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Leadership is an important factor in the ongoing success of the profession of counseling. Current issues such as professional identity, counselor education standards, licensure portability, international expansion of the profession, and advocacy initiatives highlight the need for counseling leaders, and the time-limited, voluntary, relationally focused, and positionally diverse leadership roles in counseling distinguish the profession from other disciplines in which leadership has been studied. Further, the lack of a valid and reliable measure limits rigorous understanding and investigation of leadership dynamics within the profession. To begin addressing this gap, McKibben, Umstead, and Borders (2014) conducted a content analysis of counseling leadership literature that yielded three categories of 24 emergent themes of counseling leadership. These themes were identified and organized using the Interpersonal Process Model of Leadership (Eberly, Johnson, Hernandez, & Avolio, 2013), a meta-model of leadership based in developmental notions of dynamic systems. The Dynamic Model of Counseling Leadership (DMCL; McKibben et al., 2014) provided an emergent model in which to ground a measure of counseling leadership, thus paving the way for future leadership research.

Based on the DMCL, the author created the Dynamic Leadership in Counseling Scale – Self Report (DLCS-SR), a preliminary self-report measure of counseling leadership, and tested for evidence of reliability and construct, convergent, and discriminant validity. The author developed the items through a sequence of steps

(DeVellis, 2003), submitted the initial items to two rounds of review, tested in a small pilot study, and revised items and instructions. In a larger sample of 218 participants (85 counseling students, 69 counselor educators, 57 counseling practitioners, and seven others), tests for reliability (Cronbach's α = .942), convergent validity, and discriminant validity on the DLCS-SR were strong. Based on results from confirmatory and exploratory factor analysis, a hypothesized three factor model of leadership as measured by the DLCS-SR was rejected with this sample, but a single factor model yielded acceptable fit to the data.

The author also controlled for socially desirable and inattentive responding patterns throughout the survey. The author also pilot tested the utility of built-in validity scales embedded in the DLCS-SR. A built-in four item social desirability scale did not predict socially desirable responding to the extent of the included Balanced Inventory of Desirable Responding – Short Form. Similarly, participant scoring patterns on a built-in two item attentiveness scale were independent of scoring patterns on the included Attentive Responding Scale – 18 inconsistency subscale. In both cases, incidences of social desirability and inattentiveness were infrequent throughout participant responses. The development and initial validation tests for the DLCS-SR provided an empirical basis for research in and training of counseling leadership. Further research is needed with larger and diverse samples within the counseling profession in order to replicate and extend the findings in this study.

DEVELOPMENT AND VALIDATION OF THE DYNAMIC LEADERSHIP IN COUNSELING SCALE – SELF REPORT

by

William Bradley McKibben

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Approved by

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APPROVAL PAGE

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CHAPTER I

INTRODUCTION

Social groups evolve in adjustment to goals, group dynamics, and internal/ external pressures. Leadership is an important organizing force in social groups that emerges as people work together to accomplish goals and meet group and individual needs (Emery, Calvard, & Pierce, 2013). Indeed, West, Osborn, and Bubenzer (2003) noted that it is difficult to imagine any group surviving without quality leadership. As a social group of professionals, counselors encounter intra- and inter-personal dynamics that both herald the call for and shape the emergence of leadership. Broadly speaking, professional counselors face many opportunities and challenges that herald the call for leadership in order to facilitate group adaptation. Indeed, leadership is essential for the continued success of the profession of counseling (Chang, Barrio Minton, Dixon, Myers, & Sweeney, 2012; Paradise, Ceballos, & Hall, 2010; Wolf, 2011).

The Need for Counseling Leadership

Currently, there are many professional and political dynamics necessitating leadership in counseling. Paradise et al. (2010) noted that the American Counseling Association (ACA) has increased its emphasis on advocacy, social justice, and disaster relief issues in recent years and indicated that these emphases call for practitioners to be leaders so they can adequately address client needs as advocates beyond the counseling office. For example, ACA (ACA, 2013; Bray, 2014) has called on counselors at all levels

to take a leadership role by advocating for increased counselor presence in the Veterans Administration (VA). Similarly, Dollarhide (2003) and Lewis and Borunda (2006) noted that school counselors must adopt more of a leadership role as school counselors become less of a passive service provider in schools and more of an active partner in the education process.

Recently, professional identity has emerged as an issue that highlights the need for leadership. Dr. Craig Cashwell noted in an interview (McKibben, 2014a) that professional identity involves

> …understanding what it means to be a professional counselor, advocating for the profession and for clients, having a clear training curriculum for our profession, strengthening regulations for counselor licensure, and increasing the number of accredited counselor education programs…. Professional identity is more than professional associations [with counseling organizations]. It is credentialing, licensing, where you are publishing your research, where you are going to conferences and taking students to conferences, and whether or not your work is serving the counseling profession. (p. 7)

Leadership to strengthen professional identity clearly has a broad front: advocacy, education/training, accreditation, licensing and credentialing, practice, and research. In line with this view, leadership is needed in multiple domains within counseling. Professional organization positional leaders (e.g., presidents, committee members, task force members), journal editors and reviewers, counselor educators, supervisors, administrators, and practitioners all need to adopt a leadership role in advancing a counselor identity.

The issue of professional identity is a hot topic. Not everyone agrees on a best approach to asserting and cementing a counselor identity, and intra-professional conflicts have created challenges for the profession. Leadership is needed to navigate these challenges and fragmentations to keep the profession moving forward. Organizations such as ACA, the Association for Counselor Education and Supervision (ACES), Chi Sigma Iota (CSI), the National Board for Certified Counselors (NBCC), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) long have advocated for a strong professional identity; thus, positional leaders in such organizations are key players in promoting professional identity.

Leadership also is needed as counselors continue to expand and professionalize counseling internationally. NBCC, CSI, and the International Association of Counseling (IAC) promote the professionalization of counseling in the United States and around the world. NBCC offers leadership development through International Counselors-in-Residence (NBCC, 2012a) and International Fellows (NBCC, 2012b) programs. CSI supports international service and advocacy efforts through several international chapters (McKibben, 2014b). These are just examples. As is clear, professional expansion, growth, and maturation has created opportunities and challenges that underscore the importance of leadership.

The importance of counselor leadership also is evident in more routine professional activities. Indeed, Black and Magnuson (2005) and Wolf (2011) contended that leaders exert influence through positional leadership (e.g., organization president) as well as non-positional leadership (e.g., one who serves in a leadership role that is not

formally defined). In the example noted earlier about ACA calling on counselors to advocate for counselor presence in the VA, counselors who answer this call take a leadership role even though it is not formally defined (e.g., positional). Similarly, although not typically viewed as positional leadership, the counseling supervisor must take a leadership role to plan and conduct supervision, educate new supervisors, and attend to multiple dynamics across multiple supervision modalities (Borders et al., 2012). Finally, Jacob et al. (2013) contended that counselors exert influence via core counseling skills within a therapeutic relationship, and thus assume a leadership role as a practitioner. In sum, counselors undertake a range of leadership roles and functions regardless of positionality (Paradise et al., 2010). Thus, counselors need to understand leadership dynamics and how to optimize them in order to be effective in leadership efforts.

In parallel to the needs for counseling leadership, authors increasingly have highlighted the importance of training counselors as leaders (Chang et al., 2012; Paradise et al., 2010). In support of such goals, CSI (1999) established the Principles and Practices of Leadership Excellence and ACES offers emerging leaders workshops at its biannual conference. In addition, CACREP (2009) established leadership and advocacy as a learning outcome in the doctoral counselor education accreditation standards. Specifically, the standards state that doctoral graduates must demonstrate knowledge of leadership theories, models, skills, roles, and strategies; understanding of politics and topics that impact the profession; and an ability to provide and/or contribute to leadership efforts in professional organizations and advocacy for clients and the profession

(CACREP, 2009). In the second draft of the proposed 2016 CACREP accreditation standards, the outcomes have been expanded to include knowledge of leadership development; leadership in counselor education programs, counseling organizations, and consultation (expanded from just professional organizations); management and administration as functions of leadership; advocacy for professional identity; multicultural and social justice issues in leadership; and ethical and cultural issues in leadership and advocacy (CACREP, 2014). These expanded learning outcomes reflect the assertion that counseling leadership extends beyond positional leadership and exists across contexts within counseling (Lewis, 2012; Paradise et al., 2010; Sweeney, 2012). These accreditation standards have elevated leadership to a level of increased importance by necessitating its pedagogical emphasis.

Current Knowledge

The emphasis on the importance of leadership and the training being implemented in professional organizations and counselor education programs begs the question, what exactly is counseling leadership and how do we know that we are training leaders optimally? Sweeney (2012) defined leadership as actions taken by counselors that contribute to the realization of counselors' capacity to serve others in a competent, ethical, and just manner. However, Yarborough (2011) and Wolf (2011) contended that instructors in leadership development programs need to identify and communicate the necessary ingredients for effective leadership in order to teach it, thus going beyond a definition to examine counseling leadership dynamics. Counseling leadership research has been sparse, but such research has increased in the last 14 years. Researchers have

provided preliminary findings concerning the essence of counseling leadership, and what has emerged is a farrago of ideas and notions about what does or does not constitute effective counseling leadership. Lewis (2012) asserted that leadership theories in other fields may be helpful in understanding counseling leadership. A comprehensive understanding of these foundational theories is needed in order to develop a model and a sound measure of counseling leadership in order to advance research and the practice of counseling leadership. An introductory overview of the major leadership theories is provided below, although they are discussed more fully in Chapter Two.

Leadership Theory and Developmental Models

Leadership theorists in the business field have examined a variety of dynamics including traits, style, contingency (person-situation interaction), and leader-member dyads (for a review, see Lewis, 2012). These approaches represent varying levels of analysis. Trait and style theorists examine the individual leader (e.g., innate characteristics that promote later emergence of leadership ability; Antonakis, Cianciolo, & Sternberg, 2004; Bass, 1990), and contingency theorists examine interaction effects of the individual and the environment (e.g., the organization). Contingency theorists took leadership research a giant leap forward by broadening the scope of analysis to include contextual factors, but the research was very complicated due to the complexity of the models (Yarborough, 2011). Researchers then narrowed their focus to a more current approach: leader-member dyads. Full Range Leadership theories (FRLs) have focused on this level of analysis (Bass & Avolio, 1994, 1997; Bass & Riggio, 2006), and researchers have investigated how leaders interact with followers at the dyadic level to achieve

success (Northouse, 2007). For example, depending on the situation, a leader may use a Transactional approach (rewards/punishment) or a Transformational approach (motivational) with followers in order to facilitate goal achievement. An FRL approach, in which the leader draws on a number of skills at the dyadic level, highlights an overarching leadership skill of adaptability or versatility within a given context.

The theories described above have been focused almost exclusively on the leader, but developmental theorists have proposed that a macroscopic understanding of multiple dynamics is necessary to fully understand leadership. That is, leadership has been re-conceptualized as a dynamic, complex, and interactive process in which leadership dynamics may present differently based on varying contextual influences in contrast to a "one size fits all" approach (Eberly, Johnson, Hernandez, & Avolio, 2013; Emery et al., 2013). The developmental notion fits well with counselors' professional identity. For example, West et al. (2003) highlighted the importance of peripheral vision in which a leader understands the past and present context of the counseling profession in order to lead effectively.

Evolutionary psychologists have proposed that leadership dynamics emerge rapidly and spontaneously in group interaction (e.g., Van Vugt & De Cremer, 1999). As social beings that depend upon one another for survival, humans coordinate their behavior with others. A common means of coordination is leader-follower interaction based on contextual factors (Van Vugt, Hogan, & Kaier, 2008). White, Kenrick, and Neuberg (2013) pointed out that, although such interactions are common across human social groups, leadership preferences are not static. Indeed, if leader-follower interactions

are functional for human survival, then leadership dynamics should shift depending on group needs and environmental pressures or opportunities (White et al., 2013). DeAngelis (2014) supported this assertion by noting that global economic, technological, and political changes call for leaders to be flexible and collaborative as the playing field changes. If humans are adapting to and surviving in ever-changing contextual conditions, it follows that leadership is a dynamic process among groups of people.

Similar to evolutionary theory, proponents of dynamic systems theory (DST; Thelen & Smith, 2006) have advocated a process model of development that can be applied to understanding leadership. A derivative of mathematics and physics, DST posits that developmental processes can only be fully understood as multiple, continuous interactions among all the levels of a developing system (from the molecular to the cultural) and as nested processes that unfold over many time points (from milliseconds to years; Thelen & Smith, 2006). In other words, systems constantly are interacting with one another, and the processes of these interactions affect how systems emerge and maintain stability. Though not a leadership theory, DST proponents would argue that leadership is an emergent process that materializes out of complex, interactive forces within social groups.

DST thinking has been applied to leadership. For example, Eberly et al. (2013) contended that leadership must be understood in terms of ever-changing processes at various levels nested within a given social context. These authors further noted that, across the board, all leadership theories share common features in that they seek to identify loci (source of leadership) and mechanisms (how leadership is transmitted). In

other words, all theories advocate a locus from which leadership dynamics emerge and with which they interact (e.g., leader, follower, leader/follower dyad, collective/group) and mechanisms by which leadership occurs and is transmitted among groups of people (e.g., behavior; Hernandez et al., 2011). Eberly et al. infused these common elements into the Interpersonal Process Model of Leadership (IPML; see Figure 1). This process model allows for flexibility in loci and mechanisms based on the context of the social group of study, thus making it a meta-model of leadership.

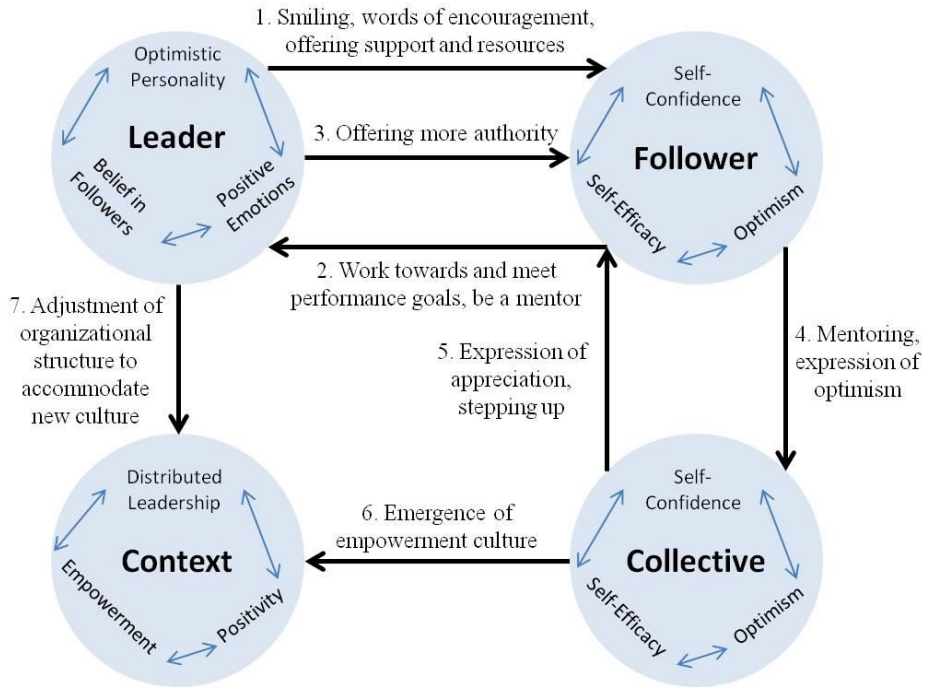

Figure 1. Example of a Possible Leadership Dynamic Based on the IPML. Circles represent loci and mechanisms within each locus, and arrows represent mechanisms transmitted among various loci. Figure redrawn from Eberly et al. (2013).

Such flexibility is key to applying leadership theories to counseling, as counseling differs contextually from the fields (e.g., business management, military) in which many

of the modern theories of leadership were developed. For example, counseling positional leadership often is time-limited and voluntary, and it involves leading a group of fellow volunteers as opposed to leading paid employees. Additionally, whereas leadership positions in business or military disciplines tend to be earned over time, counselors may engage in positional leadership as early as graduate school (Luke & Goodrich, 2010) or during the first years of their careers (Gibson, Dollarhide, & McCallum, 2010). Positional counseling leadership (e.g., ACA President) also tends to be time limited. Further, counselors bring counseling-specific skills, training, and values (e.g., holism, wellness, development) with them into leadership roles. These are but a few of the contextual considerations that may influence the emergence of the leadership dynamic in counseling; these considerations are further explored in Chapter Two.

Using DST and the IPML as a base, McKibben, Umstead, and Borders (2014) employed a content analysis methodology to identify loci and mechanisms of counseling leadership within the counseling literature. Among empirical and conceptual articles and leadership profiles, the authors found three groups of 24 emergent leadership themes (see Table 1) related to counseling leadership (mechanisms) across individual (e.g., leader, follower), dyadic, collective, and context loci. The authors infused these themes into the IPML meta-model and proposed the Dynamic Model of Counseling Leadership (DMCL) as a context-specific model of counseling leadership (the themes and relationships within the model are discussed in more detail in Chapter Two). Because the model is counseling-specific, it provides counselors with a starting point for research and training. However, what is missing is a valid and reliable instrument that will allow researchers to

study the proposed leadership dynamics and that will allow educators to evaluate and track leadership development in leadership training efforts.

Table 1

Emergent Counseling Leadership Themes

Leadership Values and Qualities
Professional identity
Advocacy
Vision
Modeling
Mentorship
Service
Dealing with difficulty and setbacks
Leadership-specific cognitive complexity
High standards for self and others
Passion
Sense of humor
Creativity
Wellness
Personal and Interpersonal Qualities
Intrinsic motivation
Authenticity
Humility
Intentionality
Dependability
Leadership developmental influences
Openness
Principled
Interpersonal Skills
Interpersonal influence
Assertiveness
Role competence

Leadership Measurement

Measurement, then, is the next step in understanding and communicating counseling leadership. Indeed, a leadership model is of little use if it cannot be subjected to the scientific method. To achieve this goal, a measure must reflect current knowledge about test construction, including response formats, an ongoing topic of concern about leadership measures.

The majority of modern leadership measures in other disciplines are multi-rater; that is, a measure typically consists of a self-report and other-report version. Typically, multi-rater measures exhibit higher validity and reliability than self-report measures alone (Conway & Huffcut, 1997; Yarborough, 2011), and they also provide richer information for those seeking feedback via such a measure. Thus, a multi-rater measure of counseling leadership may provide the flexibility needed to advance research and training. A logical first step toward developing a complex, multi-rater measure of counseling leadership is to develop and validate an initial self-report measure. If a self-report measure shows promising results, then the other-report version can be developed and added to the validation process. In the current study, an initial self-report measure is being tested.

In addition to formatting, there are scaling issues worth noting. Item response theorists and leadership researchers have noted limitations in using traditional Likert scales in survey research. Item response theorists (e.g., Ogden & Lo, 2012) have noted that Likert scales are limited by issues of social comparison. For example, Rapkin and Schwartz (2004) posited that when a participant responds to items with Likert scales, one must determine what is being asked (e.g., how one understands the questions), what is the

standard of comparison (e.g., between- or within-subject comparisons), and what sampling strategy to use (e.g., current versus past behavior). Data obtained from Likert scales often do not reflect such comparisons or the context in which comparisons are made; thus, Likert scale data must be evaluated within the context of how ratings are made (Ogden & Lo, 2012).

In addition to social comparison issues, leadership researchers have noted that Likert scales contain blind spots in assessing over- or underuse of leadership behaviors, which limits understanding of dynamics for researchers and quality of feedback for leaders receiving the results (Kaiser & Kaplan, 2005). A Likert scale for leadership behaviors contains the assumption that "more is better," but this approach is blind to when leadership behaviors become excessive and thus ineffective (Kaiser & Kaplan, 2005). Authors have contended that some leadership behaviors, even strengths, can become problematic if used too often or inappropriately (Hollenbeck & McCall, 2006; Lombardo & Eichinger, 2000; McCall & Lombardo, 1983).

Kaplan and Kaiser (2006) proposed an alternative scaling method for leadership instrumentation based on the notion of versatility (e.g., using more or less of a leader behavior depending on the situation), a measurement method that aligns well with the adaptive assumptions outlined in evolutionary and dynamic systems theories. With the Leadership Versatility Index, Kaplan and Kaiser (2006) developed the Too Little/Too Much (TLTM) scale. The TLTM scale is a bidirectional scale based on the concept of balance in which leader behaviors are rated along a continuum from -4 to +4. On this scale, 0 is in the middle and is considered ideal. Respondents rate underused behaviors

between -1 (barely too little) and -4 (much too little) and overused behaviors between +1 (barely too much) and +4 (much too much). Whereas the high end of a Likert scale may communicate that more is better, the TLTM scaling format assumes that leader behaviors can be used too often or not enough. This can clarify options for respondents and provide clear feedback to recipients. Indeed, the TLTM scale was found to be more reliable than unidirectional Likert scales because it increased clarity in frequency and effectiveness ratings (Kaplan & Kaiser, 2006). The TLTM approach also aligns leadership measurement with process model theory (e.g., DST, IPML) in that leadership effectiveness lies in adaptability and adjustment based on context. In order for counselors to understand what loci and mechanisms are optimal in leadership, a measure with the TLTM scale may offer the most robust information, and hence will be employed in this study.

Statement of the Problem

Authors of empirical and scholarly articles have highlighted the importance of understanding and training leadership in counseling. Researchers have provided preliminary descriptors of counseling leadership, and these descriptors recently were integrated into the DMCL (McKibben et al., 2014). However, there remains a gap in the understanding of counseling leadership in that a valid and reliable measure with which to evaluate leadership dynamics in counseling is missing. In order to test the DMCL, a counseling leadership measure is needed. In addition, a measure is needed to evaluate educational and training efforts and to align such efforts with a cohesive research base. Such a measure would add vitality and direction to leadership training by providing

opportunities for tangible feedback, and would assist counselor education programs in incorporating concrete steps toward identified CACREP (2009, 2014) leadership outcomes. In essence, such a measure would help evolve leadership education and training from an unorganized collection of themes and notions toward an integrated body of empirical knowledge.

Purpose of the Study

The purpose of this study was to create a psychometrically sound measure, the Dynamic Leadership in Counseling Scale Self Report (DLCS-SR), to reflect the dynamics of counseling leadership identified within the DMCL, and to test the validity and reliability of the initial version of the measure. This measure will help bring the existing research on counseling leadership together, integrate current knowledge into a developmental context, and provide impetus for future research and training on leadership in counseling by allowing for comprehensive measurement and testing of leadership.

Research Questions

This study was designed to create and document initial validation of the DLCS-SR, and it was broken down into the following research questions, the last two of which were explored given recent evidence that social desirability and inattentiveness pose potentially serious threats to survey validity (discussed in Chapter Two):

Research Question 1: To what extent is there evidence of construct validity for the DLCS-SR?

Research Question 2: What is the internal consistency reliability among the subtests used to specify the factors of the DLCS-SR?

Research Question 3: To what extent is there evidence of convergent validity for the DLCS-SR?

Research Question 4: To what extent is there evidence of discriminant validity for the DLCS-SR?

Research Question 5: What portion of variance in DLCS-SR scores is accounted for by socially desirable responding?

Research Question 6: Will the Attentive Responding Scale – Short Form scale scores and the DLCS-SR items measuring inattentive responding be highly correlated?

Need for the Study

Leadership is an important catalyst in the ongoing success of the profession of counseling. However, the lack of a valid and reliable measure limits rigorous understanding and investigation of leadership dynamics within the profession. With the development of the DLCS-SR, the DMCL can be empirically tested and advanced as a measurable model of leadership. The DLCS-SR would allow researchers to investigate how leadership works and how it can be effectively trained from a theoretical perspective; it also would pave a path for development and validation of a full multi-rater measure. Counselor educators, consultants, and training facilitators, as well as organizations that emphasize leader training, such as ACA, ACES, and CSI, would have a useful, reliable tool for training purposes. Use of the measure in training and counselor education would provide an avenue for detailed feedback on leadership development.

Definition of Terms

Leadership: A dynamic, emergent property in social groups, influenced by contextual factors, in which people interact with and influence one another toward goal achievement (Antonakis, 2012; Emery et al., 2013; Thelen & Smith, 2006). This definition is grounded in traditional notions of leadership (e.g., mutual influence, goal achievement) while also infusing DST notions of emergent properties within social groups.

Counseling Leadership: For purposes of this study, counseling leadership will be operationalized via the DMCL (McKibben et al., 2014), which is defined as follows: a dynamic, emergent property in *professional counseling* characterized and influenced by professional identity, advocacy, vision, modeling, mentorship, intrinsic motivation, service, dealing with difficulty and setbacks, authenticity, leadership-specific cognitive complexity, humility, leadership developmental influences, intentionality, sense of humor creativity, high standards for self and others, passion, wellness, dependability, interpersonal influence, role competence, assertiveness, openness, and principles in terms of behaviors, affect, cognitions, traits, or values among leaders, followers, groups, or the context.

Chapter Summary

This study consists of five chapters. In this chapter, the author outlined a brief introduction to leadership, the importance of leadership to professional counseling, the current body of knowledge of counseling leadership and gaps in the knowledge base, an overview of leadership theory and measurement, and a rationale for developing a measure of leadership that embraces the professional specificity of counseling.

Additionally, the author provided a statement of the problem, purpose of the current study, research questions, need for the study, and definitions of key terms. In Chapter Two, the author presents a literature review of leadership as a dynamic, emergent property; leadership theory; leadership research in counseling and the DMCL. In Chapter Three, the author details the methodology to be used to develop the DLCS, including steps taken to develop the measure, participants, sampling method, instrumentation, and data analyses. In Chapter Four, the author presents the results of the study, and in Chapter Five, the author provides a discussion of the results, limitations, and implications for research and practice.

CHAPTER II

LITERATURE REVIEW

In Chapter One, a rationale for the development of an instrument to measure counseling leadership based upon an empirically defined model was presented. In this chapter, a review of relevant literature is presented in the following manner: (a) describing leadership theory, (b) specifying a model of counseling leadership, and (c) reviewing counseling leadership measurement. I conclude the chapter with a brief summary that reinforces the need to develop a measure of counseling leadership.

Leadership Theory

Leadership is a nebulous concept that has been studied in various ways over time. Although many theories have been advanced, there is little consensus on what leadership is, and thus how to measure it (Eberly et al., 2013; Lewis, 2012). In this section, a review of leadership theory is provided. Specifically, this section contains a review of leadership theory as it has evolved over the last several decades, the implications of various theoretical approaches for leadership measurement, strengths and critiques of these theories, and discussion of current views of leadership theory and its applicability to counseling. This section serves as a foundation to identifying a model of counseling leadership and designing an instrument to test the model.

Trait Theory

For centuries, philosophers, scientists, and laypersons have contemplated the notion of leadership. Speculation about and research around what makes one a leader or what interactions between person and environment facilitates leadership emergence are not uncommon; however, the debates continue with little agreement of what leadership is. Early trait theorists (e.g., Mann, 1959) sought to answer the question "what makes a great leader?" by isolating personality traits of leadership ability (e.g., introversion/ extraversion, openness). Specifically, they posited that leaders possess innate characteristics that promote later emergence of leadership ability (e.g., Antonakis, Cianciolo, & Sternberg, 2004; Bass, 1990; Lewis, 2012; Meany-Walen, Carnes-Holt, Barrio Minton, Purswell, & Pronchenko-Jain 2013; Yarborough, 2011). For example, Sorcher and Brant (2002) stated they believed that leadership ability was present and solidified by a person's early twenties and did not change much after that time. Leader traits were thought to be deterministic of future leadership ability independent from developmental forces (e.g., genetics; Arvey, Rotundo, Johnson, Zhang, & McGue, 2006).

In partial support of this approach/theory/model, leadership researchers have employed twin studies to compare identical and fraternal twins, and they concluded that one's likelihood to occupy a leadership role is rooted, at least partially, in genetics (Arvey at al., 2006; De Neve, Mikhaylov, Dawes, Christakis, & Fowler, 2013; Li, Arvey, Zhang, & Song, 2012) However, these authors also recognized an environmental component. For example, Zhang, Ilies, and Arvey (2009) found that genetic links to leadership role occupancy were weaker among twin pairs raised in families of higher socioeconomic

status, higher parent support, and lower conflict. These mixed results call the entire notion of genetic influence into question, given that genes do not interact directly with external environments (Michel & Moore, 1995), especially the social environment.

Trait theory ideology has appeared briefly in counseling literature. For example, Gardner (as cited in Myers, 2012, p. 42) asserted that some leaders were born but most were made. Gardner posited that leadership tendencies lay dormant within a person until they were stimulated into action. Likewise, Meany-Walen et al. (2013) concluded that counselor leadership abilities possibly begin as innate abilities and interests that later are nurtured through mentoring, teaching, and experience during graduate school and professional career. Finally, Jacob et al. (2013) posited that because counselor leadership skills appear to mirror core counseling skills and because such skills have been hypothesized to be innate, then leadership skills too may be mostly innate abilities. These assumptions in the counseling literature are backed by a complete lack of empirical support.

Clearly, then, trait theory is considerably flawed. For one, to posit something as innate merely means to propose its existence at birth rather than to identify its developmental cause. Twin studies are heralded as a prime way to separate out genetic influence, but researchers employing this approach have made several faulty assumptions, including the assumption that twin pairs raised in the same household experience equal environments (Winerman, 2004). Additionally, Winerman noted that trait theorists have assumed that genes and the environment influence behavior separately when, in reality, the interactions between the two may influence behavior. Twin studies

like the ones referenced above are correlational and thus do not provide evidence of causality. The research needed to isolate genetic causality is incredibly complex, and any promise of doing so lies in epigenetics (Fraga et al., 2005; Michel & Moore, 1995) rather than twin studies. For example, Fraga et al. (2005) explored why identical twins tend to develop differently and found that epigenetic forces acting upon the genome lead to considerable diversity among twins. Even more interesting was the authors' finding that genetic variations were more pronounced in older twins, a finding that challenges deterministic notions of early life critical periods. In sum, there simply is little evidence to support a genetic basis of leadership. Despite occasional use of trait language, over time researchers mostly have moved away from trait theory due to lack of evidence (Yarborough, 2011).

