement. Applicants will be notified of determinations made by the CSI Excellence in Counseling Research Grants Review Committee no later than July 17, 2009.

Grant awardees will be recognized at the CSI Awards Ceremony during the ACA Convention in 2010 and may be asked to showcase their research proposal in poster format. Recipients are also encouraged to submit their results for publication in a refereed journal.

Investigations may include survey research, outcome research, and both quantitative and qualitative research with a variety of populations (e.g., counseling students, supervisees/supervisors, counselors, trainers, or clients and their families).

*Preference will be given to proposals that clearly describe how the research investigation will address the focus of the CSI funding priorities*

(see [www.csi-net.org](http://www.csi-net.org)).

For all proposals, applicants are encouraged to study the advocacy themes and information included at [csi-net.org](http://csi-net.org) under the Professional Advocacy links. In addition, prospective applicants are encouraged to contact the Chair of the Excellence in Counseling Research Grants Committee to discuss their ideas in advance of proposal submission. The Chair may encourage consultation with sub-chairs in each of the three priority areas or with CSI officers and committee chairs.

To apply, complete the CSI Grant Application and submit it electronically as an email attachment to [info@csi-net.org](mailto:info@csi-net.org); or send by postal mail to the address below (if sending by postal mail, please submit 5 print copies of the application) postmarked by the deadline of June 1, 2009. Hard copy application packets should be mailed to Dr. Donna M. Gibson, USC/Dept. of Educational Studies, 263 Wardlaw, Columbia, SC 29208, 803-777-3048 [gibsond@mailbox.sc.edu](mailto:gibsond@mailbox.sc.edu).

# We All Have a Voice

## Contributing to the Strategic Planning Process of Chi Sigma Iota

Cynthia "Nikki" Vasilas and Michael Brubaker

Chi Sigma Iota is a dynamic, thriving organization, continually striving to better serve its members and produce new leaders for the counseling profession. As interns this year, we were given the opportunity to participate with some of the best in our profession to explore the essential decisions and actions that guide CSI, what it does, and why it does it, with a focus on the future.

In light of all the changes in our country and profession over the past several years, the CSI Executive Council charged Dr. Jane Myers to lead a Strategic Planning Committee that would bring a broad perspective to guide the direction of our honor society. Organizations can become so focused on the immediate issues that they lose sight of the fundamental goals and the purpose for their existence. CSI has taken a different route to avoid this kind of shortsightedness. Participating members for the planning session this summer included Edwin Herr, Courtland Lee, Tom Sweeney, Donna Henderson, Catherina Chang, Kathleen Connolly, and Casey Barrio-Minton.

During the meeting each member was integral in the multi-faceted process of developing the strategic plan. We began by identifying the key issues needing to be addressed which included the following: how to involve and connect to our inactive members, how publications serve our membership, how to serve practitioners, how to take advantage of technology including social networking tools such as Facebook and MySpace, how to expand internationally, how to better serve counseling consumers, and how to evaluate excellence among our members. After defining these issues, the next step was to

explore the foundation and purpose of CSI through the evaluation and revision of our mission and vision statements and then to perform a SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis.

Once the CSI mission had been affirmed and the critical issues identified, the committee devoted its time to figuring out how to address the issues by delineating the broad approaches to take (strategies) in order to achieve the desired general and specific results (goals and objectives). Understanding that strategic planning does not occur within a vacuum, the committee brainstormed ways to gather data and input from its members. A survey was developed which will request information from both active and inactive members.

At the end of a long and very productive week, the committee had mapped its strategic plan.

So what was it like to be an intern and be part of such an important meeting? Being a part of this process as an active participant was a defining moment in the development of my (Nikki) professional identity. As a student, we can sometimes feel like our ideas or contributions are not significant or important enough to make a difference. In the presence of scholars and leaders we often presume that our input will not be valued or accepted. This could not be farther from the truth! As an intern I was challenged and encouraged to participate as a valued member in important discussions and the development of the strategic plan. As a result, I left the meeting excited to be a part of the current transitions and change, but more importantly I left feeling connected to the group and with a sense of my cur-

rent and future role within the larger profession.