Style Theory

As researchers shifted away from trait theories, they focused on theories that detailed a leader's style or general way of behaving. Some researchers clumped behaviors as task-oriented or relational-oriented and proposed that a general tendency to utilize one of these styles predicted various outcomes (House & Aditya, 1997). Northouse (2004) noted mixed and inconclusive support for the assumption that the most effective leadership style employs high usage of both task and relational orientations. Other proposed styles included a range of authoritarian (controlling) to participative (inclusive) styles. In counseling, Cummings and Nall (1983) found that school counselors' perception of their school administration's leadership style was significantly correlated with burnout in that a higher authoritarian leadership style was associated with higher

counselor burnout. Dollarhide (2003) proposed that school counselors could optimize leadership efforts by developing a leadership style evenly spread across four contexts (structural, human resources, political, and symbolic). Despite efforts to relate particular leadership styles to outcomes, leadership researchers have been unable to produce reliable inter-contextual patterns due to the existence of contextual moderators (e.g., time/money restraints, deadlines, group pressures; Yarborough, 2011).

Contingency Theory

Recognizing that leadership may look different based on context, leadership researchers turned to a contingency theory approach to studying leadership (Antonakis et al., 2004; Lewis, 2012; Robbins & Judge, 2010). That is, researchers began investigating the extent to which leadership is a synergy of leader behaviors and situational factors (House & Aditya, 1997). House (1971, 1996) detailed path-goal theory, a complex approach to contingency theory, in which a leader clarifies organizational goals, lays the pathway to goal achievement for followers, and adapts leadership style based on context (Lewis, 2012). Contingency theorists advanced understanding of leadership by expanding the scope of analysis to include contextual variables not directly associated with leadership, and researchers found some support for contingency theories (e.g., Peters, Hartke, & Pohlman, 1985; Strube & Garcia, 1981). However, due to the complexity of contingency theories, support for the theories has been mixed and too difficult to examine comprehensively (Northouse, 2004). Also, contingency theories were limited in that researchers were unable to uncover why certain leaders did better in certain situations as

compared to others (Yarborough, 2011). However, these critiques beg the question whether the fault lies in the complexity of the theory or in the methods used to study it.

Full Range Leadership (FRL)

The complexity of contingency theories prompted leadership researchers to focus on leader-member interactions at a dyadic level. To wit, theorists zoomed in on the dyad rather than considering the organization as a whole. Prominent theories that emerged from this line of leader-member exchange were Charismatic, Transformational/FRL (Bass & Riggio, 2006; Burns, 1978), and Transformative theories (Caldwell et al., 2012).

Charismatic theory emphasized building emotional attachments with followers and creating and communicating a shared vision among all involved (Kouzes & Posner, 2010). From this perspective, an effective leader builds emotional attachments with followers; motivates and directs followers toward organizational goals; and articulates goals, ideas, and vision (Bass, 1988; Conger & Kanungo, 1988). The key to effectively and ethically using charisma in leadership is to create a shared vision among stakeholders (Kouzes & Posner). Importantly, charisma is not synonymous with morality, and Charismatic theory has been questioned on this basis (Antonakis, 2012). For example, the possibility that Adolph Hitler could be classified as a successful charismatic leader prompted theorists to re-evaluate the basics of the theory. The introduction of an ethical standard in the use of charisma spawned the emergence of Transformational theory.

Transformational theory is a piece of FRL in that is exists along a continuum from laissez faire (hands off) to Transactional (rewards/punishment) to Transformational (inspirational). The notion of FRL is that leaders employ various dyadic strategies along a

continuum based on the nature of a given dyadic interaction. Transformational theorists focused on how leaders moved beyond Transactional exchanges (e.g., salary for job performance) to motivate followers toward success. Transformational theorists posited that leaders go beyond social exchange, empower followers by aligning individual and organizational goals, inspire followers to grow and achieve, mentor followers into leaders, and develop personal leadership abilities. Transformational theory consists of four components (Antonakis, 2012; Bass & Riggio, 2006; Bass & Steidlmeier, 1999): idealized influence (leader is or is viewed as a positive role model for others), inspirational motivation (motivating and inspiring others by fostering meaning and challenge in work), intellectual stimulation (exploring and reframing problems and approaching work in challenging and innovative ways), and individualized consideration (attenuating to each person's needs and growth by acting as a mentor).

Transformational theory has been wildly popular in the business literature for the past several decades, and the instrument used to measure it, the Multifactor Leadership Questionnaire (MLQ; Bass & Avolio, 1997), is well represented throughout business and military literature. Despite the popularity of the theory and the measure, however, it is important to note that Transformational theory is blind to broader contextual influences beyond the dyad. The theory provides an excellent framework for dyadic leadership approaches, but it does not explain how the environment in which leadership occurs impacts dyadic interactions.

In counseling, Jacob et al. (2013) posited that the four components of Transformational theory mirror core counseling skills within the therapeutic relationship

(e.g., intellectual stimulation reflects the therapeutic reframe in which the counselor assists the client in viewing issues in a new way). In this way, the counselor is a leader by using the therapeutic relationship to stimulate and inspire the client toward self-defined change (Jacob et al.). These authors further asserted that Transformational theory may serve as a starting place for evaluating counseling skills. This is an intuitive assumption, but caution is urged. If the MLQ were to be employed as a measure of counseling skills, one must note that the MLQ originally was developed by gathering leadership information from business executives and organizing categories based on feedback from United States Army colonels (Avolio, Bass, & Jung, 1999; Saxe, 2011). Thus, the language of the MLQ, and quite possibly the assessment constructs themselves, may not align as purely with counseling skills as it sounds because the contexts are different; thus, validity should be closely examined.

Transformative theorists somewhat broadened leadership theory back out to include a focus on stakeholders and society. Transformative Leadership Theory (TLT; Caldwell et al., 2012), is a meta-theory grounded in ethical and moral foundations. Proponents of TLT highlighted that organizations face constant change and that leaders must be willing and able to adapt by constantly seeking innovation and motivating others to do the same (Caldwell et al.). In a changing business climate, organizations have struggled to earn the trust of followers and society, and this struggle stresses the importance of attending to relationships within organizations and in society (Bennis & Nanus, 2007; DeAngelis, 2014; Perucci, 2009). Because of the changing business landscape, TLT theorists have posited that leaders also must attend to relationships

beyond dyads within the organization to include stakeholders and society at large (Caldwell et al.). Citing evidence that morally based leadership improved a variety of outcomes, Caldwell et al. argued that Transformative leaders raise their standards by integrating a commitment to ethical values and outcomes, enhancing interests of stakeholders and society, and respecting moral duties owed to stakeholders. To date, there is no research available on TLT. Neither the proponents nor other researchers have provided empirical support for TLT. Although the lack of empirical support does not invalidate the theory, its usefulness in conceptualizing leadership and informing measurement extends only to speculation.

Dynamic Models and Leadership Applicability

Recently, leadership theorists again have expanded their scope of analysis to include contextual variables similar to contingency theorists. In doing so, they have recognized what developmental theorists (e.g., Michel & Moore, 1995) have argued for decades: individuals cannot be studied separately from their environment and systems constantly are interacting at multiple levels. A recent model, the Interpersonal Process Model of Leadership (IPML; Eberly et al., 2013), re-introduced a systemic approach to studying leadership. The importance of this model to the validity of leadership measurement cannot be understated. To understand how the IPML presents the optimal choice for understanding and measuring counseling leadership, one should understand two developmental theories and how context factors into each. In the next sections, those two theories, evolutionary theory and dynamic systems theory (DST), will be described.

Evolutionary theory. Published in 1859 by Charles Darwin some 20 years after his now famous trip to the Galapagos Islands, the theory of evolution has had a lasting impact on science, and it continues to be both a valid scientific theory and a hotly debated topic inside and outside of the scientific community (Goodwin, 2012). Of importance to leadership, evolutionary theorists emphasize the environmental adaptation function of leadership dynamics. Much like other social species in the animal kingdom (e.g., primates), humans coordinate their behavior with others as a means of adaptation. Van Vugt et al. (2008) noted that a common means of coordination among humans is leader-follower interactions. As noted in Chapter One, evolutionary psychologists believe that leadership dynamics emerge rapidly and spontaneously in group interaction as an adaptive response to shifting environmental conditions (Van Vugt & De Cremer, 1999). Thus, from an evolutionary perspective, leadership is a function of environmental adaptation and prone to shifting, depending on the opportunities and threats facing a group of people (White et al., 2013).

Given that contexts vary and shift over time, it is intuitive to assume that leadership dynamics among groups would shift to adjust to new contexts. In a series of studies, White et al. (2013) found that physically attractive United States congressional candidates were more likely to be elected in districts with higher levels of disease and that activating concerns of disease experimentally lead to increased value placed on physical attractiveness and to stronger preference for physically attractive congressional candidates. These authors showed that perceived threat to survival can impact leadership preferences in groups. Similarly, Van Vugt and Spisak (2008) found that people preferred

male leaders during times of intergroup conflict, but preferred female leaders during times of intragroup conflict. They concluded that groups may prefer male leadership during times of intergroup conflict due to the potential for aggression between groups, but groups may prefer females during times of intragroup conflict in order to preserve cohesion.

Evolutionary leadership theorists underscore the importance of context in examining leadership. In fact, the context is central to understanding leadership from this perspective. A limitation is the assumption that leadership dynamics are adaptive. To support that any behavior, including leadership behaviors, are evolutionarily adaptive, one must be able to support that the studied behavior increased reproductive success. This "development to" assumption, the idea that a behavior is a development to an end, is very difficult to support empirically. Thus, observed leadership dynamics in human social groups may not serve an adaptive function at all; rather, they may just be byproducts of evolution. Without knowing which dynamics are adaptive and which are merely byproducts, it is tenuous to assert which are effective and which are not. This lack of understanding complicates leadership measurement and training because optimal leadership behaviors often are desired.

Dynamic systems theory (DST). DST is a developmental theory of complex systems rooted in physics and mathematics that has been applied successfully to animal and human development by developmental psychologists (Thelen & Smith, 2006). DST is rooted in the notion that, as a system develops, it becomes more complex (Thelen, 1993; Thelen & Smith, 2006). Complexity refers to the number of components involved

and the estimated number of influences affecting and being affected by each component (Michel & Moore, 1995). Thus, a system is an emergent property consisting of a network of components that are interconnected in varying degrees; these components and influences affect how systems emerge and behave (Michel & Moore). Additionally, the interactions among components within the system itself can impact development and sustainability of the system. Thus, it is possible for a system to develop randomly without a blueprint or code.

For example, Michel and Moore (1995) described the sleep cycle of an infant in the context of DST. A sleep state requires the organization of multiple components, such as activity in the central and autonomic nervous systems, core body temperature, blood sugar levels, and conducive environmental conditions (e.g., silence, low light). The sleep state is interrupted when interactions among these components change. For example, introducing an environmental perturbation of noise may change activity in the nervous system and interrupt the sleep cycle. The edited book *Developmental Time and Timing* (Turkewitz & Devenny, 1993) contained a wealth of human development studies in which researchers provided evidence of DST in areas of early motor skill acquisition in infants, perinatal perceptual organization, cognition, lesions, learning and experience, mother-infant interaction, and brain development.

DST is conceptually similar to evolutionary theory with one major difference. Both theories contain the notions that the individual is inextricably linked to the environment and that the individual's observable characteristics are shaped by developmental forces (Frankenhuis, Panchanathan, & Barrett, 2013). Whereas

evolutionary theorists take the "development to" stance to studying human behavior, DST theorists take a "development from" stance (Michel & Moore, 1995). That is, rather than assuming that human behavior (i.e., leadership behavior) is contributing to survival, which may or may not be true, DST theorists seek to identify what resources the individual had at any given moment that allowed a given behavior to emerge. To wit, DST theorists work backward to identify the components and influences that facilitated the development of a system. Developmental researchers can make more valid and reliable predictions when they understand what contributes to the development of systems and how interactions occur during development without being constrained by adaptive notions.

Herein lies the importance of DST to leadership theory and instrument development. From a DST perspective, it is not enough to study one aspect of leadership at a time (e.g., the leader and not the follower) or one piece of leadership at a time (e.g., the dyad and not the context). Instead, leadership must be viewed as a dynamic system that emerges from interactions among multiple components. Thus, in order to validly and reliably measure leadership in a given context (in this case, counseling), one must be able to predict what leadership looks like within that context. In order to accurately predict leadership, one must work backwards to identify the components and influences that allowed the social system to emerge and self-sustain.

As discussed below, the IPML specifies leadership loci (leaders, followers) and mechanisms (behaviors, cognitions, affect), and how the interaction among these loci and mechanisms influences leadership development (Eberly et al., 2013). Essentially, this

model allows leadership researchers to view leadership as a dynamic system by specifying the components and influences and examining how leadership emerges in social groups. Further, leadership researchers are not confined by a non-existent leadership blueprint (e.g., genetics) and are able to determine what promotes emergence and sustainment of leader behavior in a given context. In sum, using the IPML and DST as bases for leadership measurement in a specified context (e.g., the counseling profession) is more likely to be valid than using other leadership theories because it is based on a systematic examination of the systems in that field.

Interpersonal Process Model of Leadership (IPML). Leadership researchers have provided evidence that leadership produces desirable outcomes, but researchers disagree about what leadership is (Eberly et al., 2013). Eberly et al. have contended that all leadership theories share two common elements and, as a result, proposed the IMPL as a meta-model that allows leadership researchers to investigate the loci and mechanisms of leadership within a given context. First, in this model, a locus refers to a source from which leadership originates (see Fig. 2). Eberly et al. identified five possible loci: leader, follower, leader-follower dyad, collective (group), and context (external forces). Second, a mechanism refers to how leadership is transmitted. Eberly et al. differentiated between direct transmission of leadership via behavior mechanisms and indirect transmission via affect, cognition, value, and trait mechanisms.

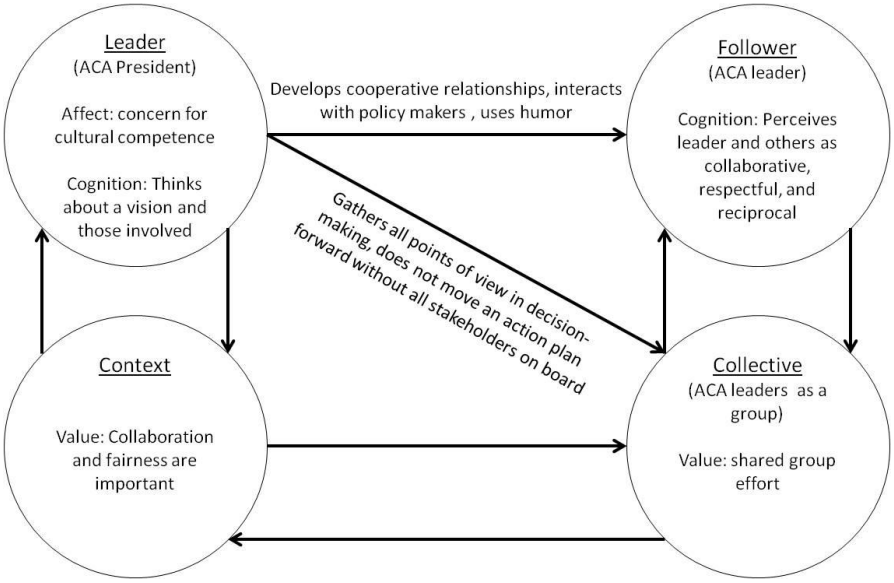

Figure 2. Example of Counseling Leadership within the IPML.

Loci are connected via the mechanisms in what the authors refer to as event cycles. Event cycles refer to a series of interpersonal interactions within a given space and time that produce new processes that give rise to organizations. The event cycle is a crucial unit of analysis for leadership research because it contains how leadership actually happens in a given moment. Eberly et al. posited that simultaneous event cycles among multiple loci foster the emergence of leadership. They stated, "Affecting multiple loci via multiple mechanisms, the event cycle explains the dynamic nature of leadership" (p. 430).

Although Eberly et al. did not specifically reference DST, they presented a DST-based meta-model of leadership. They removed any "development to" assumptions and re-oriented researchers to a "development from" perspective. The IPML provides a straightforward approach for leadership researchers to identify the important components

(loci, mechanisms) and influences (event cycles). Accordingly, validity of leadership measurement may be optimized by using this model as a guide to instrument development.

At the same time, there are a few limitations worth noting. First, as with Transformative theory, this model has yet to be tested empirically. However, it is rooted in DST, which has received considerable support since the 1980s. Second, as is the case with contingency theory, the IPML considers multiple dynamics at once, which presents the challenge of a large, complicated model. There is potential of leadership models to be clumsy or hard to study. Again, however, this speaks to the need for more sophisticated research methods rather than a limitation with the model. Development of anything in the universe, leadership included, is highly complex.

In sum, leadership is a complex, ever-changing dynamic within social groups influenced by contextual factors at multiple levels (Emery et al., 2013). Eberly et al. (2013) presented the best approach to understanding and measuring counseling leadership as they consider contextual influences and allow for an inductive understanding of event cycles within the profession rather than imposing an externally developed theory onto counseling leadership processes. Such a meta-model is needed to guide model and instrument development and to ensure that the instrument is valid in research and application. In order to specify a counseling-specific leadership model that can guide instrument development, an understanding of context, as well as identification loci, mechanisms, and event cycles of counseling leadership, are warranted.

The Dynamic Model of Counseling Leadership (DMCL): Identifying Loci, Mechanisms, and Event Cycles

Counseling differs contextually from the fields (e.g., business management, military) in which many of the modern theories of leadership were developed. First, leadership in other fields tends to be more formally defined via positional leadership (e.g., CEO, manager), whereas authors have made the case that counselors, by nature of their training, are leaders regardless of position (Jacob et al., 2013; Lewis, 2012; Paradise et al., 2010). Counselors engage in leadership behavior in their work with clients and others. Thus, leadership dynamics in counseling may be observable among counselors in general regardless of positionality. Second, positional leadership in counseling varies considerably in terms of roles, goals, objectives, and context. For example, the President of the American Counseling Association serves in a different role from, and operates in a different environment than, the editor of the *Journal of Counseling & Development*.

Third, positional leadership in counseling is often time-limited. Whereas a high level manager in a business firm may hold her position for 10 years, leadership positions in counseling are typically one to three year commitments. Thus, positional leadership in counseling is rapidly shifting. Also, leadership positions in counseling are, for the most part, unpaid. Fourth, counseling organizations typically are non-profit and volunteer professional organizations; thus, leaders typically have little power "over" followers and instead exercise power "with" followers. Thus, leaders are often less concerned about generating profit and more focused on broader issues in the profession (e.g., quality service delivery, community engagement, professional advocacy). Finally, counselors

face unique challenges to professional identity, insurance reimbursement, and political pressures and hurdles; therefore, counseling leaders may need specific skills to address these challenges.

Using the underpinnings of the IPML, McKibben, Umstead, and Borders (2014) systematically identified counseling leadership loci, mechanisms, and event cycles via a content analysis and proposed the DMCL. This model, which will serve as the guide to instrument development in Chapter Three, is described in detail in this section. Unless otherwise noted, discussion of the DMCL comes from McKibben et al. (2014).

The authors first specified the source for the content analysis as published articles in counseling journals that addressed leadership specifically. This approach was taken in order to best capture the counseling context. The units of analysis were the entire article. McKibben et al. (2014) found 11 empirical articles, eight conceptual articles, and 13 leadership profiles.

Empirical Articles

The empirical studies were selected for analysis because the authors specifically researched leadership in counseling. The studies were published between 1974 and 2014; all but two (1974 and 1983) were published between 2003 and 2014. Four studies were published in *Counselor Education & Supervision*, three in the *Journal of Counseling & Development* (*JCD*), one in the *Journal of Humanistic Counseling, Education, & Development*, one in *Professional School Counseling*, and one in the *Journal of Counselor Leadership and Advocacy*. A final study was published outside of the counseling literature in the *National Association of Secondary School Principals Bulletin*,

but it was included in this analysis because the participants were school counselors. Research methodologies included the following: five qualitative, four quantitative, one Q-methodology, and one mixed methods. There were a total of 619 participants across the studies: 93 males and 362 females; 143 participants' sexes were not provided by researchers. Though several of the studies included racially and ethnically diverse participants (see Table 2), White participants (N = 303) represented about half (49%) of the total participants. Other races and ethnicities were underrepresented. Researchers in four studies reported participant age ranges. Across these four, participants ranged in age from 25-80 years old. Researchers in one study reported a mean participant age of 49.5, but they did not provide an age range.

Table 2

Participant Racial/Ethnic Demographics (Total)

Caucasian	303
African-American	83
Biracial/multiracial/person of color	26
Asian-American	1
Latino/a	2
Other	1
Did not indicate	2
Not provided by researchers	201

Participants' professional training, experience, and position also were diverse across the research articles. About half of participants held a master's degree and about half held a Ph.D. in counselor education. Some researchers sampled early-career counselors, some sampled more experienced counselors, and some sampled broadly; thus, years of experience in counseling among participant samples varied from less than a

year to over 40 years. Researchers in two studies did not report years of experience for their participants. Last, participants held various positions including counselor educator, school counselor, private practitioner, agency administrator/coordinator/director, or retired. Many participants were affiliated with professional organizations including ACA, CSI, and state-level professional organizations. Researchers in four studies sampled positional leaders (current or past) in professional organizations, and researchers in four other studies sampled school counselors and/or school program directors who identified as school counselors. Notably, the above demographics have been reported across the analyzed studies, but participant demographics were not distributed evenly among each sample. For example, some samples were all White and one was all female. These demographics are important to note because emergent themes may be more prominent in studies with similar demographics. In the section on themes discussed later, this trend is noted when applicable.

Conceptual Articles

The conceptual articles were published between 1982 and 2014; all but one were published between 2003 and 2014. Two articles were published in *JCD*, and the article from 1982 was published in *JCD*'s predecessor, the *Personnel and Guidance Journal*. The remaining articles were published in *Professional School Counseling*, *Journal of Creativity in Mental Health*, *International Journal for the Advancement of Counselling*, *Journal of Counselor Leadership and* Advocacy, and *Journal of Multicultural Counseling & Development*. Broadly speaking, these articles focused on the need for leadership training, the utility of viewing counseling skills in terms of leadership theory,

school counseling leadership, and leadership among females and African-American males.

Leader Profiles

The leader profiles all were published in *JCD* between 1998 and 2014. These articles highlighted one or more people identified by the authors as leaders in counseling. Additionally, the profiles addressed the leaders' contributions to counseling, their roles and leader behaviors, and their leadership development. Across the 13 leader profiles, 18 males and 12 females were profiled. Across the profiles, 10 profiled leaders were White, two were African-American, and one was Asian-American. All leaders were identified as having considerable years of experience as a counselor, and most were retired. Most had served in positional leadership and as counselor educators during their storied careers. Notably, although an exhaustive search was performed in an effort to access all available empirical articles, conceptual articles, and profiles, it is possible that available literature was missed or that emerging literature could add to or alter the themes that follow.

Content Coding

To analyze the articles, the authors began with an inductive coding approach to allow themes to emerge from the data. The first and second authors served as coders in this stage of analysis, and the third author served as an auditor. First, the coders detailed a codebook in which they categorized demographic information for the empirical articles and leader profiles and specified what would be coded as a leadership dynamic in the sources (e.g., "The author explicitly states that a leader in counseling performs a certain behavior, and the author identifies this as a leadership behavior."). Based on the

codebook, the coders created a coding sheet upon which they could record demographic information and write down emergent leadership codes. After receiving feedback from the auditor on the codebook and coding sheet, the coders began the first round of coding in which they coded the empirical articles and leader profiles.

The coders independently coded the empirical articles first, followed by the leader profiles, and came together after every three to four articles to come to consensus on their coding. After coding the empirical articles and leader profiles, the two coders grouped their codes into common themes and identified each code based on the locus and mechanism being described in the article. From this, the coders updated the codebook by adding the emergent themes and their respective definitions and by specifying deductive coding procedures to aid in coding the conceptual articles in the second round of coding. The coding sheet also was changed by adding the emergent themes from round one. Using the codebook as a guide, the coders approached the remaining conceptual articles with a deductive approach to see if the inductively coded themes were present in the remaining articles. For example, if a conceptual article contained a thematic code from round one, the coder marked a "1" next to that theme on the coding sheet. If a theme was mentioned specifically as not relevant to counseling leadership, the coders marked a "2" (this did not occur), and if a theme was not mentioned or discussed, the coders marked an "88". The coders also retained an inductive approach to allow for the emergence of additional information.

Consistent with the quantitative aspect of content analysis, the coders noted all discrepancies throughout the coding process and computed an inter-rater reliability (IRR)

index. The coders were able to reach consensus on all discrepancies throughout the process. The overall IRR was 79. Broken down over the types of articles, IRRs were .86 for empirical articles, .71 for leader profiles, and .83 for conceptual articles. The dip in IRR for leader profiles likely stemmed from the indirect way in which authors of the articles described leadership, thus complicating the coding process.

From the content analysis, the authors identified 24 counseling leadership themes that represented an array of loci, mechanisms, and event cycles (see Table 3 for a list of the 24 themes). Next, per recommendation of the auditor of the content analysis, the 24 themes and their definitions were sent to seven counseling leaders with a diverse range of leadership experience. These leaders were asked to sort the themes into groups based on any commonalities that they noticed and to name the groups they derived. All leaders participated and provided feedback. The groupings provided by the seven leaders were compared, and the three authors of the content analysis came to consensus on the final groups of themes. Three final groups were identified (see Table 3): *leadership values and qualities*, *personal and interpersonal qualities*, and *interpersonal skills*. These final groups were sent back to the seven leaders to verify that these groups accurately reflected their views of the themes. All but one of the leaders indicated that the groupings appeared accurate. One leader indicated that they were unsure if some of the themes under *leadership values and qualities* actually were values. Another leader suggested that the *role competence* theme appeared to be missing important pieces such as leading a formal meeting, developing meeting agendas, developing/managing a budget, and following parliamentary procedures in meetings.

Table 3

DMCL Themes by Group

Leadership Values and Qualities
Professional identity
Advocacy
Vision
Modeling
Mentorship
Service
Dealing with difficulty and setbacks
Leadership-specific cognitive complexity
High standards for self and others
Passion
Sense of humor
Creativity
Wellness
Personal and Interpersonal Qualities
Intrinsic motivation
Authenticity
Humility
Intentionality
Dependability
Leadership developmental influences
Openness
Principled
Interpersonal Skills
Interpersonal influence
Assertiveness
Role competence

In the remainder of this section, each of the 24 themes is described. Notably, each theme may contain multiple loci and mechanisms (e.g., professional identity may refer to leaders, followers, etc., and to cognitions, behaviors, etc.), and this all will be described within each theme. The themes are presented based on the group to which they belong. A graphic depiction of each theme (and subthemes where appropriate) will be provided for

clarity. These figures depict event cycles as specified by the IPML, but only the identified loci and mechanisms within each theme are listed in each event cycle (that is, not all event cycles are fully described). Further, the event cycles drawn by theme are for clarity only; in accordance with DST, mechanisms from any number of themes may interact at any time and in any way as part of a dynamic system. In other words, the thematic event cycles should not be thought to occur distinctly from one another.

Each theme is described in a similar way: how the theme was described in the literature, what loci and mechanisms were represented in each theme, targeted loci for leader behaviors (e.g., "leader behaviors oriented toward the collective" means behaviors were taken by the leader and directed toward a group, "dyadic leader behaviors" means behaviors were taken by the leader and directed toward an individual follower), evidence (if any) that the theme may interact in some way within the DMCL, and similarities (if any) between a theme and external leadership theories.

Leadership Values and Qualities

Professional identity. The theme of professional identity emerged consistently throughout the empirical, conceptual, and profile articles. Consistent with the definition provided in Chapter One, professional identity was defined in terms of holding values consistent with the counseling profession; dedication to promoting human worth, dignity, and potential; belief in holism and development; a strong interest in a unified profession; prevention and systems orientations; and professional involvement in counseling organizations. Professionalization of counseling was an important component of this theme, and it was defined as identity, advocacy, promotion of the profession, professional

responsibility, advancement of profession, and providing research database for what counselors do (e.g., Gibson, Dollarhide, & McCallum, 2010).

The dominant locus of leadership within this theme was the leader, though a few contextual themes also were identified (see Fig. 3). Leader cognitions included belief in a strong counselor identity, belief in professional involvement in organizations (e.g., Black male leaders emphasized involvement in AMCD), and adhering to core components of professional counseling (e.g., humanism, human growth and development, holism, counselor as change agent, systemic orientation, prevention). Leader behaviors, which consistently were linked to the collective, included involvement in state and national counseling organizations, speaking the counseling language, and placing client welfare as a primary goal through delivery of optimal counseling services. Thus, counseling leaders not only firmly believed in the core guiding principles of the counseling profession; they also actively promoted a unique counselor identity through professional activity that advanced the profession. These behaviors served to enhance the collective (other professional counselors).

Figure 3. Example of a Professional Identity Event Cycle.

Contextual themes were values of professional affiliation and shared passion and the notion that professional identity was stronger than affiliations within counseling (e.g., being a counselor was stronger than being a college counselor). Leadership thoughts and behaviors, specifically within the theme of professional identity, both influenced and were influenced by these contextual values.

Discussion. Professional identity currently is a hot topic in counseling. For example, in counselor education, accreditation standards set by the CACREP (2009) have become a gold standard for counselor education. Ohio recently passed legislation requiring graduation from a CACREP accredited program (if graduating from an Ohio program) in order to obtain counseling licensure (Kress, 2014). However, not all counselors agree with the CACREP standards and it can be difficult to earn accreditation. The Master's in Psychology and Counseling Accreditation Council (MPCAC; 2014)

provided another set of standards that permits counselors to be trained by educators in other disciplines, and this has caused considerable debate within the profession about what it means to be a counselor and what training should be required. The debate continues over whether the time has come to solidify a professional identity by training future counselors with counselor educators or whether this position is exclusionary of qualified educators from other disciplines. At the core of this issue is what counseling is and is not and how counselors can best proceed in claiming a unified professional identity. As the debate continues to unfold, the notion of professional identity will be an important piece of counseling leadership. Interestingly, no external leadership theories stress the importance of professional identity among leaders. The absence of this theme in external theories highlights the counseling zeitgeist (spirit of the times) and the influence it wields on leadership dynamics.

Advocacy. Advocacy emerged as a consistent theme throughout the coding process. Advocacy for clients and for the profession was prominent particularly in the leader profiles. Likewise, authors in the conceptual articles spoke to the importance and need to advocate for clients, communities, and the profession. Advocacy contained two subthemes: professional advocacy (advocacy for the counseling profession) and social justice (advocacy for clients and communities). Generally speaking, advocacy was identified as potentially interacting with and influencing themes of passion, service, and mentoring. For example, Jane Myers noted in an interview (Nichols & Carney, 2013) that promoting passion through advocacy and servant leadership is a common outcome of

mentorship. Thus, leader behaviors in mentorship may orient followers toward advocacy efforts, which in turn influence passion for the profession.

Professional advocacy. Professional advocacy was characterized primarily by leader behaviors aimed at promoting and advocating for the profession. Dyadic leader behaviors discussed within this subtheme were intra-professional and included confronting the mindset of colleagues to bring about student growth in counselor education and contacting, discussing, or debating with colleagues about issues confronting our profession (Fig. 4a). For example, Cooper and Dean (1998) highlighted that Theodore Miller advocated for student affairs in the counseling profession by engaging in discussions with others. Behaviors linked to the collective included focusing on the quality of counselor education programs among counselor educators, making contributions to professional practice and policy, engaging in political advocacy for the profession, and advocating on behalf of counseling programs (e.g., school counseling programs). Additionally journal editors were identified as leading in professional advocacy to the counselor collective by preserving, shaping, and refining the intellectual capital that accrues in articles. In this way, editors ensure interest and scientific accuracy to readers and bridge research to practice. Leader behaviors without identifiable targets included advocating for the profession via systemic planning, public policy, and career development guidelines and working to promote the profession through commitment to excellence in all areas.

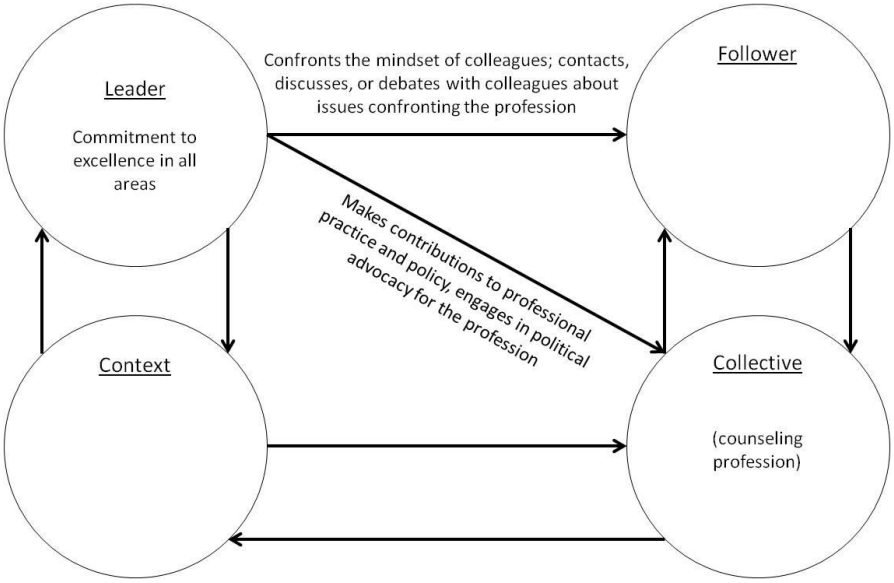

Figure 4a. Example of Professional Advocacy Event Cycle.

Social justice. Social justice was characterized by leader behaviors, affect, cognitions, and values aimed at advocating for clients (Fig. 4b). In this theme, generally speaking, leaders advocate for social issues, attend to cultural worldviews, and take on a diversity/multicultural orientation. An emergent affective theme was a concern for cultural competence, promotion of social justice, and recognition of oppression. Leader cognitions included a community orientation, recognizing the importance of inclusion and of having people from diverse backgrounds in leadership positions, and focusing research on woman and minorities. This theme contained values in the leader and contextual loci. Leader values included a solid social justice agenda. Contextual values included the importance of systemic change in social justice and the prevailing notion that the people we serve as counselors are a priority.

Dyadic leader behaviors included interacting with policy makers to affect systemic level action. Collective leader behaviors included infusing cultural aspects and influences into teaching; professionalizing services to the community by institutionalizing them in the community; active participation to adopt cross-cultural perspectives in professional organizations; establishing organizations dedicated to multiculturalism; being a voice for minorities to reduce stigma around mental health, reduce health disparities through policy change, increase mental health research with minority populations, and build trust among minority clients; addressing the needs of women; engaging in social justice as a function of leadership; identifying needs and taking action to change environmental conditions; creating counseling programs committed to social justice (e.g., school programs); taking the lead in multicultural awareness efforts; and spreading out leadership among counselors involved as a function of promoting equality.

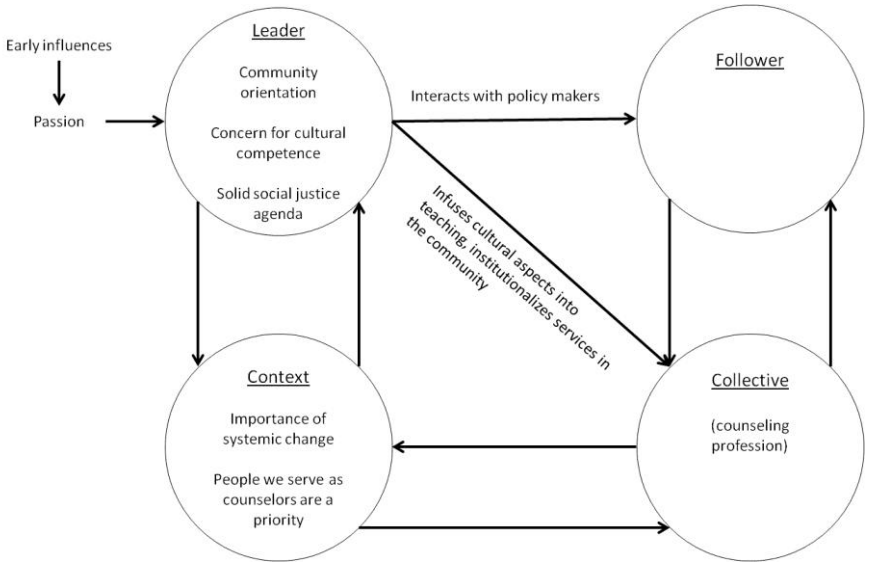

Figure 4b. Example of a Social Justice Event Cycle.

There was evidence in the literature that early life experiences, particularly experiences with adversity (e.g., discrimination; Romero & Chan, 2005; Smith & Roysircar, 2010) might interact with the theme of passion to promote social justice. Specifically, early encounters with adversity might fuel a passion for social justice, which in turn promotes social justice behavior. The leader profiles reflected this most clearly. Some leaders indicated experiencing racism, sexism, and ableism that fueled a passion to fight injustice. There also was evidence that collaboration is key in social justice efforts to bring about systemic change; thus, the social justice subtheme and the collaboration subtheme of interpersonal influence may interact in counseling leadership. Last, this subtheme, unsurprisingly, was most prominent in articles and profiles of African-American, Asian-American, Native American, and female leaders.

Vision. Vision was characterized by affect, cognitions, and behaviors related to creating, communicating, and executing a course of action among a group of people (Fig. 5). Leader affect included concern of the continuity of vision, particularly at the end of a leadership term. Leader cognitions included thinking about a vision and those involved, developing a vision over time, and having patience in pursuit of a vision.

Leader behaviors in the vision theme emerged in a unique way in that they reflected the time-limited design of most counseling leadership positions (e.g., West, Bubenzer, Osborn, Paez, & Desmond, 2006). Leader behaviors around vision will be described in terms of timing: beginning middle, and end of leadership terms. The notion that leaders time their behaviors as dynamics around them change is consistent with DST. In the beginning of a leadership term, leader behaviors oriented toward the collective

included being prepared by having a preliminary vision to offer an organization; articulating and communicating vision; inspiring a shared vision; and formulating/living out a vision congruent with the values, philosophies, and commonalities of self and the group (West et al., 2006).

In the middle of a leadership term, leader behaviors oriented toward the collective included continuing to communicate vision and cautiously building an ongoing vision that was attractive to those invested. At the end of a leadership term, leader behaviors oriented toward the collective included communicating vision externally to incoming leaders and to stakeholders in order to ensure continuity of the vision. Notably, the leader behaviors around vision that emerged throughout the leadership process all were oriented toward the collective. Thus, it appears that vision is a group process and the leader is a facilitator of vision rather than a sole creator.

Discussion. In counseling literature, vision was described as a communal activity (West et al., 2006). For example, an identified value in the collective locus was that an organizational vision reflected the collective wisdom of the membership and that the vision was the property of the members. Additionally, leadership was described by some as synonymous with facilitation and vision (Gibson et al., 2010). This interactive and collaborative approach likely stems from the inextricably interconnected nature of counselors' training and professional identity. The communal approach also may link to the communal values of a social justice orientation.

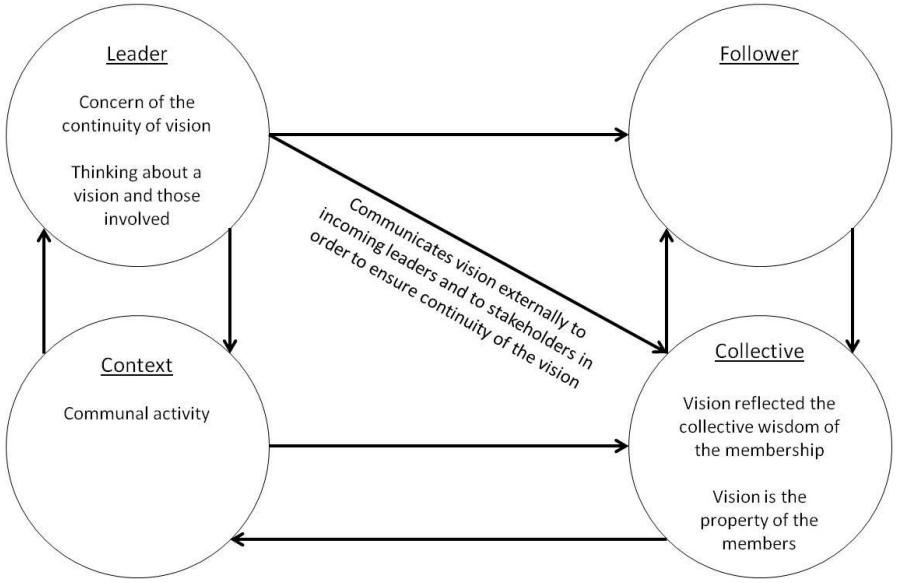

Figure 5. Example of a Vision Event Cycle (Late in Leadership Process).

Modeling. Modeling was characterized by leader behaviors and follower perceptions (cognitions) in which the leader set an example of ideal leader behaviors for others (Fig. 6). Leading by example, modeling the way, modeling active involvement and wellness, and serving as a role model were leader behaviors without specified loci targets. Dyadic leader behaviors included role modeling genuineness, humility, and personal accountability to students and modeling work, family, and life balance to others. Collective leader behaviors included setting an example of what is expected of others and modeling for others. For example, Magnuson, Wilcoxon, and Norem (2003) stated:

> …we might assume that each class a counselor educator teaches, each supervision session a supervisor conducts, or each encounter between an experienced and novice counseling practitioner becomes an opportunity to model attributes that contribute to leadership (e.g., professional behavior, professional passion, and professional identity). (p.50)

A theme among African-American male leaders was that they had inspirational and affirming role models (Smith & Roysicar, 2010). There also was evidence in the reviewed literature (e.g., Gibson et al., 2010; Luke & Goodrich, 2010) that counselor educators who model service to doctoral students may influence mentorship and professional identity development for that group. In the follower locus, leaders were perceived as role modeling contributions to the counseling profession and as modeling service to the profession for students.

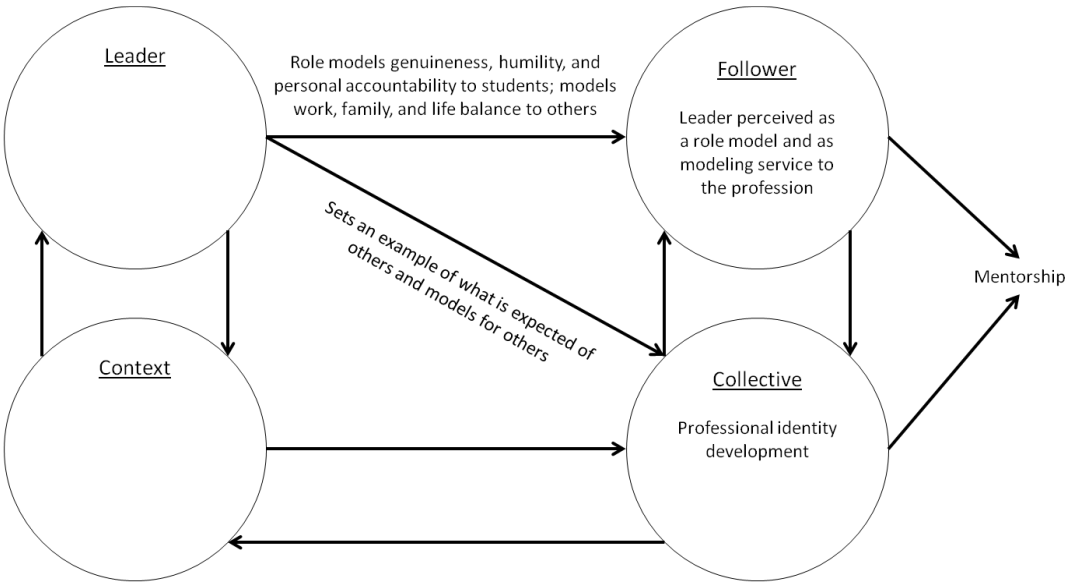

Figure 6. Example of a Modeling Event Cycle.

Mentorship. The theme of mentorship was characterized mostly by dyadic interactions (Fig. 7). Wolf (2011) noted that counseling leadership appears to follow a mentoring model. Mentorship is certainly an important piece of counseling leadership, though it emerged as just one of many themes in the DMCL. In Transformational theory, mentorship mirrors the notion of individualized consideration (e.g., Bass & Riggio,

2006). The individually considerate leader provides a supportive climate, attends to the needs of each follower, and acts as a coach or advisor (Northouse, 2007). In each case, the leader as mentor connects with a mentee at an individual level and provides support as a catalyst for personal and professional growth. Notably, throughout the counseling leadership literature, authors discussed mentorship as providing and receiving mentorship. The mentorship theme here refers to providing mentorship. Receipt of mentorship is discussed later as a function of leadership developmental influences during early work experiences.

Mentorship was characterized broadly by authors mentioning "mentoring" and specifically by dyadic leader behaviors, leader affect and cognitions, and contextual variables. Dyadic leader behaviors included building relationships with mentees, teaching, empowering mentees to find a voice, challenging mentees, emphasizing the learning aspect of a mentoring relationship, developing strong leaders, and encouraging mentees to find allies and support and to adopt roles in addition to counselor (e.g., change agent). Leader affect involved an intense desire to encourage, educate, and empower mentees in order to encourage and support personal and professional growth. Likewise, an emergent leader cognition was that students were a first priority. Teaching appeared to be a common context in which mentorship was described. This makes sense given that there tend to be more formally defined roles in academe and that faculty tend to have experience that can be passed on to students. Mentorship programs or formalized mentorship experiences also were noted in the literature as potentially valuable sources of

mentorship (e.g., Luke & Goodrich, 2010; Maples & Maples, 1999; Portman & Garrett, 2005).

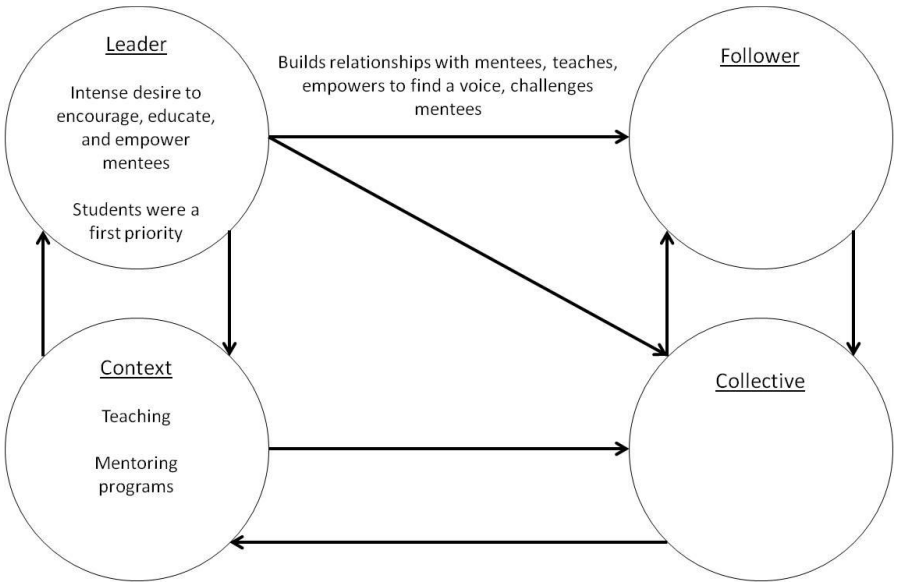

Figure 7. Example of a Mentorship Event Cycle.

Service. The theme of service was characterized by leader behaviors and cognitions and contextual values (Fig. 8). The service theme was geared toward serving the profession and the community. Leader behaviors all were oriented to the collective and included actively serving the profession via local, national, and international involvement; involvement in organizational development; and seeking ways to help others. Leader cognitions included prioritizing service despite time constraints, viewing service as an opportunity to give back, viewing leadership from a perspective of service to meet others' needs, embracing the servant leadership model (e.g., Greenleaf, 1977), and thinking globally and acting locally in service efforts. Contextual values seemingly were contrasting: service was an expectation and was made a priority in counselor

education, but service was not as highly valued in the tenure/promotion process as was teaching and research. Thus, leadership within this theme appears to exist in an unstable context of competing forces. An additional leader behavior that emerged related to this notion was that leaders continued in service efforts despite such efforts not contributing to the tenure process.

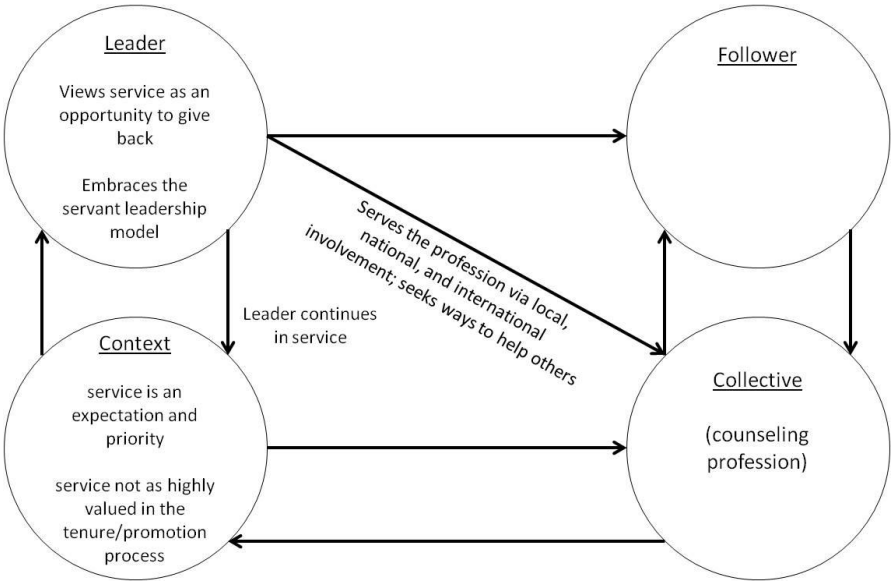

Figure 8. Example of a Service Event Cycle.

Discussion. Counseling scholars have long posited that servant leadership (Greenleaf, 1977) is a core component of counseling leadership (Chang et al., 2012; Myers, 2012; Sweeney, 2012). Indeed, Lewis (2012) stated that service to others is a primary function of counseling leaders. CSI scholars highlighted service as a primary philosophy of leadership in Principle #1 of CSI's (1999) Principles and Practices of Leadership Excellence. Service is an important theme and aspirational quality for counseling leadership, yet it is not the only theme.

Deal with difficulty and setbacks. This theme reflected a darker yet very important component of counseling leadership, and it emerged with alarming frequency. This theme dealt specifically with difficulties and setbacks experienced during leadership efforts within the counseling profession, particularly early on (Fig. 9). Contextual influences with which leaders dealt included financial constraints and systemic hindrances (particularly for school counselors; e.g., setbacks in program implementation from school systems, inability to define role, work environment that promotes scrutiny of non-counseling actions). Adversity from other faculty, particularly related to race, sex, and religion, was identified as a behavior directed at the leader. This theme also was characterized by leader affect, cognitions, and behaviors.

Leader cognitions included an awareness of systemic racism against them, as well as gaps in one's experience of self, role, responsibility, personal expectation, credibility, professional relationships, and preparation for leadership. In other words, counseling leaders may have experienced a disconnect or disequilibrium in the many aspects involved in leadership and their understanding of it. Despite these difficulties, leaders maintained a clear responsibility to bring about improvements through their leadership efforts rather than a perceived lack of control, as well as a positive racial identity when facing racism.

Leader affect included experiencing anxiety, frustration, and pressure to perform; using internal anxiety as a catalyst for self-reflection and growth (which suggests an interaction of leadership affect and cognition in this theme); feeling unafraid to make a statement; and refusing to feel inferior. Leader behaviors, which did not have an

identified locus orientation, included exhibiting courage in the face of doubt, pushing through negative reactions from others to find success, enduring difficult early experiences (e.g., Nasser-McMillan, 2001), and struggling to advocate while also being accepted by the dominant culture. Dyadic leader behaviors included reminding others of one's ideals and seeking resolutions to problems that arise.

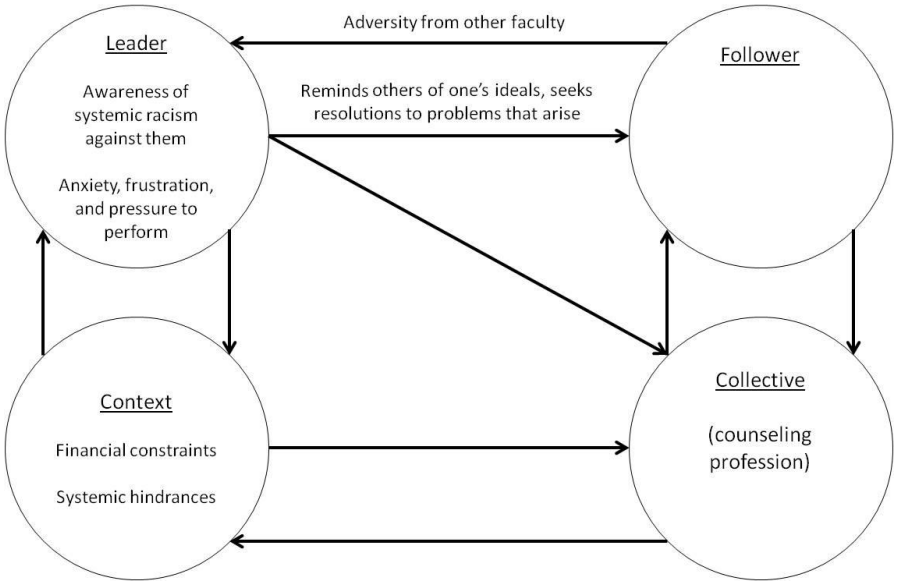

Figure 9. Example of Dealing with Difficulties and Setbacks Event Cycle.

Discussion. Difficulties and setbacks are not uncommon in any leadership context. Nevertheless, counselors do need to be aware of and attend to these dynamics, especially any discriminatory behavior that occurs within the ranks. For example, interpersonal difficulties such as discriminatory or dismissive behavior were experienced almost exclusively by female, non-White, and early career leaders. Leadership involves power, and although counseling leadership tends to emphasize sharing of power (see Interpersonal Influence theme), the presence of power may influence counselors'

interactions with one another in a less than friendly way. As Kevin Spacey's character, Frank Underwood, noted in *House of Cards* (Oberfrank & Foley, 2013), "Proximity to power deludes some into thinking they wield it." Within the context of DST, difficulties and setbacks can best be viewed as a perturbation within a system similar to noise introduced in the infant sleep cycle described earlier. If a difficulty or setback that occurs intra-professionally is of great enough force, it can dislodge leadership dynamics and alter, or possibly dislodge, the system.

Leadership-specific cognitive complexity (LSCC). The LSCC theme refers to the extent to which a leader is able to identify and integrate information in a leadership endeavor. Cognitive complexity can be a general process or can be domain-specific (Welfare, 2007; Welfare & Borders, 2010). Cognitive complexity has been defined in terms of differentiation (number of distinctions or separate elements into which an event is analyzed) and integration (connections or relationships drawn among the analyzed elements). Generally speaking, LSCC was characterized by high intelligence, challenging one's self to understand how others think in order to help them change, prolific conceptual skills, and valuing cognitive complexity and ambiguity of the human condition (Fig. 10). Specifically, the LSCC theme was broken down into differentiation and integration subthemes. Lewis and Borunda (2006) noted that recognizing important themes (differentiation) might impact a leader's ability to act; thus, from a DST perspective, LSCC may be a necessary but not sufficient ingredient in all forms of counseling leadership development.

Differentiation. Differentiation was characterized by leader cognitions in which the leader was able to see the big picture (particularly when setting goals); had knowledge of the membership when leading a counseling organization; focused on the big picture rather than details; considered commonalities of followers, resources of the organization, and external pressures faced by the organization; maintained an awareness of the needs of and pressures upon the counseling profession (e.g., accreditation, professional credibility, technology, diversity); engaged in perceptive thinking; had awareness of culture, minority status, and diversity; recognized the crucial themes that impacted their ability to act; maintained a broad perspective; and adopted a holistic view. In short, a counseling leader must think complexly by being able to recognize multiple dynamics and pieces of information at once.

Integration. Integration also was characterized by leader cognitions in which the leader maintained flexibility in thinking, understood complexity, was analytical, considered the impact of an organization on the community, was able to focus goals to specific steps if needed, focused writing efforts as a macrolevel, viewed leadership as a communal activity, formed an integrated self of diverse identities, understood how systems work, understood social relationships and the interdependence of all people, explored dimension of conflict as it related to trust (connected the two notions), and understood contexts and the activities and skills required depending on a given context. These cognitions involved recognition of relationships among elements within a gestalt. That is, the cognitively complex leader not only recognizes many elements within leadership, but also understands the linkages among the elements. Humorously, given the

dearth of research on counseling leadership from a systemic perspective, it seems that our understanding of the topic is not very complex.

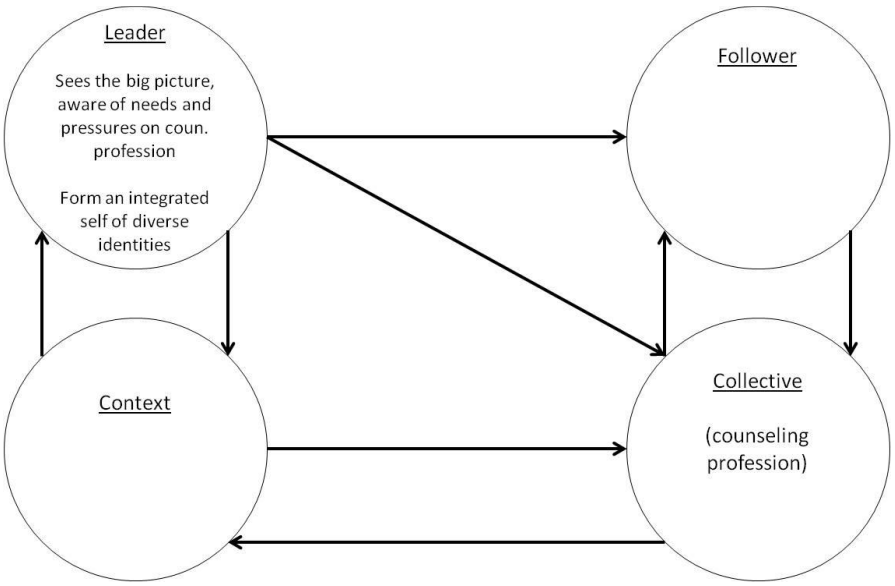

Figure 10. Example of a LSCC Event Cycle.

High standards for self and others. The high standards theme consisted of leader affect, cognitions, and behaviors in which the leader holds and communicates high standards for self and others (Fig. 11). Affect included a strong drive and work ethic. Cognitions included holding high, top quality standards; having high, progressive ideals; a "do your best" perspective; a willingness to expand leadership skills and to continue the learning process; wanting to leave behind a legacy; and attention to detail. Leader behaviors directed toward the collective consisted of establishing professional credibility across boundaries and combining that credibility with trust. Other behaviors without an identified locus orientation included working hard, stepping out of one's comfort zone,

taking pride in accomplishments, and leaving a legacy. Self-directed leader behaviors included investing time and effort into developing one's abilities.

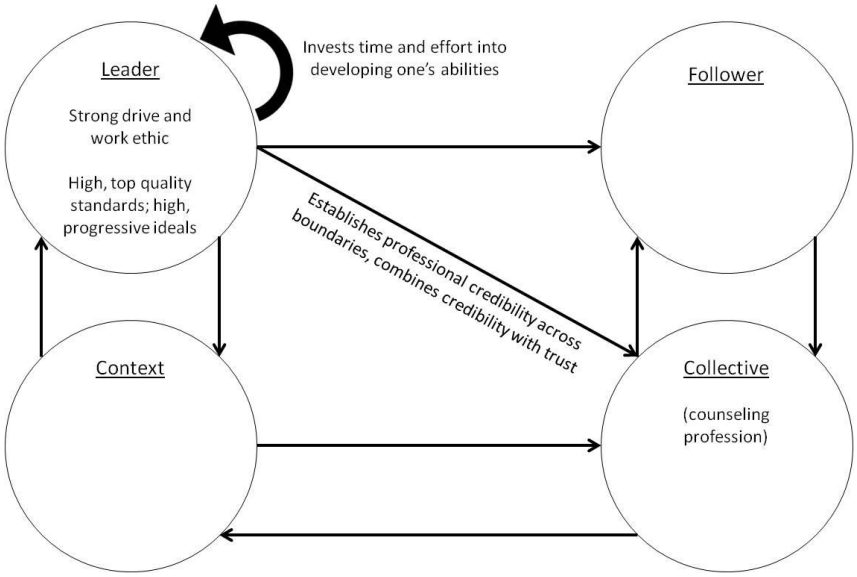

Figure 11. Example of a High Standards for Self and Others Event Cycle.

Passion. Passion was characterized by leader affect (Fig. 12). Many authors simply identified "passion" as a needed or important ingredient in counseling leadership. More specific affective codes included passion for the profession, passion for productivity, a passion for teaching and writing, passionate about and receiving energy from service, an unwavering feeling of passion about leadership, passion and commitment, intensity and purpose, and motivation by a strong desire to professionalize counseling. There was evidence in the reviewed literature (Romero & Chan, 2005) that passion for writing, in particular, may drive a leader to exert influence on contemporary theory and practice. Additionally, passion may be inspired by vision (Dollarhide, 2003), thus linking these two dynamics.