For me (Michael), I was impressed with the caliber of professionals who were willing to dedicate their time and expertise to Chi Sigma Iota. They were willing to take a hard look at both the achievements *and shortfalls* of this organization which strives to recognize the best in others. The level of integrity among its leaders was quite impacting to me. Along with Nikki, I felt immediately welcomed and honored in our role of representing the voices of students. We were received as competent members who shared the passion for the betterment of our organization and profession. I was also impressed with the hospitality of Dr. Sweeney, Dr. Myers, and Kelley Rowland. They made us all feel more at home.

We all have a vested interest in the strategic planning of CSI. Reaching into the lives of students, practitioners, faculty, and consumers, this honor society will continue to impact our communities by recognizing excellence in the counseling profession. This experience has shown us that we are all essential to this mission, and that we all have an opportunity to contribute and grow together.



# Faculty Advisor Highlight

## John “Steve” Rainey: On “Becoming” a Counselor

*Carman Gill*



**Steve Rainey**

Dr. John Stephen Rainey is currently the faculty advisor for the Kappa Sigma Upsilon chapter of Chi Sigma Iota. Dr. Rainey's educational journey began at Hendrix College where he received his Bachelor's degree in Physical Education. This was followed by two Master's degrees, the first in Physical Education and the second in School Counseling. However, Dr. Rainey states that the highlight of his educational background is the completion of his PhD in Counseling from Texas A & M University-Commerce. As he began his doctoral program, it became clear to him that this was what he wanted to be and rounded out an enjoyable journey to career clarity.

### **Journey to Self Awareness**

Dr. Rainey sees counseling as a part of who he is rather than simply a profession. He states that for counselors, understanding of the basic self or basic “me,” leads to the match with this profession. “Being a counselor is really about who you are as a person. It also means knowing who you are as a person/professional and being comfortable with it.” For Steve, counseling is not just a vocation or profession but it is a way of life. He believes that counseling is about who you become and not simply what you do.

But even when someone knows who they are as a counselor, they must accept that change and growth continue to be part of the counselor's process of becoming. Formal preparation can be the beginning of this process of understanding the basic self, as one starts to grow in new ways. “The basic ‘me’ gets enhanced, not dramatically changed.” He states that this is a crucial concept for students to understand when embarking on their personal journey through self-awareness.

### **Advocacy and the Process**

Dr. Rainey states, “We, as counselors, are very lucky to be part of a profession in which the person and professional are the same – not two separate people.” He believes that teaching counseling students how to advocate for the profession is a major way to advocate for the profession. Chi Sigma Iota has been an important part of this as Dr. Rainey and his students have had the opportunity to network, meeting fantastic people. He has also witnessed students grow as leaders in the field. CSI has provided opportunities for professional growth for students who have become competent faculty members and advocates for counseling.

As part of the advocacy process, Steve addresses groups of school counselors frequently about professional advocacy. He states “In Ohio, school counselors are not mandated in the schools. Furthermore, the economy is causing school districts to have to look for places to make cutbacks. School counselors are often on the list of places to cut. It is a critical time for school counselors (in Ohio as well as many other states) to not only advocate for themselves, but to demonstrate their usefulness.” As a result, Dr. Rainey

focuses his energy on advocacy in this area.

### **Maintaining the Profession**

The process of becoming a counselor unfolds with a larger professional context. Counselor identity is affected by the ever changing world, states Dr. Rainey. As technology continues to expand, the way people communicate is rapidly changing. This is mitigated by the unstable economy and turbulent job market. The perception of peace may not be in the foreseeable future. These things will not only affect how we live our lives, but they will affect how and with whom we work as counselors. Counselors will become instrumental in helping people cope with the changes. However, Dr. Rainey states that, “in order to do this, we will need to know our place in the process, and more importantly, we will need to educate people, particularly influential people, on our place. I think we will know we have succeeded in accomplishing professional identity when people quit asking, ‘how are counselors different from psychologists?’”

He believes that counselors should not be shy about marketing, advocacy and political involvement. He states that CSI and ACA are great ways to get involved but more needs to be done. Counselors are needed to work at the national, state, and local level and organizations need to continue to push for changes in every community and school district. He states “We do very effective and important work. We just need to demonstrate this to people who make decisions about personnel, money allocation, and programming priorities. This needs to happen with the public, in the work place and in the political arena.”