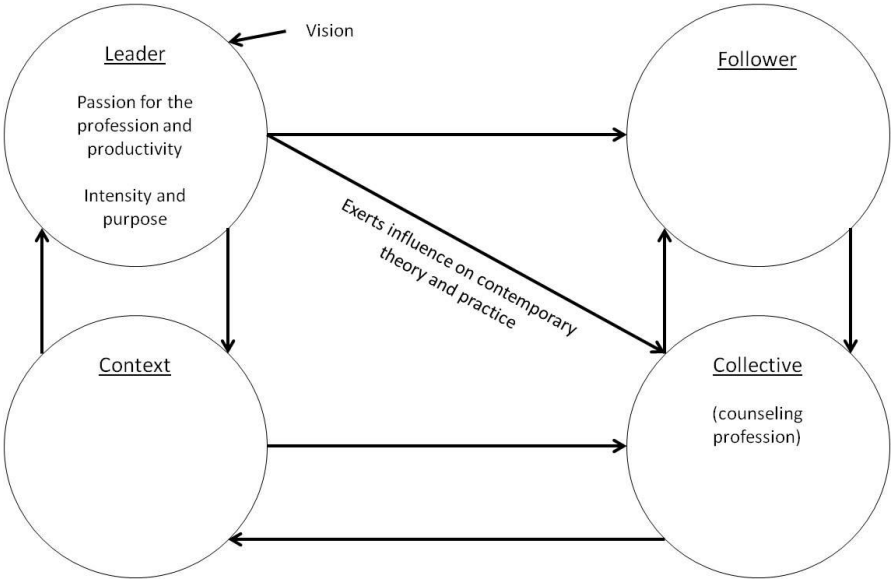

Figure 12. Example of a Passion Event Cycle.

Sense of humor. This theme emerged consistently in the literature, but it was poorly defined. That is, nearly all references to humor merely mentioned that a leader "has a sense of humor." This is a useless notion without specifying why it is important. One dyadic leader behavior was identified in which the leader uses humor optimally in a counseling relationship at critical points when working to define a problem with a client or during times of resolution (e.g., Haight & Shaughnessy, 2006; Fig. 13). Although humor is the behavioral mechanism, the leader uses it intentionally and creatively. Thus, humor may be interconnected with intentionality and creativity themes.

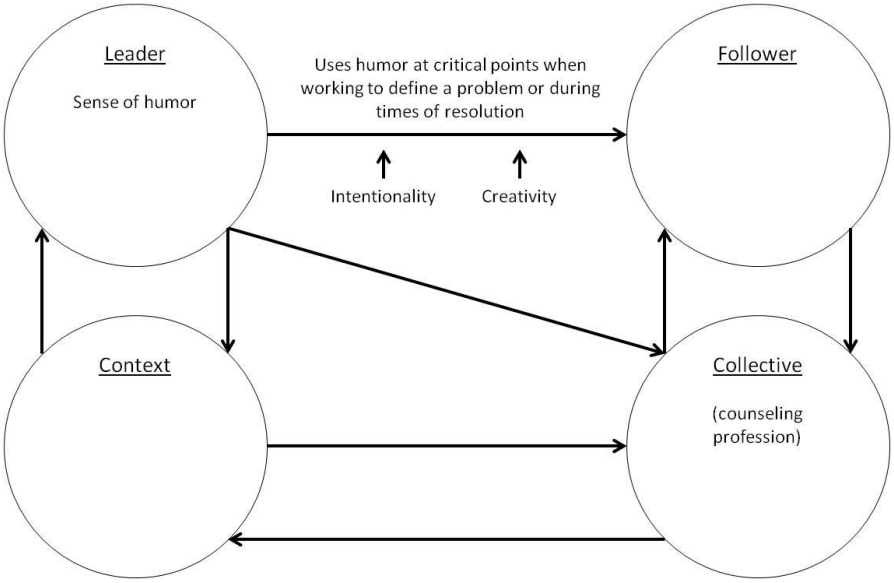

Figure 13. Example of a Humor Event Cycle.

Creativity. The creativity theme was characterized by leader behaviors and cognitions in which the leader approached a situation in an inventive way (Fig. 14). Dyadic leader behaviors included using creative strategies in counseling to stimulate awareness and change (e.g., therapeutic reframe, existential themes, focusing on here and now). Behaviors without an identified locus orientation included using metaphors, stories, or vignettes and approaching problems with creative solutions to achieve great outcomes. Behaviors oriented toward the collective involved highlighting creativity and flexibility in counselor education and using symbols and metaphors to capture attention. A subtheme that emerged within creativity was innovation. There was evidence in the literature that vision may ignite creativity (Dollarhide, 2003); thus, the creativity and vision themes may interact.

Innovation. This subtheme consisted of leader behaviors oriented toward the collective and of cognitions (Fig. 14). Leader behaviors involved bringing forth a fresh approach to leadership and engaging in trailblazing, pivotal efforts in presenting an alternative view in counseling, therefore transforming the leadership process. Cognitions included innovative ideas on gender issues, career development, international guidance/counseling, holistic life planning, organizational leadership, and vision.

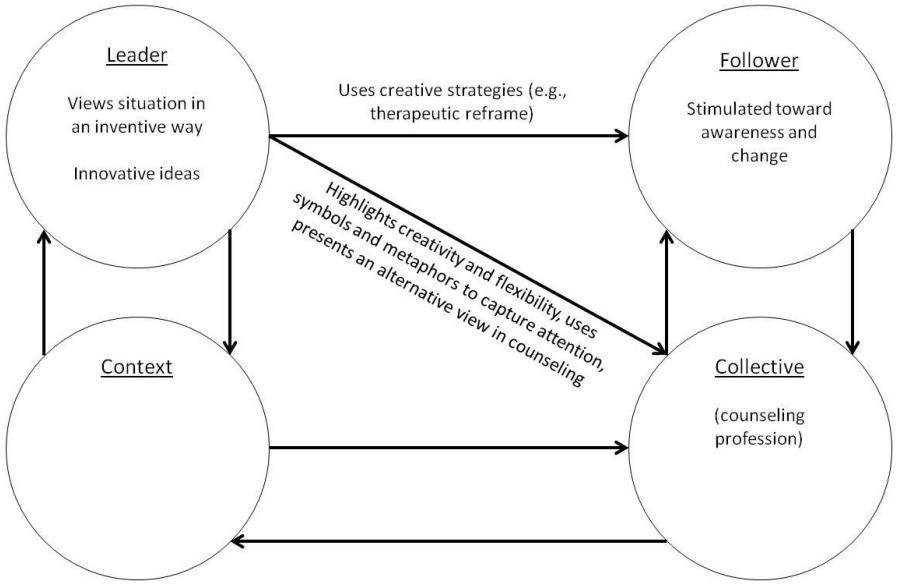

Figure 14. Example of a Creativity and Innovation Event Cycle.

Wellness. The theme of wellness consisted of leader and contextual values, self-directed leader behaviors, and behaviors from distal others directed at the leaders (Fig. 15). Because distal others (e.g., family, friends) were identified as external to the counseling profession, they were coded as contextual behaviors oriented toward the leader locus (e.g., Fig. 15). This coding decision also aligns with the Indivisible Self model of wellness (Myers & Sweeney, 2004) in which the authors contended that an

individual is influenced by multiple contexts, including local (e.g., family, neighborhood, community), institutional (e.g., religion, education, business/industry, government), global (e.g., politics, culture), and chronometrical (e.g., lifespan). In other words, counseling leaders do not exist in a vacuum; their personal lives impact their wellness. This theme contained four emergent subthemes: work/life balance, social support, spirituality, and self-care. These themes are present in the Indivisible Self model. Although not every component of the Indivisible Self model emerged from the data in this study, it does not mean that they are not relevant wellness factors in counseling leadership.

Work/life balance. The work/life balance subtheme consisted of leader values and leader behaviors that were self-oriented rather than directed at the dyad or collective. Leader values included notions that balance, wellness, and family are important. Self-oriented leader behaviors included striving for balance, balancing family and life, struggling to integrate lifestyle and leadership, and balancing personal and professional lives.

Social support. The social support subtheme contained contextual values as well as collective and contextual behaviors oriented toward the leader. Contextual values included notions that social support from colleagues, friends, church, and family are important. These contextual values particularly were important for African-American leaders. Distal contextual behaviors directed toward the leader included important people anchoring the leader; support and challenge from others; and being surrounded by

supportive relationships from family, friends, and significant others. Collective behaviors oriented toward the leader included support from administrators and colleagues.

Spirituality. The spirituality subtheme was characterized by contextual values that spirituality was important. The role spirituality serves in wellness related to leadership was not specified in the literature.

Self-care. The self-care subtheme consisted of contextual values and self-directed leader behaviors. Contextual values included notions that one must be whole, integrated, and genuine. Self-directed leader behaviors included taking care of one's self, advocating for one's own holistic life planning, and advocating for personal wellness.

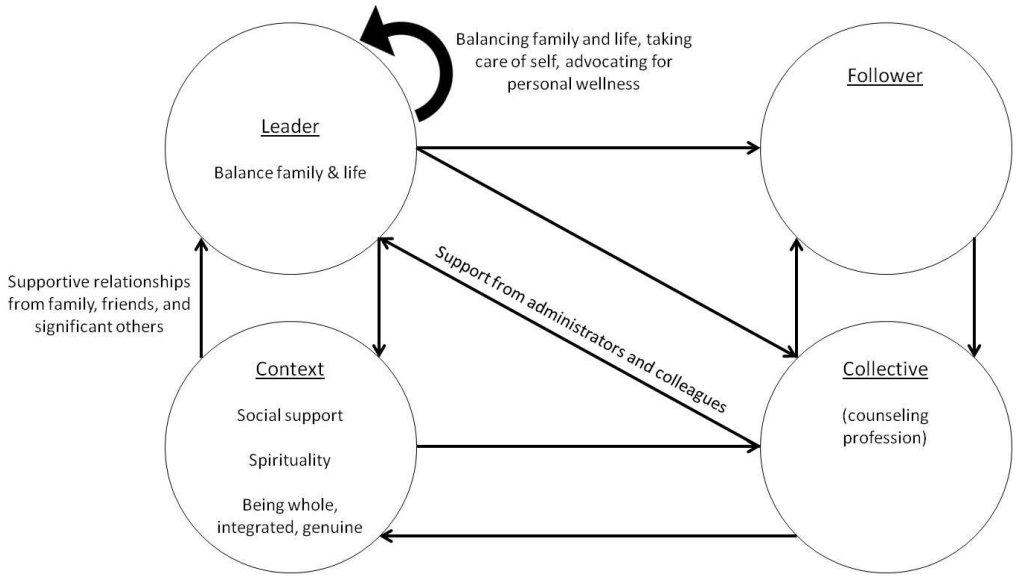

Figure 15. Example of a Wellness Event Cycle.

Personal and Interpersonal Qualities

Intrinsic motivation. This theme, though not as prevalent throughout the reviewed literature, emerged across the empirical articles and the leader profiles. This

theme involved leaders deriving personal fulfillment from leadership opportunities and finding enjoyment in leadership itself; the theme was characterized by leader affect (Fig. 16). Authors noted that leaders receive joy and intrinsic rewards from serving the community, watching others grow, and seeing/being a part of change. Such motivation was self-reinforcing and described as a felt sense.

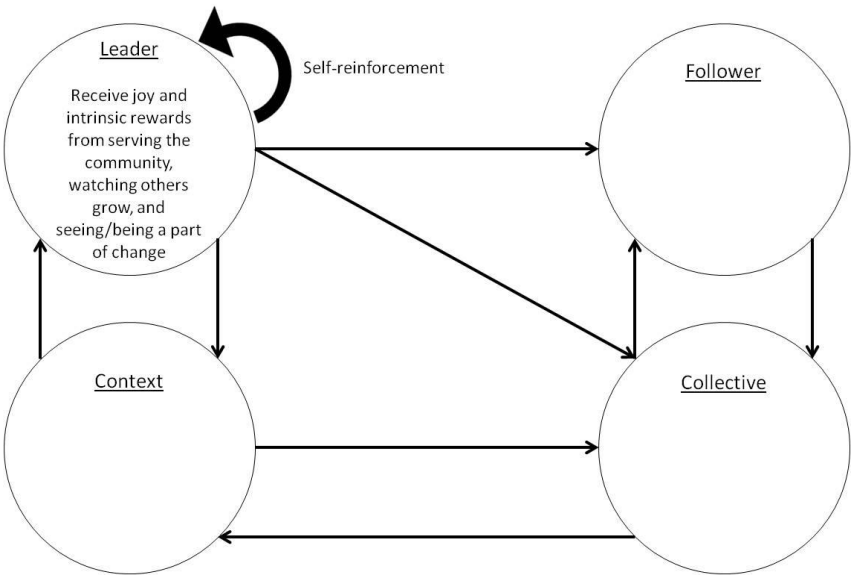

Figure 16. Example of an Intrinsic Motivation Event Cycle.

Discussion. In the conceptual articles, this theme did not emerge. There are a few reasons why this may be. One reason could be differing perspectives of leadership among authors. Another could be that intrinsic motivation was implied but not explicitly stated or discussed in the conceptual literature. A third reason could be that this theme is inconsistent and thus not a strong theme in counseling leadership. The most likely reason for this discrepancy could be differing levels of analysis of leadership dynamics across the types of articles. That is, the notion of intrinsic motivation is an individual,

intrapsychic process (Deci & Ryan, 2000), and the conceptual literature tended to discuss leadership in terms of interpersonal dynamics.

Authenticity. Authenticity emerged initially as a nebulous theme (e.g., authors used the term "authenticity" when discussing leadership) that appeared trait-based within the leader. Accordingly, a definition of dispositional authenticity provided by Goldman and Kernis (2002) was used to organize codes into a theme of authenticity. Goldman and Kernis defined dispositional authenticity as the unhindered operation of one's true or core self in one's daily activities. The authentic process has four components (Goldman & Kernis; Kernis, 2003; Kernis & Goldman, 2005; 2006): awareness (of one's needs, motives, self-relevant thoughts, emotions), unbiased processing (objectivity in assessing one's positive and negative self-aspects), behavior (acting in accordance with one's values), and relational orientation (genuineness in relationships with close others). These four components served as guiding principles for organizing this counseling leadership theme (Fig. 17). That is, authenticity as a dynamic within counseling leadership was found to reflect the dispositional authenticity process as defined by the four components.

Awareness. Awareness referred to leader cognitions and consisted of self-awareness and insight, particularly when operating from a relational self.

Unbiased processing. Unbiased processing also referred to leader cognitions and consisted of engaging in and applying reflective thinking and striking a balance between individual responsibility for change and external validation. Similar codes were noted in the theme of dealing with difficulties and setbacks, but the codes in the unbiased processing subtheme were mentioned as a general cognitive strategy on the part of the

leader rather than an approach to dealing with a difficulty or setback. This may signal, however, that responding to difficulties in an authentic manner is an important piece of counseling leadership.

Behavior. Authentic behavior referred to leader behaviors directed toward the collective and without specified loci orientations. Leader behaviors directed toward the collective included acting authentically via nonhierarchical communication with the community. Leader behaviors without specified loci orientations were characterized by leaders who act congruently, offer leadership contributions that reflect one's intrinsic personhood, stay true to one's self, and live what one believes.

Relational orientation. Relational orientation referred to dyadic and collective leader behaviors and consisted of transparency in dealing with others, genuine/authentic behavior with others, and reinforcing others' self-concepts. A relational ability in developing the therapeutic alliance also was noted as a dyadic behavior.

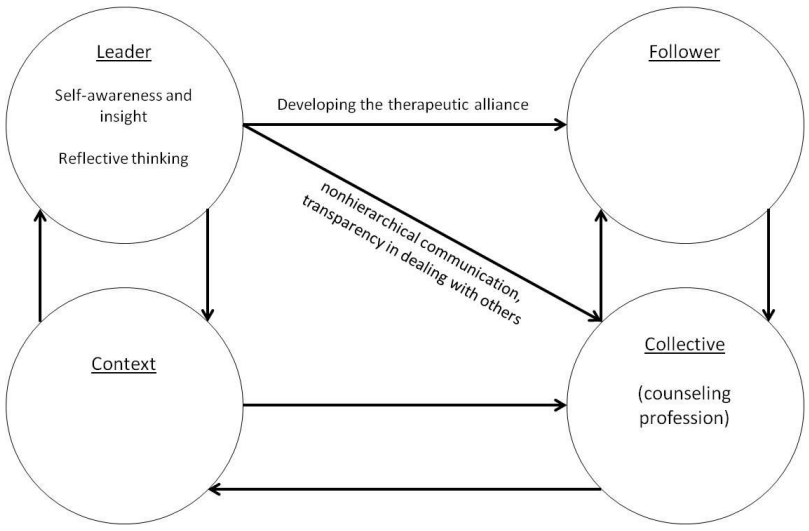

Figure 17. Example of an Authenticity Event Cycle.

Humility. The humility theme was characterized by leader cognitions and behaviors in which the leader demonstrated humility in their perspective of and actions in leadership efforts (Fig. 18). Cognitions included attributing successes to serendipity or luck, recognizing one's self as only a small part of the world, not considering one's self a pioneer, seeing one's self as being led by others rather than as a leader, seeing self as confident but not arrogant, listening to the wisdom of teachers, and respecting others. Notably, many articles referred to leadership simply in terms of "humility." Leader behaviors (which did not have an identifiable locus orientation) included not trumpeting accomplishments (no matter how considerable); seldom seeking the spotlight; working hard behind the scenes; being a good follower; and acting quietly, decisively, and persistently. Dyadic leader behaviors included mutual actualization via learning from others, being taught by others, and leading by being lead.

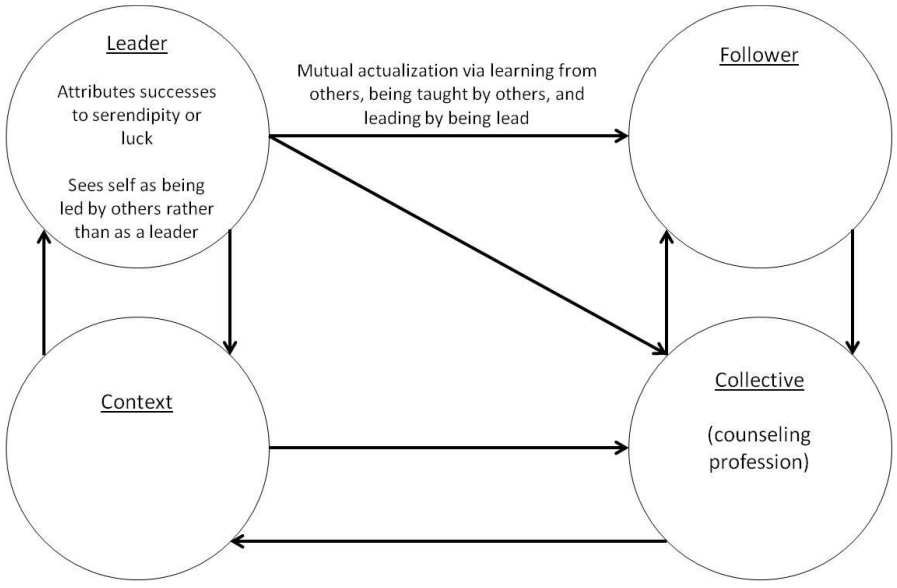

Figure 18. Example of a Humility Event Cycle.

Discussion. Humility is a key component in external leadership theories as well. For example, Level 5 theorists posit that the most effective leaders work behind the scenes, give credit to others for success, take responsibility for failures, and remove barriers to and provide resources for success (Collins, 2007). Caldwell et al. (2012) incorporated the Level 5 humility notion into TLT as a critical component to building follower trust and achieving success. Caldwell et al. posited that a Transformative leader reflects a Level 5 leader's dedication to the organization, placement of the organization's interests before their own, assignment of credit to others for success, and acceptance of responsibility for failures. Level 5 theory and TLT each combine the idea of humility with passion; passion also emerged as a theme within the counseling literature and is described below.

Intentionality. The intentionality theme was characterized by leader behaviors (mostly without a locus orientation), cognitions, and values in which the leader thinks and acts strategically (Fig. 19). Leader behaviors included staying cool under pressure; behaving thoughtfully, decisively, intentionally, and strategically; revising timelines to achieve goals (particularly as positional leadership terms near an end); seizing opportunities; staying focused and purposeful; strategic planning; and being tenacious and persistent in pursuing change. Collective-oriented leader behaviors included making meaningful and relevant interventions, intentionally dealing with administrative situations, and intentionally building consensus among followers by highlighting commonalities and promoting team spirit. Consensus building is a subtheme of interpersonal influence (discussed later); thus, intentionality and elements of

interpersonal influence may interact. Leader cognitions included acknowledging what did not or is not working in leadership efforts, and thinking cautiously and diligently. A leader value also was identified: valuing patience with the process of leadership.

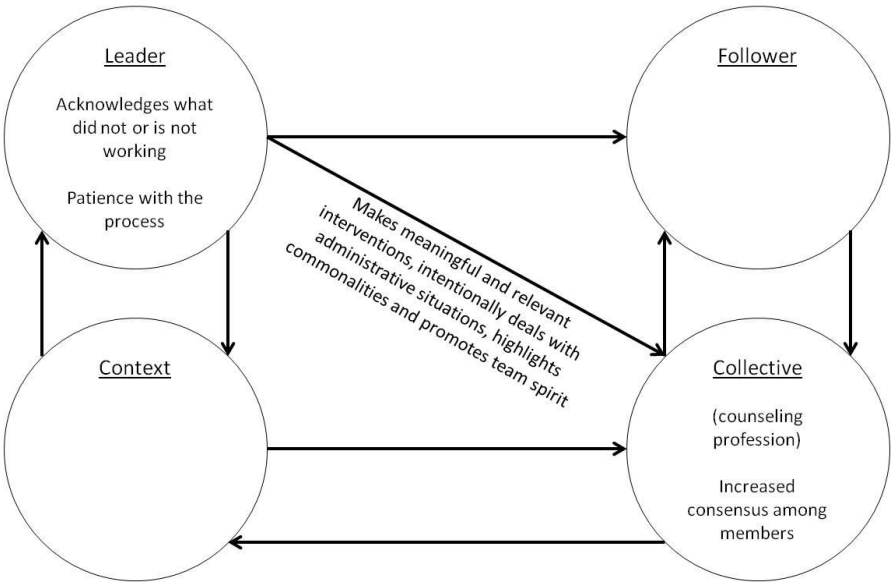

Figure 19. Example of an Intentionality Event Cycle.

Dependability. The dependability theme largely was described in terms of perceptions from leaders and followers rather than actual behaviors (Fig. 20). A few leader behaviors were identified: following through on promises and commitments and delivering on promises. The targeted loci for these behaviors were unspecified. Leader cognitions included commitment to task completion, positions held, interactions with students, and production of scholarly works; being informed and trustworthy; and commitment to a professional philosophy. These were described as thought processes among leaders. Follower perceptions involved the follower perceiving the leader as trustworthy and dependable.

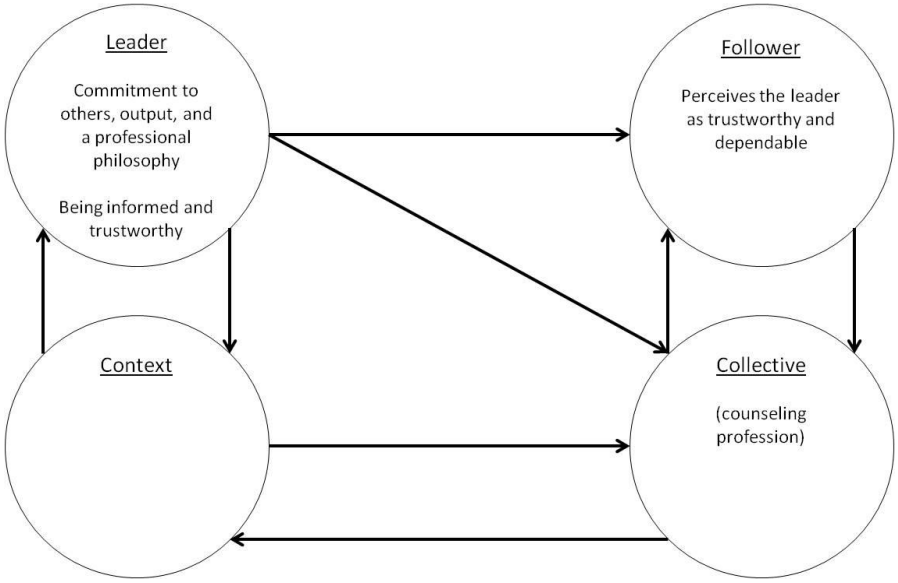

Figure 20. Example of a Dependability Event Cycle.

Leadership developmental influences. This theme, reminiscent of Bronfenbrenner's (1979) Ecological Systems Theory, reflected contextual forces that impacted counseling leadership development. The theme contained five subthemes that were grouped by timing of the influences: historical influences, early/family life, early education, college, and early work experience. Whereas the previous themes contained current contextual variables, this theme reflects past contextual influences that fostered the emergence of leadership in counseling. The emergence of this theme is important because it underscores the importance of viewing leadership as a dynamic system. The contextual forces noted here highlight that leadership occurs in a physical environment and in a group context, and these contexts impact observed leadership dynamics. Further, the ongoing influence of contextual variables throughout leadership development

downplays deterministic assumptions (e.g., trait theory) given that leadership constantly is influenced by multiple variables.

Historical influences. This subtheme emerged only in the conceptual articles, and it was characterized by contextual events not directly related to the leader (Fig. 21a). For example, sociohistorical influences (e.g., assassination of Martin Luther King, Jr., Jim Crow laws, *Brown v. Board of Education*) influenced interest in and development toward multicultural counseling among leaders, particularly African American males. In another example, school counseling leadership was influenced by historical influences such as politics and transformations in the role of school counselors at the district level. Such historical influences, though not experienced by leaders and followers directly, emerged as impacting counseling leadership dynamics.

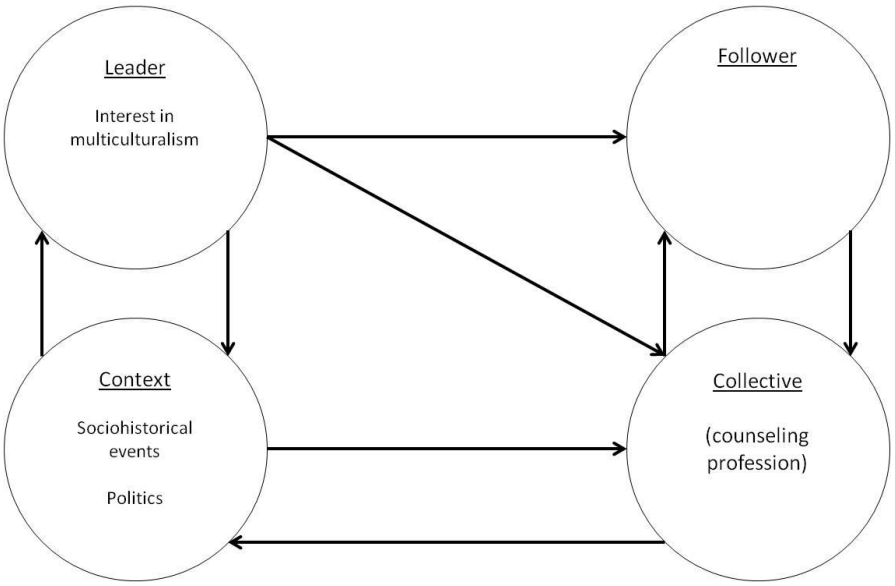

Figure 21a. Example of a Historical Influences Event Cycle.

Early/family influences. This subtheme consisted of contextual values and of general themes that were unspecified in terms of mechanism (Fig. 21b). For example, primary influences included parents, birth order, and family influences. In the leader profiles, many leaders identified their mother as an important person who fostered values of working with people, helping others, and reaching out. Early influences included growing up in poverty or in working class SES, living in diverse communities, experiencing racism and oppression directly, and being active in church. These early influences fostered values of quality education, high expectations, importance of community, writing/thinking critically, mentorship, a sense of one's roots, clear principles and values, humility, and desire to affect change.

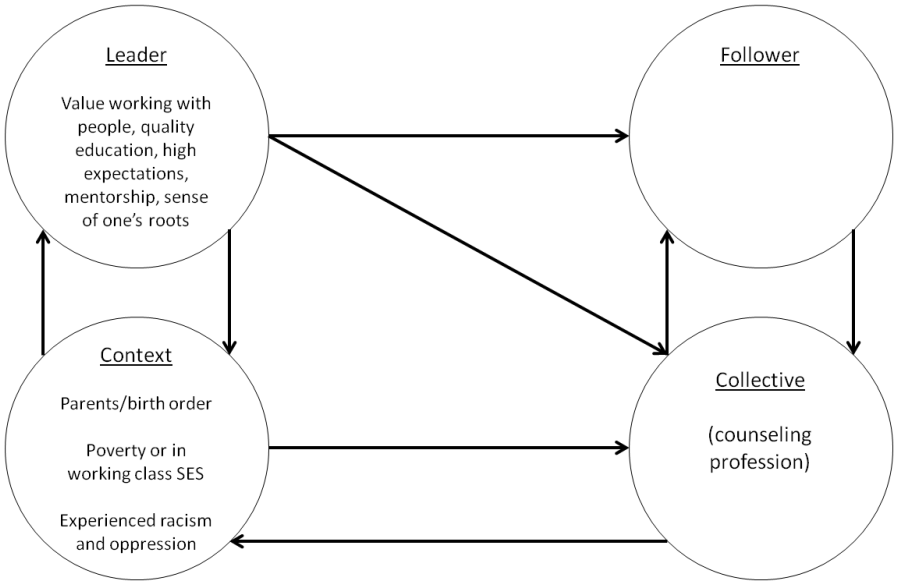

Figure 21b. Example of an Early Influences Event Cycle.

Early education. This subtheme was characterized by contextual variables without an identifiable mechanism (Fig. 21c). Authors noted various influences in school

such as being a class leader, being involved in 4H, being senior class president, receiving a specific type of education [e.g., Mary Thomas Burke (Nasser-McMillan, 2001) attributed her Irish education as an influence on how she views leadership], and having influential friends and teachers in high school.

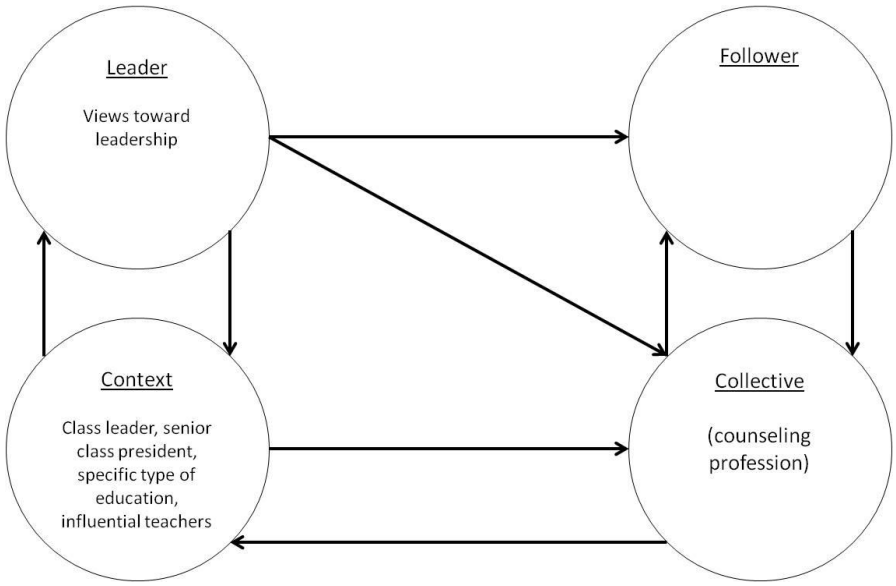

Figure 21c. Example of an Early Education Event Cycle.

College. This subtheme also was characterized by behaviors and contextual variables without identifiable mechanisms (Fig. 21d). Behaviors included being involved in the civil rights movement (marches, protests), working as a resident advisor, volunteering, attending professional conferences, receiving encouragement from faculty and supervisors, and being involved in college leadership experiences. Broader contextual influences included popular role models (e.g., John F. Kennedy, Jr., Martin Luther King, Jr., Ghandi, African-American authors), cultural zeitgeist (e.g., civil rights movement), and receiving good training in college.

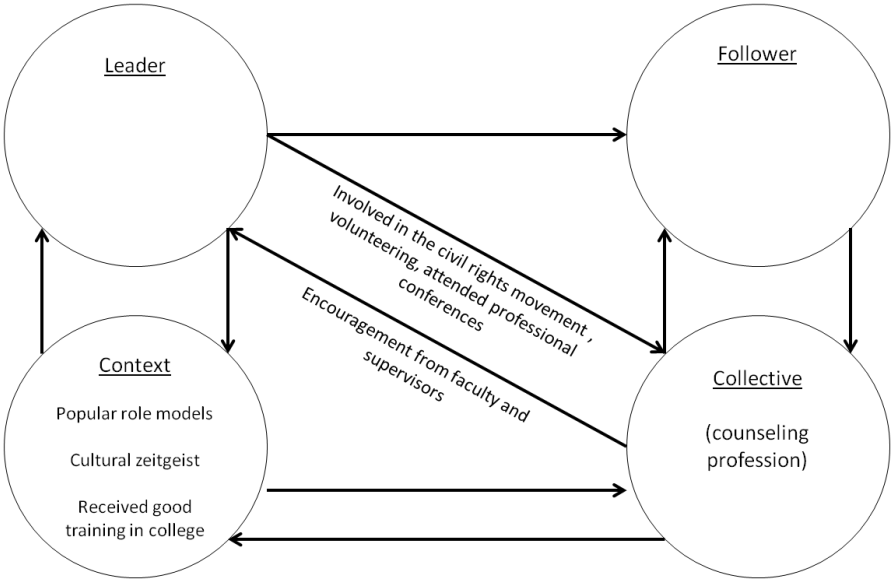

Figure 21d. Example of a College Event Cycle.

Early work experience. This subtheme refers to experiences early in one's career that influenced leadership development. Authors noted defining moments that fueled passion for the counseling profession and that influenced a service spirit (Fig. 21e). Thus, early work experiences potentially can influence passion and service. For example, some African-American male counseling leaders began as teachers, and this early experience fueled a passion for counselor education. Additionally, early experiences in professional organizations through volunteering, conferences, and election to leadership influenced later leadership development.

Early in one's career is often when leaders received mentorship. Based on the context of the reviewed literature, it was specified that mentorship early in one's leadership development (e.g., graduate school) is important; thus, timing may be a factor in the receipt of mentorship. Additionally, some noted that mentorship from a professor

was the only leadership training that was received prior to assuming a positional leadership role. Receiving mentorship is one of the few instances in which followership is described in counseling leadership. Dyadic leader behaviors in included being influenced and mentored as a student, being identified for leadership and provided mentorship, being approached and encouraged for potential leadership opportunities, receiving positive role modeling, receiving caring yet demanding mentorship, being asked good and difficult questions, being believed in by a mentor, being invited to present at conferences, having doors opened, and being challenged to broaden perspectives to new ways of thinking.

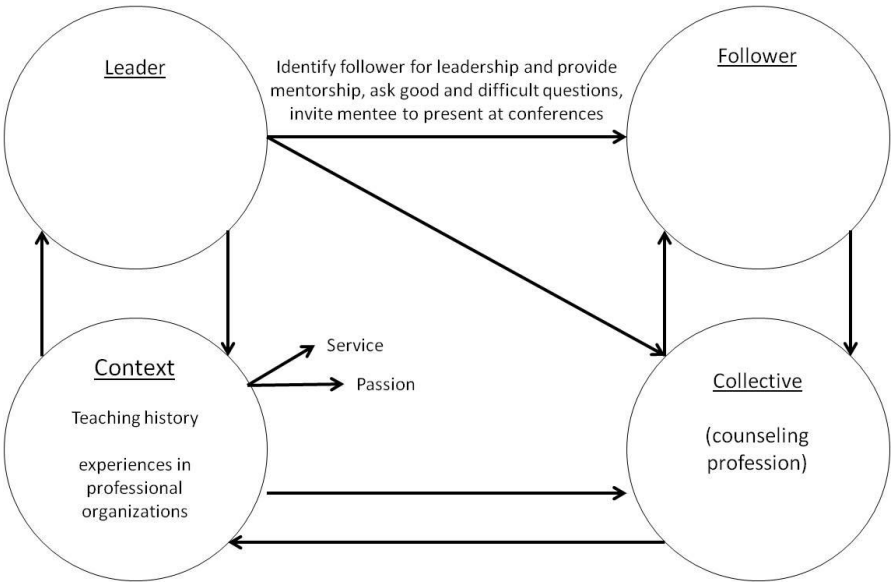

Figure 21e. Example of an Early Work Event Cycle.

Openness. The openness theme refers to leader behaviors, cognitions, and affect and to follower cognitions in which the leader is (and communicates) receptiveness to feedback from others and is perceived by others as being approachable (Fig. 22). Dyadic leader behaviors included being open to mentoring others; this was noted as especially

important to female leaders. Additionally, this mechanism implies a possible link between leader openness and mentorship. Leader behaviors directed toward the collective locus included gathering diverse perspectives and expectations from others, being accessible, taking time to hear and recognize employee concerns, creating an open forum for employees to voice thoughts on how group efforts can run more efficiently, listening to diverse voices, and being available and open to others. Leader cognitions included being open-minded, and leader affect included having a positive attitude with others. Follower cognitions involved perceiving the leader as approachable, supportive, not aloof, ready to entertain new ideas, and less authoritarian and more autocratic.

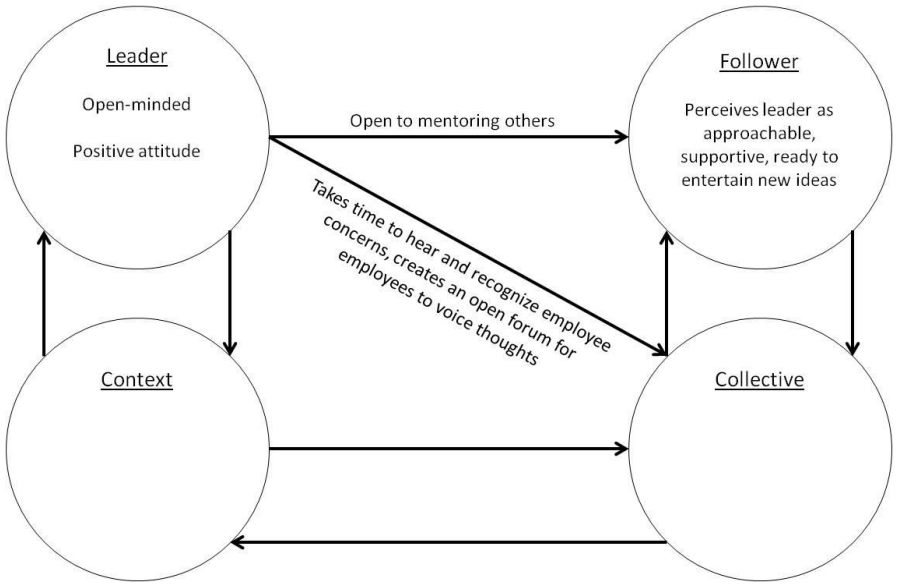

Figure 22. Example of an Openness Event Cycle.

Principled. The principled theme refers to leader cognitions and behavior and to follower cognitions in which the leader thinks and acts ethically and is perceived as a just person by followers (Fig. 23). Leader cognitions included having a sense of meaning and

caring for others, a sense of duty to strive for selfless ends, a sense of professional responsibility, and ability to think ethically. Dyadic leader behaviors included using relational power responsibly. Leader behavior oriented toward the collective locus involved behaving ethically, respecting staff perspectives, and acting with integrity. Follower cognitions refer to perceptions of the leader as just, altruistic, and honest. A potential trait of leader character and integrity was identified.

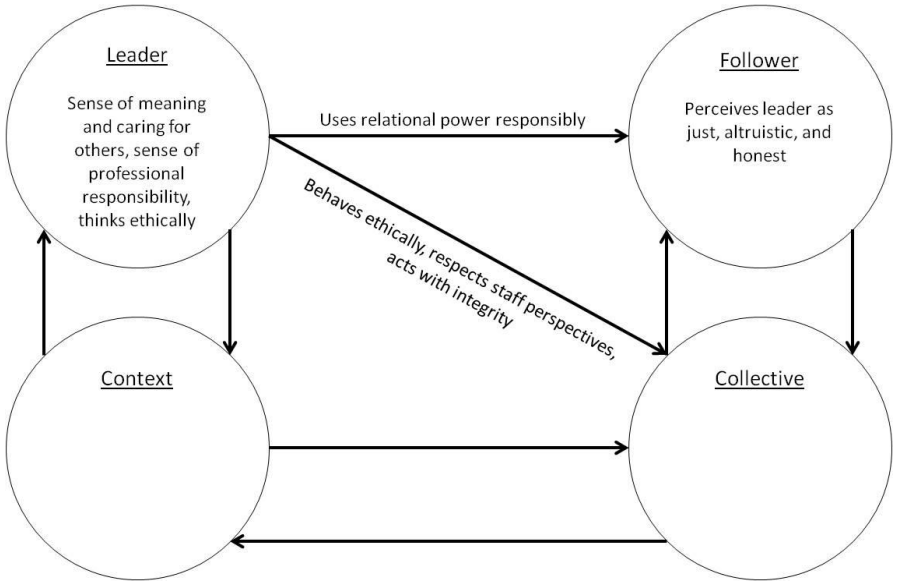

Figure 23. Example of a Principled Event Cycle.

Interpersonal Skills

Interpersonal influence. The interpersonal influence theme refers to how the leader uses power within the dyad and the collective loci to influence followers. This theme contains five subthemes: empowerment, positive reinforcement, collaboration, consensus building, and relationship building. The overall essence of this theme and its

subthemes closely aligns with elements of Transformational theory, and the parallels will be discussed in the subthemes below.

Empowerment. This subtheme consisted of leader cognitions and dyadic leader behaviors in which the leader worked to actualize talent in followers (Fig. 24a). Leader cognitions included a personal commitment to empower persons from nondominant groups. This thought process was noted particularly among female leaders (e.g., Black & Magnuson, 2005). Dyadic leader behaviors included empowering others to act, assisting counselors in fulfilling their professional role (noted among administrators), recognizing talent in others and engaging them to use their strengths to address weaknesses, inspiring individuals to action and change of their own accord (noted among practitioners), motivating clients to change by increasing confidence, connecting with clients in an empathic way to establish self-power, and providing individual autonomy. Leader behaviors oriented toward the collective included empowering others to help in creative ways.

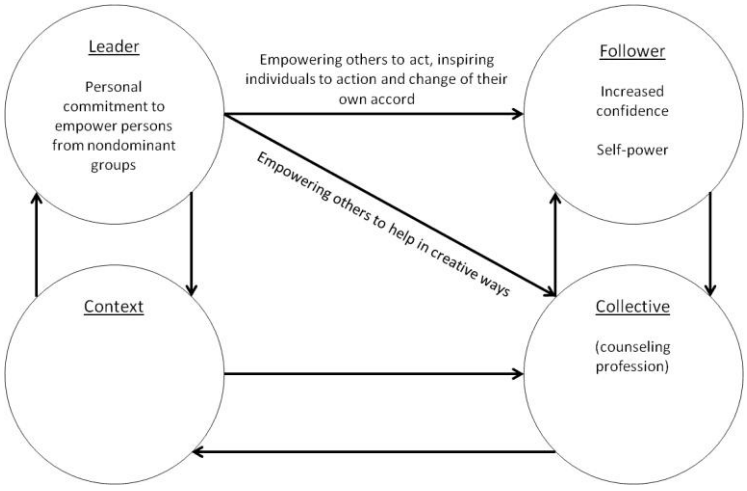

Figure 24a. Example of an Empowerment Event Cycle.

Positive reinforcement. The positive reinforcement subtheme refers to leader behaviors directed toward the dyad and collective in which the leader reinforces others' desired behaviors (Fig. 24b). Dyadic leader behaviors included encouraging and motivating individuals and ascribing meaning to their work. Leader behaviors oriented toward the collective included promoting team spirit by celebrating accomplishments, inspiring others, giving words of encouragement, and using persuasion/negotiation skills.

Discussion. The elements of this subtheme were discussed in terms of reinforcing others. Notably, these are not tangible rewards (e.g., salary) as are discussed in the transactional component of FRL theory (e.g., Northouse, 2007). The reason that counselors may resort to less tangible means of reinforcement may be that, with a few exceptions, most counseling leaders are not leading paid followers. Thus, salary often is not an option to use as reinforcement.

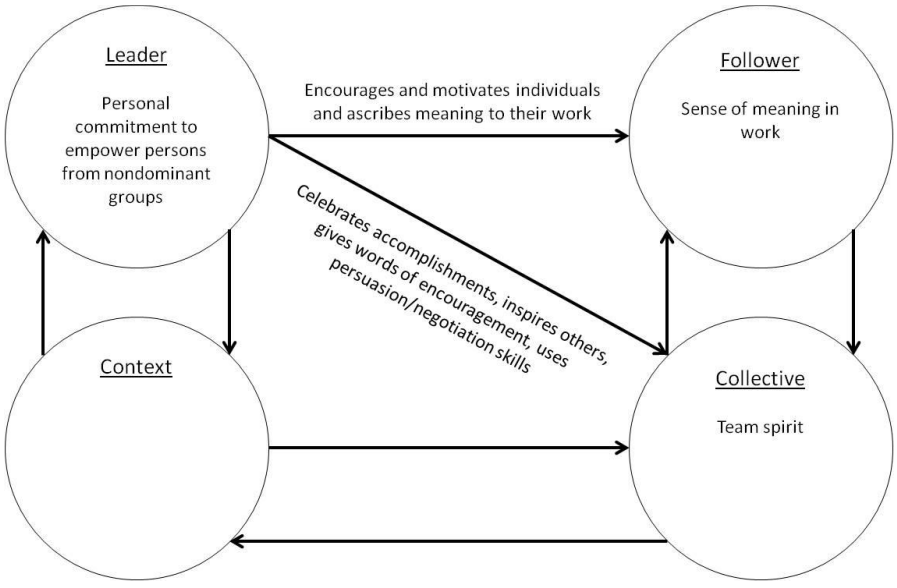

Figure 24b. Example of a Positive Reinforcement Event Cycle.

Collaboration. The collaboration subtheme refers to leader and collective behaviors and to follower cognitions in which leadership is characterized by a shared group effort (Fig. 24c). The leader's role is to facilitate this group effort; much like the group counselor, the leader becomes less involved as the group becomes more autonomous (Yalom & Leszcz, 2005). Dyadic leader behaviors included developing cooperative relationships with others, maintaining relationships over time, focusing on collaborative relationships, guiding people toward self-defined success (e.g., counseling guiding client toward self-identified goals), and exercising influence through consultation with others. Leader behaviors directed to the collective locus involved team building efforts, exercising influence with people rather than over them, accepting staff as professional co-workers, working alongside others to accomplish goals, networking, collaborating with mentors, encouraging collaboration among scholars, working with multiple groups and bringing them together (e.g., school counselors work with teachers and students who build supportive learning environments), including staff in dialogue and decision making, leading democratically, and working cross-culturally. Behaviors within the collective locus involved collective action over individual competition. This, in turn, may influence the context of leadership as the group becomes increasingly collaborative. Follower cognitions included perceiving the leader and others as collaborative, respectful, and reciprocal.

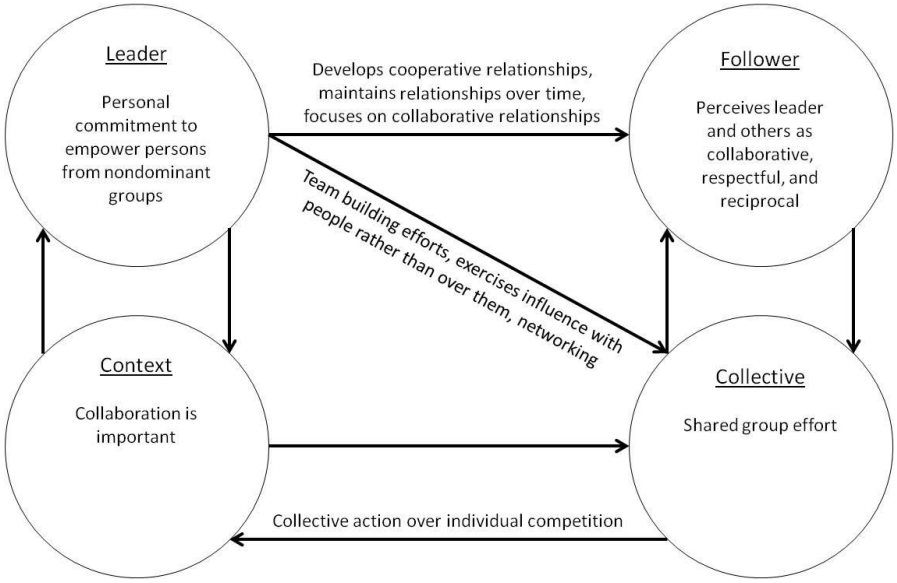

Figure 24c. Example of a Collaboration Event Cycle.

Consensus building. The consensus building subtheme refers to leader behaviors oriented toward the collective in which the leader works to bring people together (Fig. 24d). These behaviors included ongoing consensus building, working alongside others to build consensus, not moving an action plan forward without all stakeholders on board, bringing people together and uniting them, acting as a cohesive force, gathering all points of view in decision-making, and nurturing a critical mass of colleagues to support a movement.

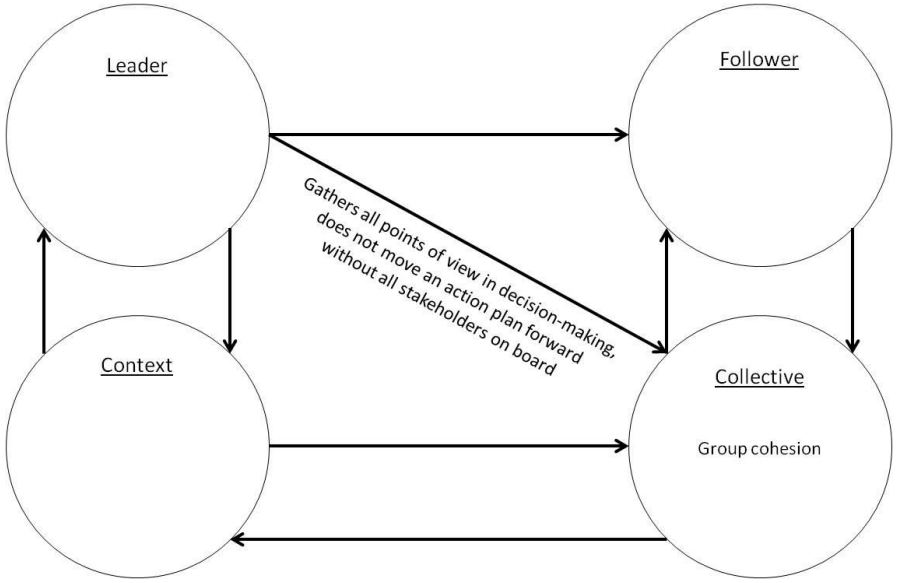

Figure 24d. Example of a Consensus Building Event Cycle.

Relationship building. The relationship building subtheme refers to leader cognitions and behaviors and to follower cognitions in which the leader attends to relational variables in leadership efforts and the follower perceives the leader as generous and caring. Leader cognitions included an emphasis on personal relationships. Dyadic leader behaviors included building and maintaining lasting relationships with others dedicated to inclusion, bringing out the best in others, listening to others and communicating caring, being with others, using therapeutic presence to build relationships, sharing power to promote healing through mutually empathic relationships, and listening for problems and letting people know they are heard. Leader behaviors oriented toward the collective included reaching multiple audiences, conveying mutual respect and trust, and building relationships based on trust via communication of

performance expectations and sustained dialogue. Follower cognitions included perceiving the leader as generous and caring.

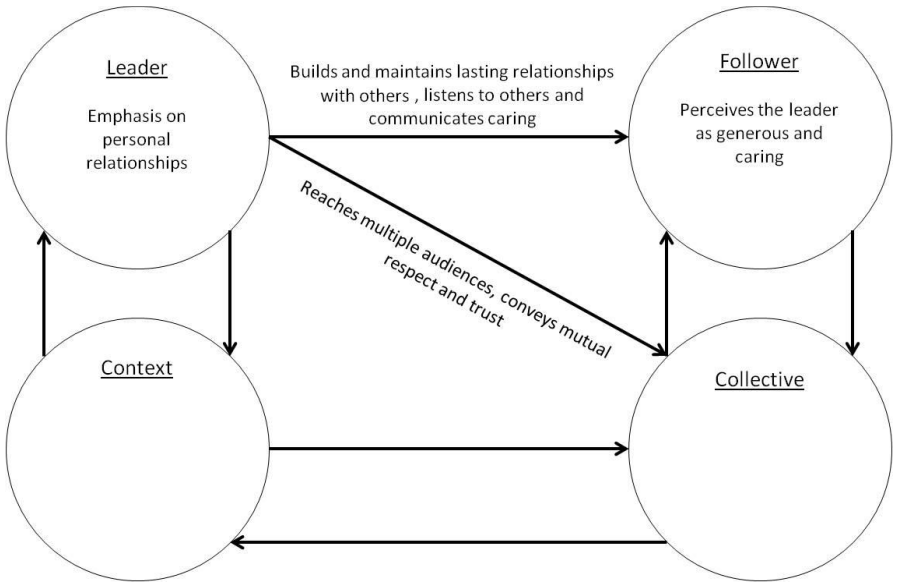

Figure 24e. Example of a Relationship Building Event Cycle.

Assertiveness. The assertiveness theme was defined by leader behavior in which the leader acted in a self-assured manner (Fig. 25). Dyadic leader behaviors included a willingness and ability to challenge professionals (e.g., challenging fellow professionals in their neglect of culture in counseling), showing advantages to taking risks (e.g., in counseling), selling ideas, saying no, and addressing conflict openly. Leader behaviors without an identifiable locus orientation included acting assertively, challenging the process in leadership, addressing issues in a respectful way, setting boundaries and expectations, and delegating. Based on the wording, a possible trait was identified: courage of conviction and candor. However, these easily could be a behavior.

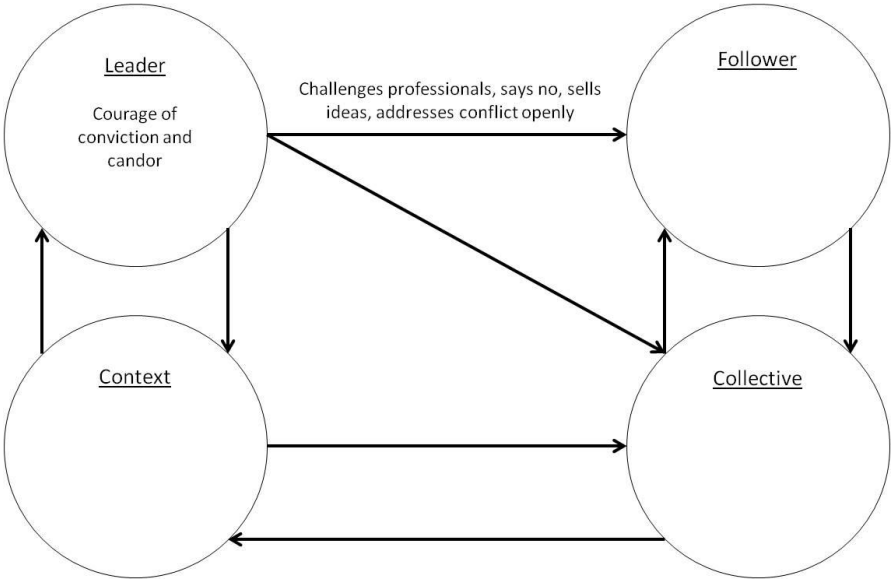

Figure 25. Example of an Assertive Event Cycle.

Role competence. The role competence theme refers to a host of leader behavioral and cognitive skills, as well as follower and contextual cognitions, that distinguishes the leader as a capable leader (Fig. 26a). Several authors noted that leaders must have skills in counseling, consulting, teaching, advocacy, and research. Leader behaviors, which did not have an identifiable locus orientation, included verbal communication skills (including communication of goals), problem solving skills, responding to challenges with emotional skills, task approach skills (e.g., problem solving, awareness of deadlines, attitudes toward rules, interpersonal relations), professionalism and charisma, research and exploration skills, and establishing credibility. Administrative skills also were discussed, but this skill set was discussed in such detail that a subtheme emerged. Leader behaviors oriented toward the collective

included attending to credibility and personal-professional congruence issues and maintaining clear communication with groups.

Leader cognitions included a working knowledge of the consultation process and considering consultation in light of its potential impact on others rather than a single event. Follower cognitions in the role competence theme included the perception that a leader performs one's role capably. Last, defining pieces of role competence were contextual perceptions by the consumer population that counseling leaders are skilled at listening and are genuinely responsive and helpful.

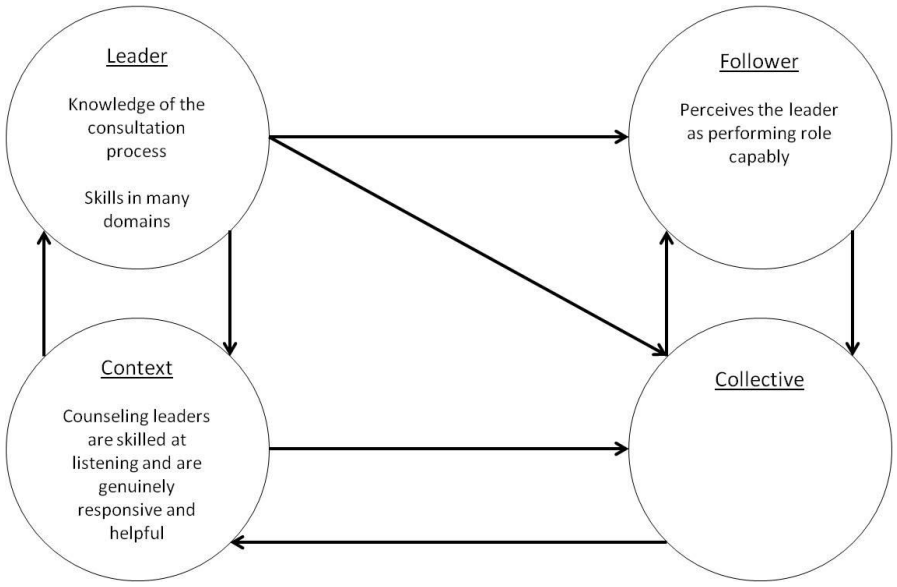

Figure 26a. Example of a Role Competence Event Cycle.

Administrative skills. The administrative skills subtheme consisted of leader behaviors (directed toward the dyad and the collective), leader cognitions, and contextual values (Fig. 26b). Dyadic leader behaviors included meeting individually with staff members, seeking consultation, not providing staff members with personal counseling,

and holding staff members accountable for performance standards. Leader behaviors oriented to the collective included meeting professional concerns of staff, providing professional assistance and resources, encouraging professional development, promoting events, developing and executing programs, group facilitation and conflict management (e.g., addressing attitude problems among staff members, refraining from voicing own complaints about staff to staff), working with staff to discuss and establish performance goals, providing ongoing feedback to the group, and providing opportunities to work across systems. Within this set of behaviors, program development and execution was heavily noted throughout the literature, particularly in the conceptual articles. An identified outcome of these administrative skills was that programs adopted a conceptualization of best practices. Leader cognitions included awareness of an administrative role in leadership, public relations mindset, and organization.

A contextual value was identified in this subtheme: permission to self-define role. This was described in terms of program development for school counselors; their ability to design and implement school-based programs appeared to hinge on how school administrators, a dynamic external to counseling, allowed school counselors to function within the schools. Thus, the extent to which one can perform one's role competently may have something to do with role definition. Again, this points to the importance of DST. This contextual variable may exert considerable influence on leadership dynamics for school counselors, but less influence on leadership dynamics in other roles.