## Student Insights

# What are the Leadership Skills or Qualities You Have Found to be Most Important in a Good Leader? (Part 2)

*Edited by Liz Mellin*

## Good leaders are ...

### Enthusiastic

Leaders know how important motivation can be, and when presenting a challenge, provide the necessary guidance, coaching, and encouragement. Equally important, a good leader knows the secret of the simple but too often ignored motivators of praise, appreciation, and recognition.

*Cynthia Vasilas & Amanda Thomas, Iota Delta Sigma, Auburn University*

The leader must embolden others to be energized by the challenges that await them, no matter how trivial or daunting they may seem. The dynamic chain reaction that enthusiasm ignites works like a charm. best for everyone. *Cynthia Coogan, Mu Upsilon Gamma, Marymount University*

One common aspect among all the people who I think of as leaders is that they make me feel excited about counseling. This excitement motivates me to reach my goals or fulfill accomplishments for the good of the professional community. *Michelle Gimenez Hinkle, Kappa Sigma Upsilon, Kent State University*

### Flexible and Professional

Leaders tend to have a plan of action, but as they go along, they may find the group having different needs. A good leader will continually assess and respect the needs of the group, thereby being flexible in how they manage the situation. *Sarah Smith, Chi*

*Upsilon, Clemson University*

A true leader is flexible to the demands of change and embraces the challenge of learning new things and skills.

*Danielle Biondi, Delta Tau Kappa, West Chester University*

I value professionalism in a leader. Professionalism includes objectivity; thus valuing one's own experience instead of relying on another's as absolute truth. *Talia Dean, Sigma Sigma Upsilon, University of Illinois-Springfield*

### Risk Takers

Great leaders are, most importantly, risk takers and are not afraid to do the right thing.

*Ronda Bonnette, Alpha Eta, University of New Orleans*

I have often overlooked the importance of the ability to think outside of the box and the courage to carry it out. *Kemi Amola, Nu Sigma Chi, North Carolina State University*

Effective leaders are willing to take risks, but are not blinded by personal agendas and hidden motivations. *Caroline Perjessy, Kappa Sigma Upsilon, Kent State University*

It takes a great deal of courage, security, self-confidence, self-assurance, or gumption, to take the risk, to step out, to initiate. Too many leaders are too insecure to take this first step. *Paul Johnson, Chi, University of Montevallo*

### Self-Aware

The greatest leaders know their

own talents and limitations as well as how to facilitate engaged involvement from skilled others. These individuals understand when it is important to "say no," as well as how to delegate tasks to others. *Kristopher Goodrich, Sigma Upsilon, Syracuse University*

I tend to follow those who let me know them with their strengths, insecurities, challenges, and goals. My leaders allow me to see their imperfections and vulnerabilities. They share their successes and processes of growth. *Kristin Meany-Walen, Rho Kappa, University of North Texas*

The most important leadership skill is to become aware of one's own self. Being able to negotiate the delicate balance between accomplishing the mission and taking care of people can be best accomplished by genuinely improving our own ability to find and cope with our own fears and difficulties. *Steve Zapalla, Mu Upsilon Gamma, Marymount University*

### Strengths-Based

A good leader is able to bring out the best in those around him/her and is willing to let others take the credit for a job well done or the criticism for deficiencies. *Jennifer Tomon, Nu Sigma Chi, North Carolina State University*

The best leaders are those who recognize the hidden potential in others, and can quell the negative in order for the more positive traits

## Part 2, What Girls Say About Redefining Leadership....

Edwin L. Herr, Thomas J. Sweeney, and Jane E. Myers

In the last issue of the Exemplar, we reviewed the Girl Scouts of America's research report (March, 2008), entitled *Change It Up: What Girls Say About Redefining Leadership*. In Part I, we examined the methodology, the comparison between genders in their perceptions of leadership and aspirations to be leaders, and insights into why there were differences in their perceptions. In Part 2, we consider implications both for girls who are ambivalent about leadership and those who value leadership opportunities. Leadership views of adolescent girls, positive or negative, are likely to carry into young adulthood. The majority of CSI members are females. Will they accept or reject leadership opportunities?

One implication that stands out in the Girl Scout Study is that girls frequently shy away from leadership opportunities because they do not want to be ridiculed, made fun of, or thought of as bossy. Clearly, many females evaluate themselves against stereotypes imposed by others.