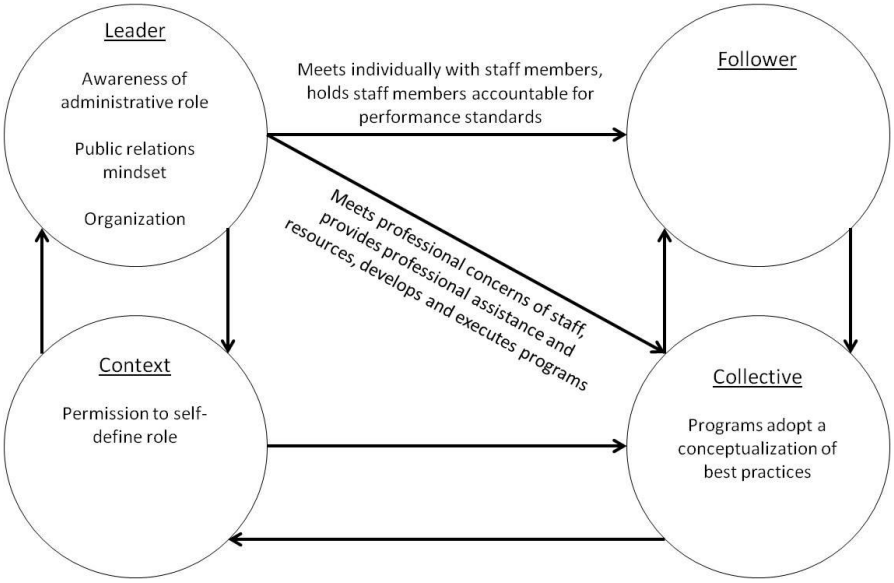

Figure 26b. Example of an Administrative Skills Event Cycle.

Summary

McKibben et al. (2014) proposed a complex model of counseling leadership that reflects multiple interacting dynamics. There are a few limitations to note in the DMCL. First, the leader locus was well represented, but the other loci (e.g., dyad, collective context) were underrepresented. This is likely an inherited limitation from the counseling leadership literature in which the leader is described but others are not. Using live observations of groups may shed more light on the transmission of leadership mechanisms among loci. Second, there is no empirical basis for the dynamics noted within the leadership profiles and many of the conceptual articles. The leadership dynamics noted in these articles are opinion-based or observational. The authors sought to minimize this limitation by coding the empirical articles first, thus providing a framework for the remainder of the coding process. Finally, the DMCL does not identify

many outcomes (e.g., productivity, employee or client satisfaction, etc) of leadership efforts. Leadership measurement is one way to address this limitation. That is, a valid and reliable measure based on the DMCL can allow researchers to investigate how thematic and/or mechanism interactions within the model foster the emergence of desired outcomes. Despite these limitations, the DMCL is an optimal model upon which to base a measure of counseling leadership due to its contextual specificity.

Counseling Leadership Measurement

In addition to leadership theory, there are methodological issues in leadership measurement to consider relevant to the DLCS. This section will review the following issues: multi-rater assessment, scaling considerations, and threats to validity (e.g., social desirability and inattentiveness).

Multi-rater Assessment

Multi-rater assessments increasingly have replaced traditional self-report only formats in leadership measurement. Mabe and West (1982), Podsakoff and Organ (1986), and Yarborough (2011) highlighted that self-report measures alone are of limited usefulness in measuring leadership due to potential for method variance, which can produce artificially high correlations. In addition to the potential for socially desirable responding, which tends to skew responses in the positive direction, respondents may maintain a consistent line of thought while responding to items (Podsakoff & Organ). This may prompt respondents to misinterpret items, thus causing constructs to appear the same when they are, in fact, different (Podsakoff & Organ).

Researchers who employ multi-rater measures can reduce the impact of these effects by drawing on multiple sources. Indeed, authors have supported that multi-rater measures are more reliable and valid than self- or other- report alone (Conway & Huffcutt, 1997). Increasingly, researchers and consultants administer multi-rater measures to identified leaders along with their subordinates, bosses, and peers as a method of gaining multiple perspectives (Yarborough, 2011). As discussed in Chapter Three, an initial self-report version is being validated in the current study so that a multi-rater version can be developed and validated in the future.

Scaling Considerations

Another issue in leadership measurement is establishing appropriate response scales. Likert scales are common in survey research. However, item response and leadership theorists have noted limitations with traditional Likert scales (e.g., Ogden & Lo, 2012; Rapkin & Schwartz, 2004). Rapkin and Schwartz contended that responses to surveys are a function of an appraisal process; specifically, the authors posited four cognitive processes occur when one responds to survey items: determining a frame of reference, sampling experiences within one's frame of reference, judging sample experiences against subjective standards of comparison, and applying a mental algorithm in which one summarizes information from the first three processes and devises a response. In short, one responds to survey items by comparing what the item is asking to one's subjective frame of reference. If a participant does not understand what the question is asking or if one's frame of reference skews a response, then error is introduced into the data. Data obtained from Likert scales typically reflect neither

participant response processes nor the context in which comparisons are made (Ogden & Lo). Therefore, not only must items be written so that participants clearly understand what is being asked, but Likert scale data must be evaluated within the context of how ratings are made (Ogden & Lo). Ogden and Lo compared Likert response options to free text response options (in which participants respond to items in an open-ended way), and they found that the free text responses provided insight in participants' Likert responses, as well as the process by which they responded to items. The authors concluded that interpretation of data scored on a Likert scale must consider the context in which the questions are asked (e.g., what does "strongly disagree" mean to the participant sample?).

Leadership theorists also have noted limitations of Likert response formats in leadership measurement, particularly when assessing frequency (how often does a leader use a given behavior) and evaluation (how well a leader performed a given behavior) of leader behaviors (e.g., Yarborough, 2011). Specifically, respondents tend to have difficulty assessing frequency of leader behavior on Likert scales at the higher end of the scale (e.g., the difference in using a behavior often versus too often; Kaiser & Kaplan, 2005; Yarborough). That is, Likert scales evaluating frequency essentially are blind to weaknesses in leader behaviors if the behavior is over/under-utilized. Respondents also tend to have difficulty with the lower end of a Likert scale in evaluating effectiveness of leader performance due to difficulty in discerning what scale numbers mean, and leaders who are evaluated adequately or poorly tend to lack clarity on why low evaluations of their behaviors were given (Yarborough). In sum, Likert scales can be difficult for

respondents to complete due to ambiguity, which is a concern not only for the quality of the results, but also for social desirability (discussed later).

In response to issues in Likert scales, Kaplan and Kaiser (2006) developed the Too Little/Too Much (TLTM) scale, a bidirectional scale for item measurement in which leader behaviors are rated along a continuum from -4 to +4. On this scale, 0 is in the middle and is considered ideal. Respondents rate underused and ineffective behaviors between -1 (barely too little) and -4 (much too little) and overused (thus also ineffective) behaviors between +1 (barely too much) and +4 (much too much). Whereas the high end of a Likert scale may communicate that more is better (when in reality there may be too much of a good thing in leader behavior), the TLTM scaling format assumes that leader behaviors can be used too often or not enough.

The scale is rooted in the notions of versatility (flexibility) and lopsidedness (Kaplan & Kaiser, 2006). That is, the extent to which a leader can employ a given behavior at the right time and in the right way (versatility) underscores leader effectiveness. Inherent in this assumption is that frequency of behavior is a function of effectiveness (Yarborough, 2011). In contrast, a leader may engage a given behavior too often or not often enough, or may not use the behavior well. These lopsided deficiencies in leader behavior can be more clearly rated by participants and understood by leaders on the TLTM scale (Kaiser & Kaplan, 2005; Yarborough). The assumptions underlying the TLTM scale also align well with DST notions in that emergent properties (e.g., leader behaviors) are not unidirectional or static. Although the TLTM scale is good for feedback and application purposes (that is, leaders receive better quality feedback), it is notable

that the research utility of this scale is questionable because the scale is not grounded in statistical item response theory.

On the Leadership Versatility Index (LVI), the TLTM scale was found to be more reliable than unidirectional Likert scales because it increased clarity in frequency and effectiveness ratings (Kaplan & Kaiser, 2006). The LVI presents respondents with paired items based on leadership duality assumptions (e.g., forceful vs. enabling approach; Kaplan & Kaiser). For example, a leader ranks one's self on a forceful leader behavior and an enable leader behavior using the TLTM scale. These two scores are compared by using Pythagorean theorem ($a^2 + b^2 = c^2$); thus a score of +4 on a forceful item (indicating a forceful leadership behavior is used much too much) and -4 on an enabling item (indicating enabling others to act is used much too little) yields a paired item score of 5.66 on this duality, the farthest possible score from zero. Notably, the DLCS-SR is not structured on the notions of duality and thus will not use paired items, but the TLTM scale can still provide useful rating flexibility. For rating and feedback purposes, the bidirectionality of the TLTM scale is useful. For scoring and statistical purposes, taking the absolute value of an item score still reflects deviation from zero and eliminates the issue of negative and positive ratings summing to zero. Thus, in the current study, the TLTM scale will be employed and scored by calculating the absolute value of ratings to yield composite and total scores (see Chapter Three).

Threats to Validity

Measurement format and scaling issues are two important considerations in the development of the DLCS-SR, and optimal validity is another important consideration.

Recently, researchers have underscored the importance of controlling for subtle threats to survey validity in the forms of socially desirable and inattentive responding (Maniaci & Rogge, 2014; McKibben & Silvia, 2014; Meade & Craig, 2012). Socially desirable responding (SDR), the tendency to present one's self in an overly positive way (Crowne & Marlowe, 1960), is commonly controlled for during instrument development. However, inattentiveness, responding without regard for item content (Meade & Craig), is not often monitored in survey research despite concerning evidence that inattentiveness may be quite prevalent (e.g., Maniaci & Rogge; McKibben & Silvia; Meade & Craig). In this section, social desirability and inattentiveness issues and solutions are reviewed, and implications for development of the DLCS-SR are discussed.

Social desirability. Sometimes, participants respond to items in an intentional attempt to present themselves overly positively (impression management; Paulhus, 1984). Other times, participants may unconsciously hold biased, overly positive self-perceptions that they project onto survey responses (self-deceptive enhancement; Paulhus, 1984). These unconscious self-perceptions and response tendencies may differ by domain (e.g., Paulhus, 2002; Steenkamp et al., 2010). For example, self-perceptions of intellectual, emotional, and social qualities are considered egoistic response tendencies (ERT), and self-perceptions of responsibility and interpersonal relationships are considered moralistic response tendencies (MRT). These SDR tendencies manifest in an operational way as skewed measurement data. This is an issue in survey research because SDR introduces error, and otherwise meaningful data can become convoluted. Paulhus (2002) contended

that intentional SDR is more difficult to detect than unconscious ERT or MRT because intentional SDR is more situationally based and thus less consistent across contexts.

Some of the earliest attempts to detect SDR were undertaken by developers of the Minnesota Multiphasic Personality Inventory (MMPI; Groth-Marnat, 2009). The MMPI Lie (*L*) and Defensiveness (*K*) scales were developed to detect whether or not a respondent was faking good or was defensive, respectively. Because these items, along with the rest of the MMPI, were developed on clinical populations, the generalizability of use to nonclinical populations has been questioned. Crowne and Marlowe (1960) developed the Marlowe-Crowne Social Desirability Scale (MC-SDS) as a viable measure for use with nonclinical populations. This measure was the gold standard for decades, and it has been translated into multiple languages (e.g., Musch, Ostapczuk, & Klaiber, 2012). Researchers also have developed short versions of the MC-SDS (e.g., Reynolds, 1982), and these scales performed about as well as the full scale. Although the MC-SDS is still used, researchers increasingly have used other scales such as the Balanced Inventory of Desirable Responding (BIDR; Paulhus, 1984).

Paulhus (1984) originally proposed a two factor model of social desirability: self-deceptive enhancement and impression management. Later, Paulhus and Reid (1991) modified this model by subdividing the self-deception scale into two subscales: self-deceptive enhancement and self-deceptive denial. This model was supported by Gignac (2013). Paulhus (1998) again modified the BIDR by changing the scoring system and replacing one item. He called the revised measure the Paulhus Deception Scales (PDS; Paulhus). The BIDR is used frequently in social desirability research, but there is no

consensus on which version should be used. Steenkamp et al. (2010) introduced a viable 20 item short form of the BIDR that measures unconscious SDR along ERT and MRT subscales. The authors validated the measure in a study of over 12,000 participants in 26 countries.

Statistically, the most common approach to detecting SDR is correlating item scores with measures of social desirability. Kam (2013) pointed out that this practice, though common, is correlational and thus built upon the assumption that a SDR scale validly measures the construct it is supposed to measure. This may not be a safe assumption. For example, Lanyon and Carle (2007) found questionable factor structures in the BIDR and PDS, and Leite and Beretvas (2005) were unable to find adequate fit for one or two factor models for both the MC-SDS and the BIDR. With mixed support for these factor structures, using such measure must be done with caution. Nevertheless, Kam (2013) found the correlational method to be surprisingly valid, and they also reported that correlations between BIDR scales and items on a personality inventory were more valid when scored continuously rather than dichotomously. Kam also found the BIDR self-deceptive enhancement scale to be the best detector of social desirability overall, which provides some support for Paulhus' (2002) contention that unconscious self-perceptions are easier to detect than conscious deception. Therefore, a measure of unconscious SDR such as the measure used by Steenkamp et al. (2010) may be an optimal control for SDR during the initial development of the DLCS-SR.

In addition to including a measure of SDR, social desirability can be controlled for at the item level. Fleming (2012), Backstrom and Bjorklund (2013), and Krumpal

(2013) stated that self-report measures are subject to SDR because participants may react to the content of the items rather than evaluate them honestly. Item level options to reduce the potential for SDR include item separation, item ambiguity, and item neutrality. Item separation referred to obtaining variables from multiple sources so as to reduce bias (Fleming). For example, a researcher might employ self- and other-reports on the same variables in question. This practice involves more work for researchers (and often for participants); thus, it is not a common practice. Though Fleming pointed out that this approach is often less viable than other approaches, multi-rater instruments are common in leadership assessment. Thus, a needed follow-up to the current study will be to develop an other-report version of the DLCS to maximize validity. Other options for item separation offered by Fleming included temporal separation (collecting data at two time points) and psychological separation (placing a story between two measures).

Item ambiguity referred to the tendency for participants to respond in a socially desirable fashion when items were worded ambiguously rather than specifically (Fleming, 2012). Thus, researchers must make sure that item wording is clear and concise to what it is asking a participant to respond. This issue is being addressed in item development of the DLCS-SR via the TLTM scale (discussed above and in Chapter Three). The bidirectionality of ratings on specific behavioral items provides participants with greater clarity in what they are asked to evaluate.

Item neutrality referred to neutralizing item wording and response context as much as possible by asking indirect questions (i.e., asking about a typical leader rather than a specific leader) or by forcing a choice between items balanced for social

desirability (Fleming, 2012). Näher and Krumpal (2013) investigated the effects of neutralizing item wording and context on social desirability, and they were unable to support that these approaches were effective at reducing social desirability. Conversely, Bäckström and Björklund (2013) were able to reduce social desirability by having laypersons rewrite popular items in a more neutral fashion. All of these findings are part of general mixed support for this approach (Presser, 1990; Holtgraves, Eck, & Lasky, 1997; Belli, Moore, & VanHoewyk, 2006). This approach seems counterintuitive to reducing ambiguity because it calls for a less direct approach to questioning. Further, generally speaking, most leadership measures (self- and other-reports) evaluate a specific person on leadership dynamics. Thus, development of the DLCS-SR will rely on previously discussed item approaches to reduce the potential for SDR.

Inattentive responding. Whereas SDR refers to reactionary responses to item content, inattentive responding refers to the opposite – responding without regard for item content (Meade & Craig, 2012). Participants who are responding inattentively may frequently skip items, misread items, or respond without reading items (Johnson, 2005). As was the case in SDR, early attempts at detecting inattentive or careless responding were made by developers of the MMPI (e.g., Groth-Marnat, 2009). For example, the Variable Response Inconsistency (*VRIN*) and True Response Inconsistency (*TRIN*) scales were designed to detect whether or not participants answered similar and opposite pairs of items consistently. The Cannot Say (*CNS*) scale was designed to account for questions left unanswered. Researchers have not paid as much attention to attentiveness as they have to social desirability, but emerging research has highlighted the need for increased

focus on and practical solutions to inattentiveness in survey research (e.g., Maniaci & Rogge, 2014).

Researchers have estimated that 3% – 46% of participants respond inattentively in survey research (Berry et al., 1992; Johnson, 2005; Maniaci & Rogge, 2014; Meade & Craig, 2012; Oppenheimer, Meyvis, & Davidenko, 2009). Meade and Craig found this number to be between 10% – 12%, and Maniaci and Rogge found rates of 3% – 9%. In an attempt to detect inattentiveness in a "worst case scenario" (asking undergraduate college students to complete a long series of surveys between the middle and end of a semester), McKibben and Silvia (2014) found an inattentive incidence rate of about 25%.

Participants who respond inattentively may add noise to data, impact statistical power and effect size, or even render an instrument invalid. Further, Meade and Craig (2012) pointed out that inattentiveness is particularly problematic in instrument development because item development is based largely on intercorrelations; thus, inattentiveness may increase error variance, attenuate correlations, reduce internal consistency, and produce inaccurate factor structures. Given the apparent relative frequency of this phenomenon, researchers have tested practical steps to prevent it, such as post-hoc data screening, instructional manipulation checks, self-report, manipulation of anonymity, and infrequency and inconsistency scales. Of these approaches, infrequency and inconsistency scales may be most fruitful in the DLCS-SR.

Simple post-hoc data screening may involve looking at survey completion time. Those who finish surveys very quickly, either online or in person, may warrant additional investigation for attentiveness, though establishing cutoffs can be challenging. Meade and

Craig (2012) suggested also examining outliers for potential inattentive responding. They emphasized that multivariate approaches such as Mahalanobis' distance (*D*) are more effective than measuring univariate outliers because they consider patterns across a series of responses. Indeed, these authors found that Mahalanobis' *D* performed very well at identifying careless responding when such responses followed a uniform random distribution or a normal distribution for only some of the careless data. However, Even-Odd Consistency considerably outperformed Mahalanobis' *D* when careless responses followed a normal distribution for all items.

Similarly, Maniaci and Rogge (2014) and McKibben and Silvia (2014) reported that latent profile analyses are useful in detecting inattentive responding. In this statistical approach, researchers can specify two classes *a priori* (e.g., an inattentive group and an attentive group) using scores on inattentive checks (e.g., infrequency and inconsistency scales, discussed below). Latent profile models can then be generated that tell the researchers how many participants likely were responding inattentively, as well as how separated the two groups were given the *a priori* indicators. In sum, latent profile analysis can be a helpful approach if researchers are looking to drop participants from data analysis due to inattentiveness.

Instructional manipulation checks refer to a single item in which instructions are embedded at the end of a long paragraph (Oppenheimer Meyvis, & Davidenko, 2009). Inattentive participants are more likely to make errors because they do not read the instructions. Maniaci and Rogge (2014) pointed out that this approach measures only one type of inattentiveness (skipping instructions), and therefore it profiles an unreasonably

high number of participants as inattentive (35% – 45%). Therefore, researchers should use caution with this approach and not use it alone without other approaches.

Self-reporting refers to simply asking participants if they responded attentively to items throughout the survey process. Meade and Craig (2012) found that a self-report item that directly asked participants whether or not their data should be used was somewhat successful. When they used multivariate outlier tests of the data, they estimated that 11% of participants responded inattentively. Similarly, 10% of participants in their study self-reported that their responses should not be analyzed. Maniaci and Rogge (2014) found similar self-report patterns, but McKibben and Silvia (2014) did not find this approach useful in identifying inattentiveness.

Meade and Craig (2012) investigated differences in attentive responding among groups of participants who varied in anonymity. A control group remained anonymous, which mimicked typical survey research. An experimental group was informed their responses were confidential, but participants typed their name on each page. Another group identified themselves on each page and was given a "stern warning" that responding accurately was part of university academic integrity policy; this group had to verify that they understood the questions on each page in accordance with this policy. There were significant differences between the anonymous and first experimental (name only) groups in response to erroneous responses to bogus items, but there were no significant differences among the others. Thus, it appears that removing the benefit of anonymity may prompt participants to pay more attention to survey items.

Finally, researchers can include infrequency and inconsistency scales in data collection. Infrequency scales typically consist of bogus items that are worded to obtain highly skewed response distributions, and inconsistency scales typically consist of paired items that are almost identical in meaning (Maniaci & Rogge, 2014). On inconsistency scales, participants responding attentively should endorse each pair of items the same. Researchers using the Attentive Responding Scale and Directed Questions Scale (e.g., Maniaci & Rogge) and self-generated bogus items (e.g., Meade & Craig, 2012) found that infrequency and inconsistency scales were powerful and reliable detection methods. Both studies found similar estimates of inattentiveness (between 9% – 12% of respondents).

McKibben and Silvia (2014) replicated Maniaci and Rogge (2014) and Meade and Craig (2012), and they also took a few extra steps to embed bogus items and directed items within other scales. For example, McKibben and Silvia embedded a nonexistent group, the Oakland Poetics Co-op, within a scale that evaluated familiarity with the arts and artists. Because the measure in which this item was embedded tends to have low score distributions (indicating low familiarity with items on the scale), it was reasoned that participants who indicated familiarity with the co-op likely were not paying attention to the items. Additionally, McKibben and Silvia embedded directed response items (e.g., "This is a system check item, please check 1.") within other surveys. It was reasoned that participants who marked anything other than the directed score did not read the item. Scores on these check items, along with an inconsistency scale and an infrequency scale, were used to specify a latent class analysis group (discussed above) that in turn allowed

the researchers to identify who was most likely responding inattentively. Directed response items are a particularly easy and effective way to detect inattentive responding, and these will be included in the development of the DLCS-SR (see Chapter Three).

Chapter Summary

Counseling leadership is an oft discussed, yet poorly understood social interaction. Leadership theorists have provided frameworks that allow for tentative understanding of counseling leadership, but developmental theorists (e.g., evolutionary and DST) have underscored the importance of understanding leadership dynamics within the professional context of counseling. Eberly et al. (2013) proposed the IPML that, although not explicitly tied to DST, allows leadership researchers to work backward to identify the critical components of leadership dynamics within a given context, thus optimizing validity and reliability of measurement. Using the IPML, McKibben et al. (2014) specified a preliminary model of counseling leadership, the DMCL, which integrated existing leadership notions into a comprehensive framework.

The DMCL filled a major gap in counseling leadership research by providing a starting point for empirical investigations into leadership. However, in order to move such investigations forward, a psychometrically sound measure is needed. Thus, the purpose of the current study is to develop and test an initial measure of counseling leadership, the DLCS-SR, based on the leadership behaviors identified within the DMCL.

CHAPTER III

METHODOLOGY

In Chapters One and Two, a rationale and a literature review were presented for a study to develop an instrument to measure counseling leadership. The purpose of this chapter is to provide a description of the methods by which the current study was carried out, including hypotheses, steps in instrument development, and study methodology.

Research Questions and Hypotheses

Research Question 1: To what extent is there evidence of construct validity for the DLCS-SR?

Hypothesis 1: A factor model with three factors will produce adequate model fit.

Research Question 2: What is the internal consistency reliability among the subtests used to specify the factors of the DLCS-SR?

Hypothesis 2: The subtests used to specify the three factors will demonstrate adequate internal consistency as evidenced by a Cronbach's alpha coefficient of .70 or higher on each subtest.

Research Question 3: To what extent is there evidence of convergent validity for the DLCS-SR?

Hypothesis 3: The DLCS-SR factors will significantly and negatively correlate with a conceptually similar leadership measure, the Global Transformational Leadership scale.

Research Question 4: To what extent is there evidence of discriminant validity for the DLCS-SR?

Hypothesis 4: The DLCS-SR will be positively yet non-significantly correlated with conceptually different leadership behaviors measured by the authoritarian and laissez-faire scales on the Leadership Styles Questionnaire.

Research Question 5: What portion of variance in DLCS-SR scores is accounted for by socially desirable responding?

Hypothesis 5: Both the four item social desirability scale built into the DLCS-SR and the Balanced Inventory of Desirable Responding – Short Form will significantly predict scores on the DLCS-SR factors.

Research Question 6: Will the Attentive Responding Scale – Short Form scale scores and the DLCS-SR items measuring inattentive responding be highly correlated?

Hypothesis 6: The score pattern on the two item attentiveness scale built into the DLCS-SR will parallel the response pattern on the Attentive Responding Scale – Short Form.

Development of the Dynamic Leadership in Counseling Scale – Self Report (DLCS-SR)

The process of instrument development occurred in seven steps consistent with guidelines from DeVellis (2003) and Lee and Lim (2008). Each step is detailed below.

Determine What is to be Measured

The process of deciding what should be measured by an instrument should be guided by theory in order to optimize instrument validity and reliability and to increase

utility of results in interpretation and application (DeVellis, 2003; Lee & Lim, 2008). As indicated in Chapter Two, development of the DLCS-SR was guided by the DMCL because of the comprehensive, context-specific depiction of leadership dynamics in counseling. In addition to theory, DeVellis highlighted the importance of specificity in developing an effective instrument. That is, the extent to which an instrument measures a general or specific construct in a general or specific context impacts one's approach to instrument design because items tend to relate most strongly to one another when they match in specificity. An instrument designed to measure a broad construct may contain more general language than an instrument designed to measure a specific construct.

The DLCS-SR matches the DMCL at the following levels of specificity: behavioral and thematic. As discussed in Chapter Two, Eberly et al. (2013) noted in the IPML that behaviors represented direct transmission of leadership mechanisms among loci. Further, the researcher noted that only directly observable mechanisms can be reported accurately by participants on an other-report measure, which is an important consideration for future development of the DLCS. Therefore, the DLCS-SR was designed to measure behavioral leadership mechanisms transmitted from leaders to followers and groups. Notably, 19 of the 24 themes contained behavioral mechanisms that can be evaluated by the DLCS-SR (see Table 4). *Intrinsic motivation*, *leadership-specific cognitive complexity*, *passion*, and *dependability* did not have identified behavioral mechanisms. In addition, *leadership developmental influences* had some behavioral mechanisms, but the identified behaviors occurred prior to becoming a counselor and thus cannot be evaluated in the present.

The DLCS-SR also matches the DMCL in terms of thematic specificity. The original DMCL contained 24 leadership themes nested within three groups, each with varying amounts of identified loci and mechanisms. The DLCS-SR was designed to measure counseling leadership among the three groups of 19 behaviorally specified leadership themes, thus containing three *a priori* factors.

Table 4

DMCL Themes with Identified Behavioral Mechanisms

Leadership Values and Qualities
Professional identity
Advocacy
Vision
Modeling
Mentorship
Service
Dealing with difficulty and setbacks
High standards for self and others
Sense of humor
Creativity
Wellness
Personal and Interpersonal Qualities
Authenticity
Humility
Intentionality
Openness
Principled
Interpersonal Skills
Interpersonal influence
Assertiveness
Role competence

Finally, determining the use and purpose of the overall DLCS is important in this first step (DeVellis, 2003). The DLCS is being developed for two reasons: to advance

research on counseling leadership and to enhance counselor leadership training. Researchers will have a measure with which to begin the investigation of leadership empirically. Many studies are needed on counseling leadership, including investigation into leadership development, effectiveness and outcomes. Experimental, descriptive, and longitudinal designs are badly needed. Additionally, counselor educators, supervisors, administrators, consultants, and training facilitators may use the DLCS for training purposes. The DLCS can aid in leadership skill development by providing an avenue for detailed feedback. Eventually, the DLCS will be a multi-rater instrument. Thus, counselors wishing to know their strengths and growing areas can receive feedback from multiple sources, meaning educators and trainers will find this measure incredibly useful. The DLCS-SR is the first step toward the full DLCS multi-rater assessment, so the remaining steps in development of the DLCS-SR will reflect the research and application purposes.

Generate an Item Pool

Lee and Lim (2008) argued that item development is one of the most important steps because items can make or break an instrument. Indeed, according to Classical Test Theory, items are theorized to observe, as closely as possible, the phenomenon in question (Allen & Yen, 2002). Thus, item development must be done carefully in accordance with what is being measured. DeVellis (2003) added that items should reflect the scale's purpose. During item development, the researcher followed advice offered by Kline (2005) to deal with one thought at a time; be brief and precise; avoid awkward wording, irrelevant information, double negatives, all-or-none language, and

indeterminate terms (e.g., “frequently”); and present items in positive language. Regarding number of items, Kenny (1979) and Kline (2011) provided a rule of thumb that two indicators (items) per factor (theme) are minimal, three are acceptable, four are best, and more than four can only improve validity. Kline (2011) asserted that a factor with two indicators may be prone to problems during confirmatory factor analysis (CFA), particularly if the sample size is small, and there may be complications with measurement and specification error. Therefore, a primary goal in this step was to generate enough initial items that each factor retains four strong items by the end of the study.

DeVellis advised generating at least two to three times as many items as needed for the final measure. As discussed above, the DLCS-SR contains three *a priori* factors. However, these factors, derived from the DMCL, have yet to be tested empirically. Thus, to ensure that all three DMCL groupings could be sufficiently specified by the themes they contained (see Table 4), the researcher sought to generate at least 3 items per theme (e.g., the 19 behaviorally specified themes), which yielded more than the minimum number of items needed for each of the three groups. This will allow the researcher to better assess the factor structure of the DLCS-SR and to examine a parsimonious fit to the data during data analysis. Total, 75 initial substantive items were generated. The researcher also generated four items to pilot a Social Desirability Scale and two items to pilot an Inattentive Responding Scale (discussed below).

Determine the Format for Measurement

As noted in Chapters One and Two, leadership measurement in general is plagued by response format issues. The DLCS-SR response format was designed with the TLTM

scale (Kaiser & Kaplan, 2005; Kaplan & Kaiser, 2006) in which items are scored from -4 (much too little) to +4 (much too much). A score or zero reflects "the right amount," and scores are computed by calculating the absolute value of a score on the item. Thus, lower scores reflect higher leadership behavior frequency and effectiveness.

Have Initial Item Pool Reviewed by Experts

After the initial DLCS-SR items were generated, the researcher employed two methods of item review. First, the items were separated into a table based on their associated construct. This table, along with survey instructions and the TLTM scale, were sent with a request for feedback on item wording and clarity to two counselors with at least ten years of counseling leadership experience (see Appendix A). These two reviewers provided open-ended feedback on items via comments in Microsoft Word. Based on their feedback, several items were reworded to improve clarity, to remove double-barreled questions, and to more clearly link items to their respective constructs.

Second, the author created an online sorting task in Qualtrics by loading all of the DLCS-SR substantive items into a randomized list, then placing a list of DMCL thematic constructs (from Table 4) and their definitions next to the item list (see Appendix B). Six third year doctoral students in a CACREP-accredited counselor education program with a diverse range of leadership and research experience were asked to complete the sorting task. The author briefed students on why they were being contacted and provided instructions on how to complete the task. No identifying or demographic information was collected, and responses were anonymous. Five of the six students completed the sorting task. Most items were sorted into the hypothesized thematic category. Most items that

were not sorted into their hypothesized thematic category were sorted into a theme within the same higher order factor. Thirteen of the 75 initial items were sorted into the hypothesized thematic category by three or fewer reviewers, including all three items for *deals with difficulties and setbacks* and most of the *humility* items. All of these items were reworded; one item on *deals with difficulties and setbacks* was replaced. Nineteen of the 75 initial items were sorted into the hypothesized thematic category by four of five reviewers. These items were checked for wording, and some were slightly modified or shortened for clarity.

Six of the eight items generated for the *role competence* theme were sorted into various other categories, suggesting that the theme name or definition may be too broad or the item wording may be confusing or relate too closely with other themes. Three items that were sorted almost completely in other themes were dropped and replaced by other, more specific behavioral items (e.g., lead a formal meeting, develop meeting agendas, develop/manage a budget, follow parliamentary procedures in meetings). These items were suggested as additions to the *role competence* theme by an expert reviewer in the DMCL development process detailed in Chapter Two.

Consider Inclusion of Validation Items

DeVellis (2003) stated that additional validation items are helpful to optimize validity and to control for potential flaws such as social desirability. As discussed in Chapter Two, there is considerable evidence that both socially desirable responding (SDR) and inattentive responding (IR) pose potential threats to validity in survey research and that researchers should control for these as rigorously as possible in each test of each

sample. To control for these threats, recommendations by McKibben and Silvia (2014) were implemented into instrument development via building validity scales into the DLCS-SR. These steps are detailed below.

To control for IR, a two item Inattentive Responding Scale (IRS) was built into the DLCS-SR. These items are directed response questions, which have been shown to be valuable indicators of IR (McKibben & Silvia, 2014). The first item reads, "This is a system check item. Please mark +4," and the second item reads, "This is a calibration test item. Please mark -4." These items were placed in the first and second halves of the DLCS-SR. Deviations from the directed response indicate inattentive responding; thus, these items are scored dichotomously with a correct response coded as zero and an incorrect response coded as one. Scores higher than zero reflect higher inattentiveness. The discriminatory ability of the IRS to detect IR will be tested by comparing it to the Attentive Responding Scale Short Form (Maniaci & Rogge, 2014; discussed below), which previous researchers have found to be comparable to directed response items in effectiveness at detecting IR (Maniaci & Rogge, 2014; McKibben & Silvia). By including and validating the IRS in the DLCS-SR, counselors who use the DLCS in the future can assess and address IR with each use.

To control for SDR, a four item Social Desirability Scale (SDS) was built into the DLCS-SR (see Table 5). SDS items were written to be scored on the TLTM scale. Items are worded in a manner that responses should be skewed toward the "too little" end of the scale, whereas responses closer to zero or on the "too much" end of the scale indicate SDR because people likely are presenting themselves overly positively. On these items,

even admitting a "too much" lopsidedness likely reflects over-inflation of one's leadership abilities. Thus, the SDS items are scored from zero to eight, with negative four scored as a zero and positive four scored as an eight. Higher composite scores on the SDS reflect higher social desirability. The discriminatory ability of the SDS to detect SDR will be tested by comparing it to the original BIDR-SF (discussed below), which will be placed elsewhere in the assessment packet. As with the IRS, building the SDS into the DLCS-SR will allow for detection of SDR with each use of the measure.

Table 5

DLCS-SR Social Desirability Scale Items

1. Do things right the first time, every time
2. Form first impressions of people that usually turn out to be right
3. Act congruently with every follower
4. Behave in a multiculturally competent manner with every person

The IRS and SDS items also were subjected to expert review (see Appendix C). The items were sent to a researcher with experience in SDR and IR with a request for feedback on item wording, particularly for the SDS as the items were written differently than most other social desirability measures. The fourth item on the SDS (see Table 5) was reworded based on feedback from the reviewer that it did not capture the perfection aspect of behavior as well as the others did. This item originally read, "Demonstrate a mastery of multicultural competence."

Administer Items to a Development Sample and Evaluate the Items

The fifth and sixth steps outlined by DeVellis (2003), administer items to a development sample and evaluate the items, have been combined in this section so that the study methodology can be described together. This subsection details the methodology for the main study.

Participants and procedures. There is no consistent recommendation for sampling sizes when providing evidence of validity and reliability for an instrument. For factor analysis, Mvududu and Sink (2013) recommended a minimum participant to variable ratio of 10:1, though they recommend sample sizes of at least 200. They also stated that sample sizes for confirmatory factor analysis (CFA) should be larger than exploratory factor analysis (EFA). For example, if an instrument contains 30 items, 300 participants likely are needed. If an instrument has 15 items, the 10:1 ratio suggests 150 participants, but a minimum of 200 are preferred. Similarly, Tinsley and Tinsley (1987) recommended a participant to variable ratio of 5-10:1. However, Tinsley and Tinsley also contended that once a sample size becomes larger than 300, this ratio requirement can be eased. Myers, Ahn, and Jin (2011) employed a Monte Carlo approach to explore optimal sample sizes for CFA, and they found that smaller sample sizes were adequate (e.g., $N \geq 200$) when attempting to provide evidence of validity just for a theoretical model, but larger sample sizes were needed to fit a model to a population (e.g., $N \geq 300$). Myers et al. used just one instrument, so these results should be interpreted tentatively.

Across these recommendations, a participant-to-item ratio appears ideal. Following the above recommendations (5-10:1), at least 375-750 participants would be

needed for the current study because there are 75 substantive leadership items on the DLCS-SR (not including the SDS and IRS items). However, there appears to be consistent evidence that 200-300 participants may be adequate to investigate validity and reliability of the DLCS-SR as a theoretical construct. Based on these recommendations, 300 participants were sought for this study.

As discussed in Chapter Two, leadership is fluid and emergent based on context, and leaders may engage varying behaviors depending on the context of their leadership endeavors. Because the DLCS-SR provides a snapshot of leader behaviors at one point in time, the researcher sought a sample for initial validation that was diverse in terms of counseling leadership experience within the profession in order to specify items as accurately as possible. In other words, a variety of participants were sought in order to maximize variance on the items. The researcher employed quota sampling in which 100 student counselors-in-training, 100 counselor educators, and 100 counseling practitioners were recruited for participation in this study. The researcher also employed snowball sampling across all three sample groups in the quota sample by asking all participants at the end of the study to forward a link to the study to anyone they knew who is eligible to complete the study (see Appendix T). All participants were contacted twice for request their participation in the study (see Appendix P for second request recruitment). The following subsections detail the how each subset of participants was defined and sampled.

Students. Because leadership is a learning outcome for doctoral students in both the current and proposed 2016 CACREP standards (CACREP, 2009; 2014) and because

leadership-related outcomes are identified in the CACREP standards for master's students (e.g., advocacy), a requirement for student participation in this study was current enrollment as a master's or doctoral student in a CACREP-accredited counselor education program. Upon approval from the Institutional Review Board (IRB), counselor educators in CACREP-accredited counselor education programs were contacted and asked to share a link to the online study with their students (see Appendix N).

Counselor educators. Counselor educators (holds a Ph.D. in counselor education) currently working in a counselor education program were recruited for participation in this study. Upon IRB approval, counselor educators were recruited in two ways. First, the counselor educators who were contacted and asked to share the study with students in their program also were asked to participate in the study and to share the study with counselor educator colleagues in their program (see Appendix M). Additionally, the snowball sampling technique was employed at the end of the study in which participants were asked to forward a link to the study to any additional colleagues. Second, the researcher consulted leadership directories of counseling organizations (see Table 6), and leaders who were identified as counselor educators and whose email contact was provided publicly were recruited for participation in this study.

Table 6

Counseling Organization Leadership Directories Consulted

Chi Sigma Iota
American Counseling Association
Association for Counselor Education and Supervision
Southern Association for Counselor Education and Supervision
North Central Association for Counselor Education and Supervision
North Atlantic Association for Counselor Education and Supervision
Rocky Mountain Association for Counselor Education and Supervision
Western Association for Counselor Education and Supervision
American Mental Health Counseling Association
National Board for Certified Counselors

Practitioners. Counseling practitioners who were either fully licensed as a professional counselor or were provisionally licensed and seeking full licensure under supervision were recruited for this subset of participants. Upon IRB approval, counseling practitioners were recruited in two ways. First, the researcher generated a list of known practitioners and contacted and asked them to participate in this study (see Appendix O). Second, as with counselor educators, the researcher contacted leaders who were identified as counseling practitioners in the aforementioned counseling organization leadership directories (see Table 6) and asked them to participate in the study and to forward information about and a link to the study to practitioner colleagues.

General procedures. A link to Qualtrics was provided in the each email that directed participants to the informed consent document. The informed consent document (see Appendix Q) briefed participants to the study, and participants indicated electronically that they had read and understood the document prior to participating in the study. Participants completed a brief demographic form (see Appendix R) prior to

completing the substantive measures. Upon completion of the study, participants were thanked for their participation and asked to forward the study to other students, educators, and practitioners (see Appendix T).

Instruments. This subsection details the substantive and validity check instrumentation employed in this study.

DLCS-SR. The DLCS-SR consisted of 75 items designed to measure leadership in counseling consistent with the three groups of themes identified in the DMCL. As noted in Chapters One and Two, items were scored on the TLTM scale. Items were scored by calculating the absolute value on the item; lower total and factor composite scores on the leadership items reflect higher exemplary behavior in overall and specific counseling leadership, respectively.

In addition to the leadership items, the DLCS-SR consisted of two IRS items designed to measure inattentiveness. These items were scored dichotomously in that a correct response was scored a zero and an incorrect response was scored a one. Higher scores reflected higher likelihood of IR. The DLCS-SR also consisted of four SDS items designed to measure SDR. The items were scored from zero to eight (-4 was scored a zero and +4 was scored an eight), and higher scores reflected higher SDR. Prior to the full study, the DLCS-SR was modified based on participant feedback in the pilot study (see Appendix L). This modified measure is located in Appendix S.

Global Transformational Leadership Scale (GTL). The GTL (Carless, Wearing, & Mann, 2000; see Appendix G) is a seven item measure of Transformational leadership that was scored on a Likert scale from one (Rarely or never) to five (Very frequently, if

not always). The seven items comprise a global dimension of Transformational leadership along the following components: vision, staff development, supportive leadership, empowerment, innovative thinking, lead by example, and charisma (Carless et al.). Higher GTL scores reflected higher levels of Transformational leadership skills. Carless et al. reported evidence for convergent validity via correlations between GTL items and conceptually similar subscales on the Multifactor Leadership Questionnaire Form 5X (MLQ-5X; Avolio, Bass & Jung, 1995) and Leadership Practices Inventory (LPI; Kouzes & Posner, 1990). Specifically, these correlations ranged from .71 to .87. Further, Carless et al. found that the GTL effectively discriminated between contrasted participant groups (e.g., highly vs. less motivated subordinates, high vs. poor performing managers, highly vs. less effective leaders), thus providing evidence for discriminant validity. Last, Carless et al. reported a Cronbach's alpha (α) of .93. In the current study, α was .842. This measure was included to assess convergent validity of the DLCS-SR. Because there is crossover between Transformational leadership behaviors and counseling leadership behaviors, the DLCS-SR should correlate with the GTL. Specifically, lower scores on the DLCS-SR should correlate with higher scores on the GTL.

Leadership Styles Questionnaire (LSQ). The LSQ (Northouse, 2011; see Appendix H) is an 18 item measure of leadership styles based on style theory and scored on a Likert scale from one (Strongly disagree) to five (Strongly agree). The LSQ contains three scales that reflect three leadership styles: authoritarian, democratic, and laissez-faire. Higher scores on these scales indicate higher preference for a given leadership

style. This measure was included to assess discriminant validity of the DLCS-SR. In theory, the DLCS-SR should be positively yet non-significantly correlated with the authoritarian and laissez-faire subscales because participants should be more likely to endorse an overbearing (authoritarian) or hands off (laissez-faire) leadership style as they also endorse higher lopsidedness (higher deviation from zero) on the DLCS-SR. In the current study, α was .586.

Attentive Responding Scale – 18 Inconsistency Scale (ARS-18). The ARS-18 (Maniaci & Rogge, 2014; see Appendix I) is a 12 item measure of IR that is presented as two matched six-item pairs. The two sets contain very similarly worded pairs of items scored on a Likert scale from one (Not at all true) to five (Very true). The two pairs were presented at the beginning and end of the online survey. For example, an item in the first pair was, "I am a very energetic person," and a matched item in the second pair was, "I have a lot of energy." Because item wording was nearly synonymous between the pairs, variation in responses to the matched pairs likely was due to IR. The ARS-18 was scored by calculating an absolute difference for each item pair, then summing the absolute differences to yield an overall inconsistency score. Higher scores were indicative of higher inattentiveness. This measure was included to test the ability of the IRS to discriminate participant profiles skewed by IR.

Balanced Inventory of Desirable Responding – Short Form (BIDR-SF). The BIDR-SF (Steenkamp et al., 2010; see Appendix J) is a 20 item measure of SDR that was scored on a Likert scale from one (Not true) to seven (Very true). The BIDR-SF contains a ten item impression management scale that measure moralistic response tendencies

(MRT; e.g., “I have said something bad about a friend behind his or her back”) and a ten item self-enhancement scale that measure egoistic response tendencies (ERT; e.g., “My first impressions of people usually turn out to be right”). Higher composite scores were indicative of higher social desirability. This measure was included to test the ability of the SDS to discriminate participant profiles skewed by social desirability. Steenkamp et al. used this measure in a study of over 12,000 participants in 26 countries. Across the 26 countries, average reliability coefficients for self-enhancement and impression management scales were .67 and .73, respectively. In a study of 204 undergraduate students in the southeastern United States, McKibben and Silvia (2014) found reliability coefficients for the self-enhancement and impression management scales of .53 and .62, respectively. In the current study, self-enhancement and impression management scale α’s were .675 and .796, respectively.

Data analysis. This subsection details how the data were analyzed, and it is broken down by hypotheses. Prior to hypothesis testing, item descriptive statistics were examined to look for trends within item variability, to flag items for potential removal, and to check normality of the data. This was done because testing of hypothesis one involved a standard maximum likelihood estimation approach to confirmatory factor analysis (CFA). Maximum likelihood estimation assumes multivariate normality of the indicators, and nonormality may result in low standard error estimates, leading to Type I error (Kline, 2011). Additionally, a covariance matrix typically is used to run a CFA; however, covariance matrices are sensitive to outliers (Huber & Ronchetti, 2009). Thus, any prominent skew or kurtosis in the data may impact the covariance matrix.

First, the data were scanned for missing data. Next, items were evaluated based on item means, standard deviations, corrected item-total correlations, and skew and kurtosis. Per recommendation of Everit (2002), corrected item-total correlations below .2 were flagged for removal. Regarding skew and kurtosis, Leech, Barrett, and Morgan (2015) noted that normality can be assessed by examining the skewness and kurtosis indices for each item. Kline (2011) noted that an item skewness index above three reflects high skew and a kurtosis index above 10 reflects high kurtosis. As discussed in Chapter Four, the data appeared to support an assumption of normality.

Hypothesis 1. Construct validity was assessed by testing the factor structure of the DLCS-SR via CFA. CFA is the optimal methodology given that the DLCS-SR was based on an *a priori* model and CFA is designed and best utilized to measure *a priori* hypotheses (Kline, 2011; Mvududu & Sink, 2013; Schreiber et al., 2006). Data were entered into Mplus 7.3 (Muthen & Muthen, 2014). First, the hypothesized three factor model was evaluated via goodness of fit indices (e.g., Chi-square, root mean square error of approximation, comparative fit index, standardized root mean square residual). A Chi-square statistic that is substantially higher than zero and that is significant ($p < .05$) may indicate poor model fit. However, the Chi-square statistic is not always a reliable indicator of model fit because the Chi-square is sensitive to large sample sizes (Kline); thus additional goodness of fit statistics were reported. The root mean square error of approximation (RMSEA), which corrects for model complexity and accounts for sample size, indicates the extent to which the model approximates reality (Raykov & Marcoulides, 2000). Browne and Cudeck (1993) stated that RMESA < .05 indicates close

approximate model fit, indices between .05 and .08 are acceptable, and indices RMSEA > .10 suggest poor model fit. In this study, RMSEA ≤ .08 was established as an indicator of acceptable model fit. The standardized root mean square residual (SRMR) indicates how well a model captures associations among covariances. Kline (2011) recommended that SRMR < .10 suggests good model fit; this value was adopted in this study. Hu & Bentler (1999) reported that a comparative fit index (CFI) above .90 suggests good model fit, though .95 has become a more common standard (Kline). In this study, CFI ≥ .95 was established as an indicator of good model fit and .90 was established as marginal fit. After evaluating model fit indices, the hypothesized three factor model were examined for predictive power by describing factor loadings.

After evaluation of the three-factor model, a single factor model was specified in which all items and subscales were loaded onto a single factor of leadership. This was done in order to determine whether nor not an alternative, simpler (parsimonious) model provided yielded a better fit to the data from this sample than the hypothesized three factor model. The single factor model was evaluated for goodness of fit in the same way as the three factor model and the predictive power of the model was described.

Third, a follow-up exploratory factor analysis (EFA) was conducted to further investigate a parsimonious model fit. Whereas the CFAs tested the structure of the original groups, an EFA helped further investigate if a better grouping of themes existed.

Hypothesis 2. Internal consistency reliability of the subtests used to specify each DLCS-SR factor was assessed via Cronbach's alpha coefficients. Cronbach's alpha coefficients between .70 and .80 are considered acceptable levels of internal consistency

reliability; between .80 and .90 are considered very good, and coefficients above .90 are excellent (DeVellis, 2003).

Hypothesis 3. Evidence for convergent validity on the DLCS-SR was assessed by correlating the DLCS-SR with the GTL. Because the global nature of leadership detailed by the GTL contains conceptually similar behaviors to exemplar counseling leadership behaviors, evidence of convergent validity should be reflected in negative and significant correlations between the DLCS-SR and the GTL. That is, scores closer to zero on the DLCS-SR should correlate with higher scores on the GTL.

Hypothesis 4. Evidence for discriminant validity on the DLCS-SR was assessed by correlating the DLCS-SR with the authoritarian and laissez-faire scales of the LSQ. Because these two LSQ subscales differ conceptually from exemplar counseling leadership behaviors, evidence of discriminant validity should be reflected in positive yet non-significant correlations between the DLCS-SR and the two LSQ scales.

Hypothesis 5. To test the proportion of variance in scores on the DLCS-SR that is accounted for by social desirability (as measured by the the four item SDS and the BIDR-SF), the SDS and BIDR-SF were entered as predictor variables into a multivariate regression analysis with DLCS-SR entered as outcomes. A post hoc univariate analysis was performed to examine the proportion of variance accounted for by each measure of social desirability and to determine whether or not each measure similarly detected socially desirable responding.

Hypothesis 6. A Chi-square test of independence was used to test whether response patterns on the DLCS-SR IRS paralleled response patterns on the ARS-18.

Optimize Scale Length

In this final step, DeVellis (2003) pointed out that scale length will need to be optimized. There is likely to be redundancy when Cronbach's alpha coefficients are above .90 or when factor loadings are above .85 on some items. In this case, DeVellis advised shortening the scale. If either of the two indicators of redundancy are found, items deemed to be repetitive will be dropped from the instrument in order to optimize length. This final step of the instrument development process occurred during the item analysis portion of data analysis, which is detailed in Chapter Four.

Pilot Study Summary

After the DLCS-SR was developed, but prior to administration and testing with the full sample, the author conducted a pilot study that closely followed the structure of the procedures outlined above. The goal of the pilot was to identify statistically weak items to be flagged for removal prior to full sample validation, examine internal consistency among factors, examine distinctiveness of the factors, and identify potential flaws in sampling or measurement procedures. Detailed results and participant feedback from the pilot study are located in Appendix L. Based on results from 26 students enrolled in one counselor education program, multiple items were flagged due to low or negative item-total correlations, but, based on consensus of his dissertation committee, the author retained all items for the full sample administration due to probable effects of small sample size in the pilot. However, these flagged items were revisited and reworded to increase specificity and clarity of the items. Additionally, small sample size limited the author's ability to test a three factor CFA, but a single factor CFA yielded perfect fit.

Internal consistency was excellent for the test of the measure as a whole (Cronbach's α = .901). Tests of reliability were adequate for the leadership values and qualities factor (α = .720), poor for the personal and interpersonal qualities factor (α = .543), and good for the interpersonal skills factor (α = .817). Tests for hypotheses three and four yielded mixed support for convergent and discrminant validity for the DLCS-SR factors, and no significant incidences of socially desirable or inattentive responding were detected. Participant feedback indicated confusion with the instructions and the scaling of the instrument. Examples were added to the instructions to clarify the TLTM scale.

Chapter Summary

In this chapter, the author detailed the process of developing the DLCS-SR, including hypotheses, steps in instrument development, and study methodology. A pilot study, located in Appendix L, provided preliminary statistical and participant feedback on the measure. Multiple items in the pilot study demonstrated low or negative item-total correlations, but the prevalence of item skew and kurtosis was low. Because low sample size complicated interpretation of results, all items were retained for the full study. Based on participant feedback, several items were edited for clarity, and examples were added to the instructions to aid in understanding the TLTM scale. In the following chapter, the author details the results of the full study in which the author examined evidence for the validity and reliability of the DLCS-SR.

CHAPTER IV

RESULTS

Chapter Three detailed steps taken to develop the Dynamic Leadership in Counseling Scale – Self Report (DLCS-SR), methodology to test the instrument, research questions and hypotheses, and data analyses. A pilot study, located in Appendix L, was conducted that prompted adjustments to item and instructional wording on the DLSC-SR prior to full sample field testing. In this chapter, the results of the data analyses introduced in Chapter Three are reported. First, the participant characteristics from the research sample are reported. Second, item-level analyses are reported as described in Chapter Three. Last, results of the data analyses used to test this study's hypotheses are reported.

Description of Participants

Three hundred and five participants began the study, but 85 did not complete it (72% completion rate). Data from these 85 participants were removed prior to analysis because less than half of the entire survey was completed (82 of the 85 did not complete the DLCS-SR). Two additional student participants completed the study but were removed from the dataset prior to analysis because they indicated that they were not enrolled in a CACREP-accredited counselor education program; this was a criterion for student participation in the study. Therefore, data from 218 participants (55 males, 163 females) were used in the study (see Table 7).

One hundred and ninety-two of the participants were Caucasian (88%), 11 were African-American (5%), eight were Asian-American (3.7%), five were American Indian/Native Alaskan (2.3%), one was Native Hawaiian or Pacific Islander (0.5%), eight preferred not to state their racial background (3.7%), and one did not respond to this item (0.5%). Nine participants indicated he/she was Hispanic/Latino/a (4.1%), 201 indicated he/she was not Hispanic/Latino/a (92.2%), six preferred not to state his/her ethnicity (2.8%), and two did not respond to this item (0.9%). Participants were allowed to choose more than one racial/ethnic category and to decline to select any. Participants ranged in age from 22 to 73 years (M = 37; SD = 11.98); 15 participants (6.9%) did not indicate their age.

Table 7

Participant Demographics

	Student	C.E.	Prac.	Other
Male	15	25	14	1
Female	70	44	43	6
American Indian/Native Alaskan	2	3	0	0
African-American	4	3	4	0
Asian-American	5	1	2	0
Caucasian	72	64	50	6
Native Hawaiian/Pacific Islander	1	0	0	0
Prefer not to state	4	2	1	1
Hispanic or Latino	6	1	1	1
Not Hispanic or Latino	77	64	54	6
Prefer not to state	2	2	2	0
Missing	0	2	0	0

Notes: C.E. = counselor educator, Prac. = practitioner

There were 83 counseling students (38.1%), 69 counselor educators (31.7%), 56 counseling practitioners (25.7%), and 10 other (4.6%; see Table 8 for "other"

descriptions). Of those who detailed an "other" role, two were able to be clearly identified as students, increasing this sample size from 83 to 85 (40%). One person also was identified as a practitioner, thus increasing this sample group to 57 (26.1%). The remaining seven were maintained in an "other" category (3.2%).

Table 8

Leadership Role: Other

Role description	Identified role:
PhD student and counseling practitioner and supervisor	N/A
Doctoral student	Student
Counselor supervisor	N/A
Employee of a professional counseling association	N/A
Counselor education student (PhD)	Student
Former counseling student (graduated but not currently practicing)	N/A
Counseling consultant	N/A
Student and practitioner	N/A
Counseling administrator	N/A
School counselor	Practitioner

Among the 85 counseling student participants, 56 were pursuing a master's degree, one pursuing an educational specialist degree, and 28 pursuing a doctoral degree. Credit hour completion ranged from zero (first semester) to 130 hours (M = 38.43; SD = 27.16); four student participants did not indicate credit hour completion. All 85 students indicated that they were currently enrolled in a CACREP-accredited counseling program. Twelve students indicated that they were fully licensed as a counselor in their state, 15 indicated that they were provisionally licensed and pursuing full licensure under

supervision, and 58 indicated that this was non-applicable. Current counseling track concentration among student participants was as follows: 30 clinical mental health counseling; 7 marriage, couple, and family counseling; 17 school counseling; 3 student affairs and college counseling; 24 counselor education; and 4 other. Those who indicated "other" stated track concentrations in community health, play therapy, research, and dual clinical mental health/school. Doctoral students indicated the following tracks in their master's program: 12 clinical mental health counseling; 2 marriage, couple, and family counseling; 3 school counseling; 1 student affairs and college counseling; 1 addictions counseling; 7 other; and 2 did not respond to this item. Those who indicated "other" reported track concentrations in community agency counseling, community health, school and clinical mental health counseling, guidance counseling, art therapy, community counseling, and rehabilitation counseling.

Among the 69 counselor educator participants, there were 24 assistant professors, 18 associate professors, 18 full professors, 12 tenure track faculty, four non-tenure track faculty (e.g., clinical professor), two visiting professors, four adjunct professors, and three other. Participants were allowed to select more than option response. Those who indicated "other" reported educator roles such as department chair, doctoral candidate, and "tenured." Years of experience as a counselor educator ranged from one to 46 years (M = 10.41; SD = 9.80). Fifty-five indicated that they currently teach in a CACREP-accredited counseling program, and 14 indicated that they currently do not teach in a CACREP-accredited counseling program. Regarding counselor educator educational backgrounds, 59 indicated that they graduated from a CACREP-accredited counseling

program, and 10 indicated that they did not graduate from a CACREP-accredited counseling program. Counselor educators indicated identifying primarily with the following counseling backgrounds: four career counseling; 39 clinical mental health counseling; two marriage, couple, and family counseling; 18 school counseling; three addictions counseling; and three other. Those who indicated "other" reported identifications with backgrounds in rehabilitation counseling and generalist/school counseling. Fifty-two counselor educators indicated that they were fully licensed as a counselor in their state, nine indicated that they were provisionally licensed and pursuing full licensure under supervision, and eight did not respond to this item.

Among the 57 practitioner participants, 36 indicated that they were fully licensed as a counselor in their state, 16 indicated that they were provisionally licensed and pursuing full licensure under supervision, and five did not respond to this item. Years of experience as a practitioner ranged from zero to 31 years (M = 8.48; SD = 7.83). Practitioners indicated identifying primarily with the following counseling backgrounds: one career counseling; 29 clinical mental health counseling; 10 marriage, couple, and family counseling; 11 school counseling; one student affairs and college counseling; two addictions counseling; and three other. Those who indicated "other" reported holding multiple professional affiliations (e.g., school and professional counselor, counselor/marriage and family therapist, "dual diagnosis"). Forty-four practitioners had master's degrees, five had an educational specialist degree, and seven had a doctoral degree. Forty-seven practitioners reported graduating from a CACREP-accredited

counseling program, and nine reported not graduating from a CACREP-accredited counseling program.

Last, among the seven who indicated "other" as their current role, four indicated that they were fully licensed as a counselor in their state, two indicated that they were provisionally licensed and pursuing full licensure under supervision, and one indicated that this was non-applicable. Years of experience in their current role ranged from zero to 12 years (M = 4, SD = 3.59). These participants indicated identifying primarily with the following counseling backgrounds: two clinical mental health counseling; two marriage, couple, and family counseling; one school counseling; one student affairs and college counseling; and one addictions counseling.

All participants also reported either current or past counseling leadership experience (see Table 9). Sixty-two reported serving as a professional counseling organization elected leader (e.g., President, Treasurer, Secretary, etc.), 51 as a professional counseling organization appointed leader, 87 as a professional counseling committee or task force member, and 59 as a professional counseling committee or task force chair/co-chair. Forty-four reported serving as a member of a board of directors of a professional counseling or counseling-related organization (e.g., domestic violence shelter). Fifty-seven reported serving as an editor or reviewer for a professional counseling journal. Eight reported serving as an executive director of a counseling organization. Ninety-four reported serving as a clinical supervisor of counselors, and 41 indicated serving as an administrative supervisor of counselors. Similarly, 43 reported serving as an administrator related to counseling; these administrative roles included

counseling program coordinator (9), department chair (9), director of a counseling clinic or agency (6), private practice, school coordinator (2), military victim advocate, supervisor, lead counselor, and executive director. Eighty-three reported serving as a client advocate (e.g., actively advocated for a client's or group/community's needs), and 64 reported serving as a professional advocate (e.g., actively advocated for the advancement of the counseling profession).

Table 9

Participant Leadership Experience

Role	Student	C.E.	Prac.	Other	Total
Counseling organization elected leader	10	38	13	1	62
Counseling organization appointed leader	6	34	10	1	51
Counseling committee or task force member	13	54	17	3	87
Counseling committee or task force chair/co-chair	8	38	10	3	59
Member of a board of directors	5	24	11	4	44
Editor or reviewer for a professional counseling journal	4	48	4	1	57
Executive director of a counseling organization	0	4	3	1	8
Clinical supervisor of counselors	14	55	20	5	94
Admin supervisor of counselors	4	23	10	4	41
Admin related to counseling	2	32	6	3	43
Client advocate	22	30	26	5	83
Professional advocate	7	35	19	3	64
Group project leader	45	33	27	5	110
Counseling leader as student	27	30	13	2	72
Other	6	4	1	0	11

Notes: C.E. = counselor educator, Prac. = practitioner

One hundred and ten indicated they have served as a leader of group project for a course assignment as a student, and 72 served in a leadership position within a counseling organization as a student, including Chi Sigma Iota (CSI; both chapter and national service); American Counseling Association; Association for Multicultural Counseling and Development; Association for Assessment and Research in Counseling; International Association of Marriage and Family Counselors; Counselor Education Research Consortium; Association for Child and Adolescent Counseling; Association for Spiritual, Ethical, and Religious Values in Counseling; regional Association for Counselor Education and Supervision organizations; and state-level counseling organizations.