There is ample evidence that female participation in society includes barriers and limits, psychologically and literally, that place women in subordinate positions in leadership, or of power and substance. Such barriers directly affect young women's views of self-efficacy to obtain outcomes they seek from participating in leadership roles.

On the other hand, some information in the Girl Scout study suggests that, on average, many non-Caucasian girls have more responsibilities for younger siblings, for pets, and for specific family tasks that allow them to gain confidence about their organizational skills and their ability to get tasks done than do Caucasian girls.

In light of the findings from this study, what are the challenges for CSI chapters in preparing members

to desire and participate in leadership roles?

*Gender-related stereotypes are clearly a big issue.* In order to see themselves as statespersons, advocates, and leaders of professional counseling, the stereotypes that women bring to membership in CSI must be comprehensively discussed as it relates to their potential as leaders. They will need generous self-talk reinforced in their sense of self-efficacy in association with leadership.

*Girls have a range of "leadership identities" varying from strong aspirations to outright rejection of any leadership role.* Speaking to this continuum of perspectives and inviting women to participate in leadership-building workshops or intern roles may be helpful to those who are ambivalent about themselves as leaders.

There is increased speculation that the *leadership styles preferred by women* (e.g., listening, supporting, consulting, collaborating, etc.) are more appropriate and necessary in technology-rich, knowledge-based work places

*\*The factor that most strongly influences girls' desires to actively pursue leadership is confidence in their skills and competencies* (p. 29). The greatest single barrier seems to be "low self-regard about skills and qualities" (p.29) Of all factors, "organizational skills and extraversion are the strongest predictors of girls' and boys' attitudes toward leadership" (p. 29) Thus, topical workshops need to be introduced to assist young women to clarify their beliefs about leadership and their roles as a leader.

In sum, if a CSI chapter decides to provide a program that nurtures leadership in its female members, the following elements of such a program

might include:

*\*a safe and supportive environment* that allows and encourages female members to speak freely about and experiment with leadership tasks and identities

*\*include dynamic, caring and supportive mentors* to work one on one with individual female CSI members in relation to their leadership beliefs and aspirations

*\*provide exposure to various types of leadership tasks:* teamwork, collaborative experiences, and networking

*\*provide opportunities for female CSI members to learn and practice important leadership skills:* e.g., speaking in front of others, evaluating and giving feedback to peers

*\*discuss the validity of and the effects of gender stereotypes* on female aspirations and ways to combat or reframe such matters.

*\*explore cultural difference and expectations for leadership* with attention to emphasizing how experiences with sibling child care, household tasks, and chores have contributed to preparation for leadership

In conclusion, it is worth noting that similar attention to the aspirations and reluctance of other members of minority and socially oppressed groups also deserve special consideration. With or without such compelling research as reported in Part I, CSI chapters have a mission to reach out and serve proactively. In an increasingly demographically diverse society counselors have an opportunity to help promote the best attributes of a democratic republic. We need to help prepare confident leaders that mirror the diversity found both within society and the profession.

## Find-A-Counselor: CSI Service to Consumers

Jane Myers  
CSI Web Administrator

CSI has added a new service to our web site to help consumers. Individuals seeking the services of a professional counselor can use the *Find a Counselor* link to obtain information about CSI members and the counseling services they provide. Listings in the referral directory are discretionary and open to all licensed professional counselors who are members of CSI.

To activate your directory listing so that consumers can obtain information about you, you need to follow these steps: (1) Go to [www.csinet.org](http://www.csinet.org). (2) Log-in with your username and password at the top right. (3) Select the first option, "Update My Profile". (4) Edit your personal profile.

In the Find A Counselor Registry section of your Personal Profile, you will have the opportunity to "opt-in" to be included in the registry. By default, your listing will include your name, counseling credentials, address, telephone, and web page if you have one. In addition, you may specify your preferred population for counseling services, languages you speak in addition to English, the types of counseling you provide, and any preferences for the types of interventions you use.

If you have questions about the Registry, please contact [info@csinet.org](mailto:info@csinet.org).

### Nominations Sought

Nominations for President-Elect and Treasurer will be accepted through May 1, 2008. Please send nominations to Dr. Donna Henderson at [henderda@wfu.edu](mailto:henderda@wfu.edu).

## Chi Sigma Iota's Counselor's Bookshelf

Emily Goodman Scott, 2008-2009 CSI Fellow

Have you ever searched for a book online and wished you could find a thorough review of it?

Have you ever found a book and wanted a colleague's candid opinion on the resource?

Have you ever looked for new bibliotherapy resources to use with clients?

Have you ever used a terrific counseling resource that you wanted to share with others?

Or have you ever looked for textbooks or supplemental reading for your counseling students?

Well, look no further than Chi Sigma Iota's **The Counselor's Bookshelf!**

The Counselor's Bookshelf is an interactive forum located in the members-only section of the Chi Sigma Iota website. In this forum, members have posted their opinions on counseling related resources, such as book reviews. Members can read these reviews to gain information on suggested counseling resources. Members can also respond on the forum with comments and questions for reviewers, as desired. Resources are reviewed and categorized into one of the following areas:

- Professional Books,
- Books That Helped Me Become a Better Counselor,
- Bibliotherapy Resources, and
- Movies & Television shows.

The Counselor's Bookshelf provides an outlet for CSI members to share their opinions on resources with each other from the convenience of the internet. The Counselor's Bookshelf is meant for all members: students, professionals, and counselor educators. Additionally, members can find resources, regardless

of their purpose: working with clients, teaching courses, professional development, or pleasure reading.

The resources in the Counselor's Bookshelf vary tremendously; four reviews currently posted include:

- A children's book by Shel Silverstein (a bibliotherapy resource for all ages)
- The manual: *The Handbook of Counseling* by Locke, Myers & Herr
- The novel: *The Kite Runner* by Khaled Hosseini
- The movie: *Good Will Hunting*

Submitting a review on the Counselor's Bookshelf is simple. To post a review, members log-in to the CSI website and follow the link to the Counselor's Bookshelf. Members can then submit a review from the webpage. Reviews are encouraged to be brief (under 250 to 500 words) and will be edited and posted by the moderator. Members are encouraged to post reviews and share their thoughts with the Chi Sigma Iota community.

The Counselor's Bookshelf is a helpful, efficient tool for Chi Sigma Iota members to share resources with the community. Whether you are a student, professional, or counselor educator, visiting the Counselor's Bookshelf will help you maximize your potential as a professional. Hellen Keller stated: "Alone we can do so little, together we can do so much". We encourage you to visit the Counselor's Bookshelf not only to gain, but also to contribute.

**Highlight your chapter accomplishments  
Showcase of Chapters  
Friday, March 20  
4 to 5:30 PM  
see website for more information.**

## Update

*(continued from page 3)*

income over expenses than projected this year was due in large part to life memberships (\$6,500), higher than projected new memberships (\$12,888) and continuing renewal memberships (\$12,860), higher than usual donations (\$4,500), and continuing royalties (while getting less than in the past they are still positive in their cumulative impact \$1,161). The CSI Store continues to be a positive source of supporting our initiatives and keeping dues down with \$35,521 of income over expenses. Chapter rebates accounted for our largest single expense at \$40,782 but we were within budget overall. While we increased research grants as well as fellowships and internship funds last year, these were planned within our means.

Our year-to-date, May through October 31, 2008 memberships and budget are right where we need them to be for us to stay on target for 2008-2009. Obviously, we monitor all indices of importance to our financial stability and will make adjustments as the fiscal year unfolds.

## Charlotte CSI Activities

There are a number of changes to the annual CSI Day activities to which we will be alerting chapters. All members attending CSI activities in Charlotte March 20-22, 2009 with ACA will notice two important changes. Our conference activities will begin with a new Showcase of

Chapters and our annual reception on Friday afternoon, March 20. The annual CSI Day leadership workshop, Chapter Faculty Advisors and Chapter Leaders meetings, and the required attendance at the Chapter Assembly business meeting will be on Saturday, March 21. We ask all who are attending to check the schedule of events online ([www.csi-net.org](http://www.csi-net.org)) for the most up to date information as sometimes ACA must make last minute changes.

## Professional

*(continued from page 7)*

make is clearly and unequivocally defining professional counseling by our national preparation standards (as do other professions). Credentials, memberships, and other indices of professionalism are expected but not sufficient to claim a career identity as a professional counselor. What we propose may sound "non-inclusive" to some but actually parallels the positions of our counterparts in other professions who likely wonder why we have waited so long to project a clear professional identity in this manner.

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## Professional

(continued from page 7)

to stand out. *Dana Wellborn, Omega Kappa Upsilon, Western Kentucky University*

Thomas Edison stated, "If we all did the things we are capable of doing, we would literally astound ourselves." Leaders are the ones who help us make these astounding discoveries. *Kristine Doyle, Pi Alpha, Wake Forest University*

## Visionary

A dynamic leader defines their vision with clarity and passion. Few have done this with the eloquence Dr. Martin Luther King Jr., demonstrated in his "I Have a Dream" speech. He articulated his vision in a way that touched the individual on a personal level precipitating change that impacted society with the Civil Rights Act. A defined vision can produce powerful results. *Irene Rettig, Upsilon Nu Omicron, University of Nebraska-Omaha*

A good leader has vision – a vision of who he is as a leader and of what the group is about and where they are going. This vision encourages all members to also have a vision of themselves and the organization. A good leader incorporates all of these visions into a direction for the team. *Angela Shores, Nu Sigma Chi, North Carolina State University*

Vision is probably the most necessary as any group's progress depend on this. A good leader should demonstrate foresight for his group. *Maryann Meniru, Alpha Upsilon, University of Akron*

## SEEKING ADVISORS OF PAST OUTSTANDING CHAPTER AWARD WINNERS

A CSI sponsored chapter support project is seeking interviews with faculty who have been CSI Chapter Advisors of past Outstanding Chapter Award winners. The goal is to gain insights about ***what made the differences between an outstanding year(s), and the years with less success?*** The information will support the eventual goal of identifying essential factors in building and maintaining chapter success. We have already learned from reviewing formal reports that winning chapters conduct monthly business meetings, acquire funds beyond standard CSI reimbursement, conduct multiple activities to connect students, and have clear and specific goals for the year.

Now we need more personal experience feedback from advisors of past winners. If you have been a Chapter Advisor when your chapter won an Outstanding Chapter Award, please contact Richard Hazler and Dawn Lorenz at hazler@psu.edu to set up brief interviews at ACA in Charlotte or by phone at another time.

### Moving or Renewing Your Membership?

Go to  
[www.csi-net.org](http://www.csi-net.org)

## Student Ideas and Experiences Needed for Publication!

*Edited by Liz Mellin*

I am looking for CSI student member ideas to be published in the summer and fall 2009 editions of EXEMPLAR around the "Student Insights" question listed below. The new questions are:

Submission deadline April 15, 2009

**What current developments in the counseling field motivate you? Which worry you? How will these trends impact your future as a professional counselor?**

Submission deadline July 15, 2009

**What types of professionals from related helping disciplines (e.g., social workers, educators, psychiatrists, psychologists) do you anticipate working with as a counselor? What skills might you need to collaborate and communicate with other professionals? How can the counseling profession improve training for interdisciplinary practice?**

Submissions of no more than **300 words** should be submitted as a Word document (if using Vista, please save as .doc instead of .docx) to Elizabeth Mellin by email <eam20@psu.edu>.

## JobLinks Bits

Jonathan Orr

Searching for a job is a process typically marked by uncertainty, and for many counseling job seekers, the interview process can be the most intimidating part of the search. Some challenging questions that searchers might face have been compiled in an attempt to limit potential interview-related ambiguity. Rehearsing responses to the following questions can prepare job seekers for their interviews.

- What do you know about us and our agency?
- What concerns you most about accepting a position here?
- In your opinion, what's wrong

with this agency/program?  
How would you contribute to changing or improving it?

- How do your training and professional interests fit with the vision of our agency/program?
- What do you know about the clients we serve?

Responding to the customary interview question, "What questions do you have for us?" can be equally intimidating for applicants. The questions that applicants ask can provide opportunities to further demonstrate their interest in and knowledge of the job. Some general questions to consider asking your interviewers include:

- What is your timeline for hir-

ing someone?

- What are your expectations for the candidate you hire?
- What is the salary range and benefits offered for this position?
- Describe communication among employees, managers, divisions, etc.
- Could you give me one piece of advice that would be important for me to know in my first year as a new employee here? What about in the first week?

For more tips on the interview process, check JobLinks in Members Only section of the CSI webpage.



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