Eleven participants indicated serving in "other" positions, which included private practice, member of a community task force, director of a university counseling clinic, CEO/founder of a nonprofit, member of a counseling agency committee, representative for the American Mental Health Counselors Association, professor of psychology, editorial assistant for a counseling journal, mentor, scholarship recipient for the National Board for Certified Counselors, and service member in the military.

Results of Hypothesis Testing

This section details the results of the analyses used to test the six hypotheses of the study. Data analyses included confirmatory factor analysis (CFA) with follow-up exploratory factor analysis (EFA), Cronbach's alpha (α), Pearson Product Moment Correlation (Pearson r), multivariate regression analysis, and Chi-square test of independence (χ^2). As in the pilot study, the researcher conducted several item-level

analyses prior to hypothesis testing to assess for non-normality in the data and for statistically weak items on the DLCS-SR.

Item-Level Analysis

The dataset was scanned for missing data. After removal of the incomplete surveys detailed above, there were no incidences of missing data. Items marked "N/A" on the Too Little/Too Much (TLTM) scale of the DLCS-SR were then coded as missing data, and the dataset was scanned again. As seen in Table 10, counseling students were more likely to select N/A on items throughout the DLCS-SR; counselor educators and "others" were least likely to select N/A. Therefore, caution should be used in administering the DLCS-SR with student samples. Item five ("Shape the intellectual capital that advances the counseling profession in counseling journals by reviewing manuscripts") was marked N/A most often, primarily by students and practitioners; however, most counselor educators and "others" responded to this item. Thus, this type of leadership behavior most likely emerges within contexts of counselor education academia and organizational leadership than for students or practitioners. Among those who responded to item five, the mean and standard deviation were comparable to other items on the measure (see Table 11) and the item-total correlation was acceptable (see Table 12); thus, the item likely has utility on the measure for those to whom it is applicable.

Table 10

Missing Data Matrix for N/A Values

Item	S	C.E.	P	O	Total
1	6	0	0	0	6
2	10	1	0	0	11
3	2	0	0	0	2
4	9	0	0	0	9
5	28	2	20	1	51
6	7	1	0	0	8
7	15	0	2	0	17
8	1	2	1	0	4
9	6	1	0	0	7
10	8	0	2	0	10
11	11	0	2	0	13
12	17	2	6	0	25
13	12	0	3	0	15
14	5	0	0	0	5
15	0	0	1	0	1
16	2	0	0	0	2
17	16	0	7	0	23
18	16	0	8	0	24
19	15	0	8	0	23
20	10	0	0	0	10
21	0	1	0	0	1
22	2	0	1	0	3
23	1	0	0	0	1
24	0	0	0	0	0
25	0	1	0	0	1
26	0	0	0	0	0
27	1	0	0	0	1
28	0	0	0	0	0
29	1	0	0	0	1
30	4	0	0	0	4
31	0	0	0	0	0
32	1	0	0	0	1
33	3	0	2	0	5
34	7	1	0	0	8
35	0	0	0	0	0
36	0	0	0	0	0
37	0	0	0	0	0
38	1	0	0	0	1
39	5	0	0	0	5

40	0	1	1	0	2
41	1	0	0	0	1
42	0	0	0	0	0
43	1	0	0	0	1
44	0	0	0	0	0
45	0	0	0	0	0
46	0	0	0	0	0
47	0	0	0	0	0
48	0	0	0	0	0
49	1	0	1	0	2
50	2	1	0	0	3
51	0	0	0	0	0
52	0	0	0	0	0
53	1	0	0	0	1
54	11	0	2	0	13
55	0	0	0	0	0
56	0	0	0	0	0
57	3	0	0	0	3
58	0	0	0	0	0
59	2	0	1	0	3
60	7	0	2	0	9
61	0	0	0	0	0
62	18	2	3	0	23
63	16	3	3	0	22
64	17	1	2	0	20
65	20	9	6	0	35
66	14	0	2	0	16
67	20	1	6	0	27
68	7	1	1	0	9
69	0	0	0	0	0
70	0	0	0	0	0
71	0	0	0	0	0
72	0	0	0	0	0
73	0	0	0	0	0
74	9	0	4	0	13
75	0	0	0	0	0
Total	372	31	97	1	501

Notes: S = student, C.E. = counselor educator, P = practitioner, O = other

Item means (*M*), standard deviations (*SD*), and skew and kurtosis indices are listed in Table 11. Means closer to zero reflect usage of a given behavior closer to the

"right" amount, whereas higher means reflect higher lopsidedness in terms of over/under-using the behavior effectively. Most means are around 1.0 with a *SD* less than 2.0, indicating good variability around the mean. None of the items demonstrated high skew (> 3.00) or kurtosis (> 10.00).

Table 11

DLCS-SR Item Descriptive Statistics

Item	*M*	*SD*	Skew	Kurtosis
1	1.618	1.731	0.289	-1.715
2	1.290	1.719	0.706	-1.349
3	2.046	1.678	-0.151	-1.673
4	1.876	1.798	0.038	-1.846
5	1.707	1.498	0.296	-1.388
6	2.229	1.449	-0.339	-1.232
7	2.015	1.461	-0.084	-1.339
8	2.322	1.625	-0.460	-1.423
9	1.739	1.798	0.198	-1.808
10	1.803	1.877	0.165	-1.880
11	1.561	1.853	0.409	-1.758
12	1.985	1.795	-0.075	-1.825
13	1.636	1.776	0.286	-1.755
14	1.681	1.743	0.235	-1.736
15	1.088	1.666	0.988	-0.881
16	1.185	1.742	0.858	-1.179
17	1.200	1.713	0.841	-1.160
18	1.191	1.721	0.846	-1.167
19	1.395	1.774	0.589	-1.532
20	2.120	1.609	-0.247	-1.544
21	2.134	1.715	-0.210	-1.697
22	2.209	1.643	-0.340	-1.534
23	1.304	1.813	0.734	-1.398
24	2.330	1.747	-0.427	-1.603
25	1.051	1.642	1.032	-0.785

26	1.051	1.658	1.058	-0.743
27	1.350	1.817	0.664	-1.492
28	0.982	1.626	1.139	-0.578
29	1.558	1.718	0.393	-1.616
30	1.290	1.774	0.721	-1.390
31	1.252	1.695	0.757	-1.259
32	1.355	1.766	0.645	-1.464
33	1.925	1.784	-0.012	-1.818
34	1.133	1.723	0.937	-1.028
35	1.482	1.835	0.509	-1.657
36	1.569	1.790	0.385	-1.712
37	1.560	1.861	0.431	-1.738
38	1.585	1.806	0.351	-1.755
39	1.831	1.850	0.120	-1.868
40	1.542	1.799	0.408	-1.709
41	1.751	1.796	0.166	-1.820
42	1.720	1.811	0.227	-1.807
43	1.613	1.820	0.338	-1.769
44	2.124	1.754	-0.222	-1.736
45	1.110	1.640	0.917	-0.993
46	2.142	1.768	-0.233	-1.750
47	2.188	1.700	-0.292	-1.626
48	1.528	1.840	0.444	-1.716
49	1.296	1.780	0.714	-1.408
50	1.121	1.681	0.933	-0.997
51	1.289	1.753	0.716	-1.379
52	1.124	1.665	0.908	-1.033
53	1.074	1.695	1.017	-0.877
54	1.210	1.698	0.802	-1.205
55	1.151	1.725	0.915	-1.067
56	0.633	1.338	1.814	1.578
57	1.349	1.802	0.666	-1.470
58	1.950	1.887	0.011	-1.917
59	1.135	1.698	0.920	-1.037
60	1.412	1.846	0.603	-1.578
61	1.339	1.777	0.660	-1.459
62	1.441	1.668	0.508	-1.487
63	1.408	1.697	0.538	-1.505

64	1.177	1.752	0.882	-1.148
65	1.776	1.700	0.145	-1.728
66	1.401	1.774	0.575	-1.550
67	1.518	1.644	0.423	-1.498
68	1.904	1.855	0.036	-1.886
69	1.849	1.862	0.102	-1.889
70	1.248	1.758	0.772	-1.311
71	1.445	1.826	0.554	-1.607
72	1.161	1.733	0.893	-1.112
73	0.486	1.169	2.244	3.509
74	1.307	1.798	0.701	-1.446
75	0.541	1.256	2.077	2.645

Notes: M = mean, SD = standard deviation

The overall score distribution on the DLCS-SR was normally distributed (see Fig. 27). At the scale level, the DLCS-SR scores on the leadership values and qualities factor appeared to be normally distributed (see Fig. 28), but scores on the personal and interpersonal qualities factor and the interpersonal factor scale appeared to be positively skewed (see Figs. 29 and 30). On the two latter factors, participants appeared to have rated themselves closer to zero more often.

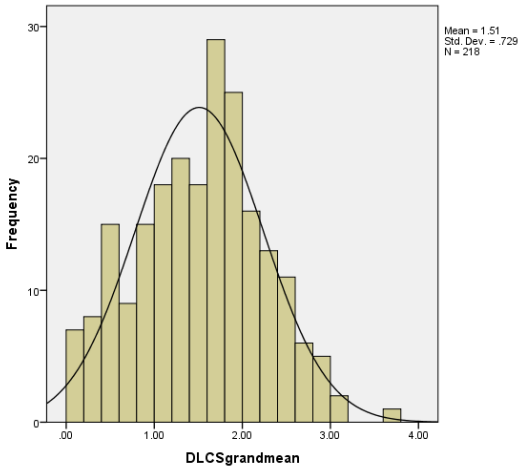

Figure 27. Overall DLCS-SR Histogram.

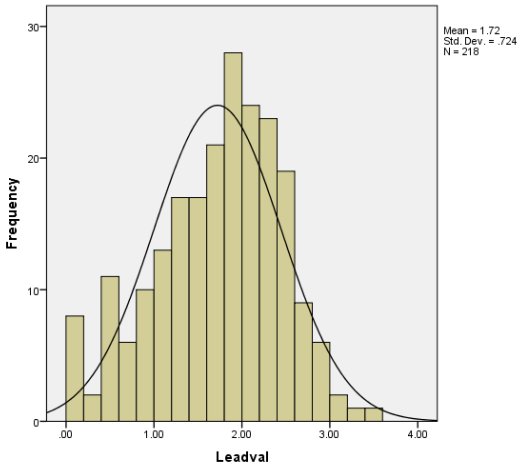

Figure 28. Leadership Values and Qualities Histogram.

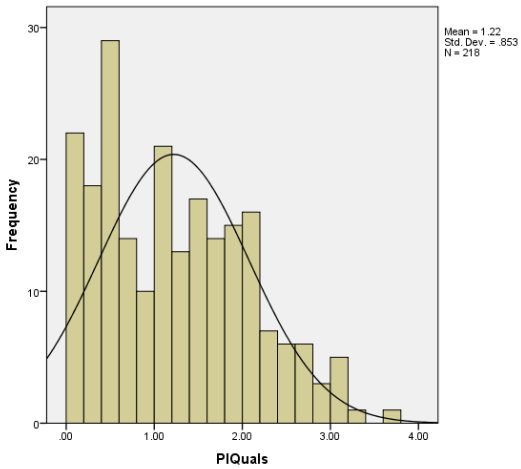

Figure 29. Personal and Interpersonal Qualities Histogram.

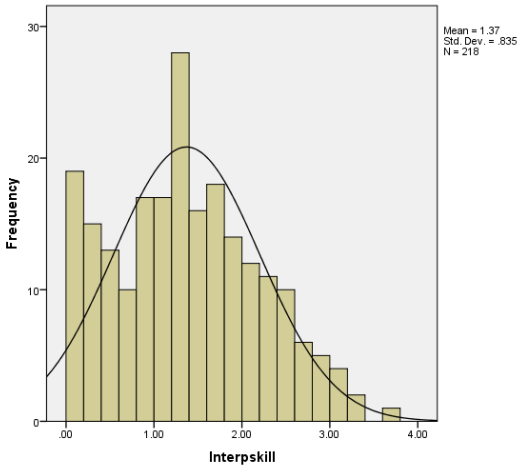

Figure 30. Interpersonal Skills Histogram.

Item-total correlations by factor are displayed in Table 12. None of the item-total correlations were below the suggested .2 cutoff for item removal (Everit, 2002), so all items were retained for hypothesis testing. In sum, based on the results of the item analyses, the data as a whole appeared normally distributed and there appeared to be no statistically weak items.

Table 12

Item-Total Correlations by Hypothesized Factor

Leadership values and qualities factor			Interpersonal skills factor			Personal and interpersonal qualities factor		
Item	CITC	α delete	Item	CITC	α delete	Item	CITC	α delete
1	.439	.870	48	.406	.844	26	.355	.800
2	.384	.871	49	.502	.840	27	.396	.797
3	.377	.871	50	.389	.844	28	.424	.795
4	.304	.873	51	.421	.843	29	.373	.799
5	.323	.872	52	.527	.839	30	.453	.793
6	.317	.872	53	.478	.841	31	.311	.803
7	.280	.873	54	.405	.844	32	.479	.791

8	.322	.872	55	.316	.847	33	.241	.808
9	.370	.872	56	.350	.846	34	.421	.795
10	.496	.869	57	.482	.841	35	.464	.792
11	.426	.870	58	.453	.842	70	.482	.791
12	.502	.869	59	.416	.843	71	.528	.787
13	.439	.870	60	.379	.845	72	.438	.794
14	.457	.870	61	.475	.841	73	.290	.803
15	.412	.871	62	.424	.843	74	.428	.795
16	.435	.870	63	.472	.841	75	.427	.796
17	.401	.871	64	.452	.842			
18	.317	.873	65	.273	.849			
19	.343	.872	66	.409	.844			
20	.522	.869	67	.337	.846			
21	.392	.871	68	.366	.845			
22	.261	.874	69	.408	.844			
23	.246	.874						
24	.282	.873						
25	.462	.870						
36	.378	.871						
37	.354	.872						
38	.380	.871						
39	.344	.872						
40	.425	.870						
41	.383	.871						
42	.392	.871						
43	.382	.871						
44	.314	.873						
45	.360	.872						
46	.239	.874						
47	.289	.873						
Factor α = .875			Factor α = .849			Factor α = .807		

Notes: CITC = corrected item-total correlation, α delete = Cronbach's alpha (for scale) if item deleted

Hypothesis One: Factor Analysis

Three factor CFA. First, the author tested a three factor model in which items were entered as observed variables specifying their respective latent factors (e.g., Table 12). The model did not converge properly due to a non-positive definite first-order derivative product matrix and to a non-positive definite latent variable covariance matrix. The first issue likely was because the sample size was smaller than the number of parameters in the model. The second issue could be tied to a negative variance or residual variance for a latent variable, a correlation greater than or equal to one between two latent variables, or a linear dependency among two or more latent variables. Because this model did not converge properly, it was not interpreted as a potential descriptive model of the data.

To remedy the parameter-to-sample size issue and to further investigate the non-positive definite issues with the latent variable covariance matrix, items were grouped into their respective categorical definitions from the DMCL, and the means for each category were generated (see Table 13). These means scores were entered as observed variables into a three factor CFA specifying their respective latent factors.

Table 13

Revised Factor Loadings for CFA

Item	DMCL grouping	Latent factor	Mplus ID	*M*
1 2 3	Professional Identity	Leadership values and qualities	LV1	1.658
4 5 6 7 8 9	Advocacy	Leadership values and qualities	LV2	2.007
10 11 12 13	Vision	Leadership values and qualities	LV3	1.743
14 15 16	Modeling	Leadership values and qualities	LV4	1.335
17 18 19	Mentorship	Leadership values and qualities	LV5	1.275
20 21 22	Service	Leadership values and qualities	LV6	2.159
23 24 25	Deal with difficulties and setbacks	Leadership values and qualities	LV7	1.561
26 27 28	Authenticity	Personal and interpersonal qualities	PQ1	1.564
29 30 31 32	Humility	Personal and interpersonal qualities	PQ2	1.657
33 34 35	Intentionality	Personal and interpersonal qualities	PQ3	1.701
36 37	Humor	Leadership values and qualities	LV8	1.891

38 39 40	Creativity	Leadership values and qualities	LV9	1.128
41 42 43	High standards for self and others	Leadership values and qualities	LV10	1.361
44 45 46 47	Wellness	Leadership values and qualities	LV11	1.524
48 49 50 51 52 53 54 55 56 57 58	Interpersonal influence	Interpersonal skills	INT1	1.284
59 60 61 62 63 64 65 66 67	Role competence	Interpersonal skills	INT2	.768
68 69	Assertive	Interpersonal skills	INT3	1.248
70 71 72	Openness	Personal and interpersonal qualities	PQ4	1.415
73 74 75	Principled	Personal and interpersonal qualities	PQ5	1.890

This model also failed to converge properly. The model specified all of the parameters (indicating that the sample size was now large enough to specify the

parameters), but the latent variable covariance matrix was again not positive definite. Based on close examination of the standardized model results, there were high correlations between the three specified latent factors (see Table 14). The correlation between the interpersonal skills and personal and interpersonal skills factors was above 1.0, which suggested a misspecified model fit to the data. The high correlations also indicated that a one factor model might yield an acceptable fit. Because this model also did not properly converge on three factors, it was not interpreted as a potential descriptive model of the data.

Table 14

Model-based Factor Correlation Matrix

	LV	PQ	INT
LV	---	.936	.976
PQ	.936	---	1.019
INT	.976	1.019	---

Notes: LV = Leadership values & qualities; PQ = Personal & interpersonal qualities; INT = Interpersonal skills

One factor CFA. A one factor model was tested using the observed variables listed in Table 13. The overall global fit indices indicated that the one factor model was a good fit to the data. As seen in Table 15, the Chi-square index (χ_2 = 256.87, df = 152, p = .000) was considerably higher than zero and the result was statistically significant; thus, this index suggested that the model was a poor fit for the data. However, as mentioned in Chapter Three, the Chi-square statistic may not be a reliable indicator of model fit when the sample size is large and the Chi-square's sensitivity to large sample sizes. Additional

fit indices indicated a good model fit to the data (RMSEA = .056, 90% CI; CFI = .927; SRMR = .05). Notably, the CFI was below the .95 cutoff for good model fit, but fell within the acceptable model fit range.

Table 15

CFA Model Fit Indices for One Factor Model

SRMR	RMSEA	CFI	χ^2	df	*p*
.05	.056	.927	256.87	152	.000

Notes: N = 218

Unstandardized and standardized factor loadings and standard errors are located in Table 16 and in Figure 31. All factor loadings were statistically significant (*p*'s < .0001). There is no common rule for interpretation of factor loadings, though Kline (2011) argued that standardized factor loadings should be high (e.g., > .7). Although none of the standardized factor loadings were greater than .7, most loaded moderately high (> .5), with the exception of LV8 (humor).

Table 16

One Factor CFA Factor Loadings

	Unst.	*SE*	*St.*
LV1	1.000	.000	.554
LV2	.688	.088	.517
LV3	1.297	.160	.654
LV4	1.188	.151	.653
LV5	1.049	.142	.562
LV6	.896	.095	.521
LV7	.928	.130	.537
LV8	.817	.151	.362
LV9	1.089	.148	.564
LV10	1.184	.133	.633
LV11	.753	.138	.455
PQ1	.942	.130	.509
PQ2	1.168	.139	.685
PQ3	1.216	.160	.627
PQ4	1.290	.160	.639
PQ5	.871	.124	.582
INT1	1.174	.137	.859
INT2	1.214	.127	.815
INT3	1.226	.163	.574

Notes: All factor loadings p < .0001

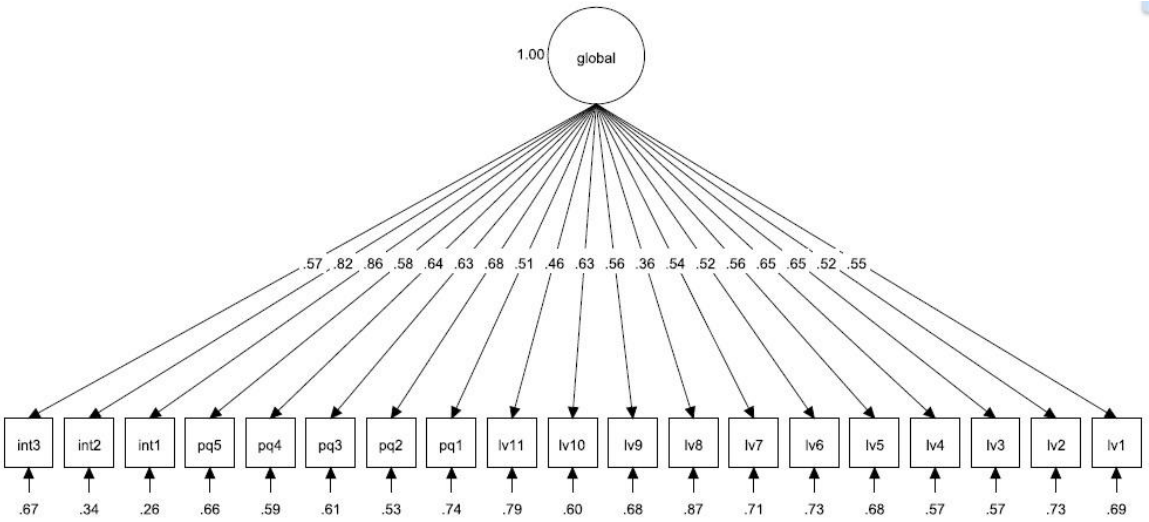

Figure 31. One Factor CFA Path Diagram.

The squared multiple correlations (R^2) for each observed variable presented in Table 17 represent the proportion of variance in the observed variable that was accounted for by the latent factor. Accordingly, these values provided preliminary evidence of reliability of a given indicator, though internal consistency was further explored in hypothesis two. As seen in Table 17, the R^2 values indicated acceptable reliability except for LV8 (humor). This indicator was not reliable within the one factor model because the explained variability did not account for much of the observed variable variance. INT1 (interpersonal influence) and INT2 (role competence) contained high R^2 values, indicating that a large proportion of variance on each of these indicators was accounted for by the single latent factor.

Table 17

Squared Multiple Correlations

LV1	.307
LV2	.267
LV3	.428
LV4	.426
LV5	.316
LV6	.272
LV7	.288
LV8	.131
LV9	.318
LV10	.400
LV11	.207
PQ1	.259
PQ2	.470
PQ3	.393
PQ4	.409
PQ5	.338
INT1	.738
INT2	.664
INT3	.329

Based on the results of the CFAs, a single factor yielded a good model fit the data, whereas a three factor model did not. Additionally, acceptable factor loadings and R^2 values supported a one factor model as a good fit to the data. Thus, hypothesis one was not supported by the CFA. Given the misspecifications in the three factor model, the researcher employed EFA to test whether or not there was a more parsimonious model fit to the data.

EFA. First, a principle axis EFA with varimax rotation was conducted in SPSS to assess the underlying structure for the 81 items of the DLCS-SR. Factors were extracted based on eigenvalues greater than one. Due to scattered missing data (related to the N/A option on the TLTM scale), the EFA analyses *N* was 119, which resulted in a smaller sample size for the EFA. Importantly, several important tests of assumptions did not hold for this EFA. The correlation matrix determinant ($8.581E^{-22}$) was incredibly small. Leech et al. (2015) stated that a determinant value less than .0001 indicates excessive multicollinearity. Additionally, Kaiser-Meyer-Olkin Measure of Sampling Adequacy was .657, which was below a recommended .70 for reliable EFA modeling (Leech et al.). This indicated that there were not a sufficient number of items for each specified factor. In contrast, the Bartlett's Test of Sphericity was significant ($\chi^2 = 4470.76$, df = 2775, p = .000), indicating that the items were highly correlated enough for factor analysis modeling. Although the items held together well enough for modeling, test assumptions for linearity and sampling adequacy did not hold. These were the same problems identified in the first CFA, and likely were again due to having more parameters than sample size.

Because the EFA assumptions did not hold, the results were not interpreted as a potential parsimonious model. However, it is worth noting that the test yielded 26 possible factors that accounted for 62.48% of the variance, but the first factor alone accounted for 19.06% of the variance. Despite the high number of specified factors with eignevalues higher than one, the scree plot (see Fig. 32) followed the "elbow rule" (Rencher, 2002), meaning that the plot flattened considerably between the first and remaining eigenvalues. This too supported a possible one factor model could fit the data, though this must be interpreted with caution.

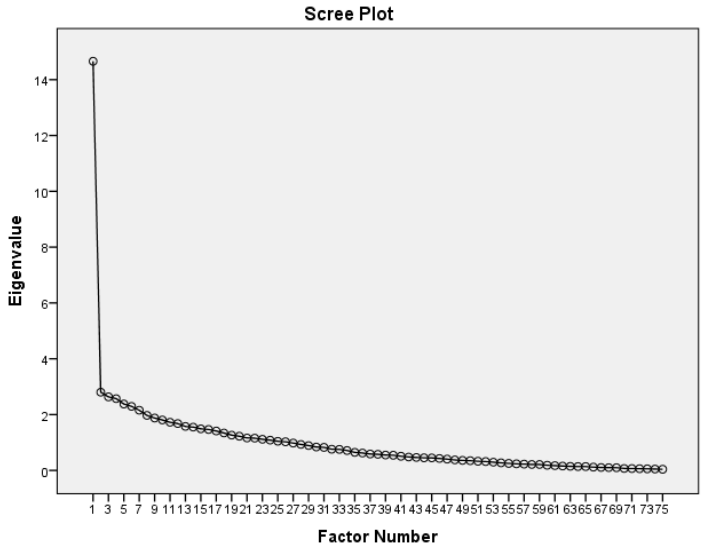

Figure 32. Item EFA Scree Plot.

To remedy the sample size issue, a second principle axis EFA with varimax rotation was conducted using the same procedure outlined for the second CFA. That is, an EFA was run using the 19 item groupings as observed variables. Factors again were extracted based on eigenvalues greater than one. In this test, assumptions of normality

and sampling adequacy held. The EFA analyses *N* was 199, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy was .934, and the Bartlett's Test of Sphericity was significant (χ^2 = 1619.92, df = 171, p = .000). Based on these results, the model was probably an acceptable fit to the data. However, the correlation matrix determinant was less than .0001, indicating excessive multicollinearity. Because two or more latent variables may be highly linearly related, the results should be interpreted with caution. This high multicollinearity among the latent variables may explain the high incidence of observed variables that cross-loaded onto more than one factor as explained below.

The test yielded three factors with an eigenvalue greater than one that accounted for 53.01% of the variance prior to rotation (see Table 18). However, the "elbow rule" (Rencher, 2002) was again observed in the scree plot (see Fig. 33). Based on this finding, it is likely that one factor accounted for most of the predictive power observed among the 19 observed variables, though two additional factors also may have wielded smaller predictive power.

Table 18

EFA Eigenvalues Table

	Initial eigenvalues			Extraction sums of squared loadings		
Factor	Total	Percent of Variance	Cumulative Percent	Total	Percent of Variance	Cumulative Percent
1	7.919	41.680	41.680	7.406	38.981	38.981
2	1.137	5.986	47.666	.572	3.010	41.991
3	1.016	5.347	53.013	.503	2.645	44.636
4	.936	4.926	57.939			
5	.892	4.695	62.634			
6	.834	4.388	67.022			
7	.772	4.064	71.086			
8	.712	3.746	74.831			
9	.655	3.447	78.279			
10	.607	3.194	81.472			
11	.563	2.961	84.433			
12	.503	2.649	87.082			
13	.472	2.482	89.565			
14	.429	2.260	91.824			
15	.393	2.068	93.893			
16	.349	1.837	95.730			
17	.337	1.772	97.502			
18	.259	1.361	98.863			
19	.216	1.137	100.000			

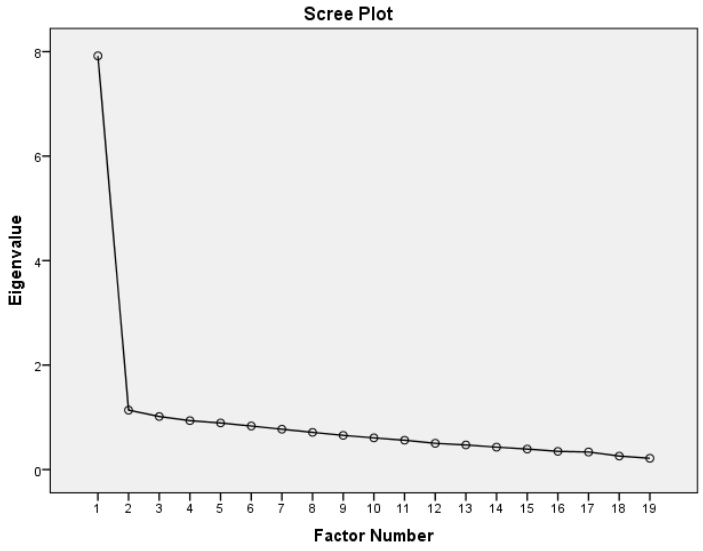

Figure 33. 19 Variable EFA Scree Plot.

Both unrotated and rotated factor loadings are displayed in Table 19. The three emergent factors were not clearly defined, as many of the observed variables cross-loaded onto multiple factors with similar loading sizes. The initial communalities (see Table 19), which reflect the relation between a given variable to all other variables, mostly were above .3. However, LV8 was below this value, and LV11 was close to .3. According to Leech et al. (2015), if any of these values are below .3, then sample size may distort the results. Thus, small sample size could have influenced the multiple cross-loadings of observed variables onto several factors in addition to multicollinearity.

Table 19

EFA Factor Matrix

	Factor matrix			Rotated factor matrix			Communalities
	Factor			Factor			
	1	2	3	1	2	3	Initial
LV1	.568	.327		.193	.268	.567	.390
LV2	.560	.332		.214	.226	.573	.377
LV3	.666		.262	.564	.179	.405	.499
LV4	.682		-.161	.367	.547	.255	.502
LV5	.601		-.475		.712	.278	.423
LV6	.567	.430		.198	.176	.663	.396
LV7	.549	-.131		.381	.383	.166	.392
LV8	.407			.235	.280	.186	.226
LV9	.593			.403	.276	.347	.361
LV10	.669		.117	.486	.299	.368	.486
LV11	.463	-.160	.228	.508	.137	.126	.304
PQ1	.519	-.179		.467	.277	.123	.357
PQ2	.690			.419	.458	.309	.523
PQ3	.610			.360	.394	.298	.471
PQ4	.678	-.144		.458	.475	.219	.512
PQ5	.585	-.161		.398	.436	.155	.397
INT1	.866	-.154		.581	.587	.306	.736
INT2	.826			.474	.507	.450	.679
INT3	.591		.276	.586	.158	.255	.396

Based on results from the CFAs and EFAs, a three factor model did not fit the data well. In contrast, a one factor model did fit the data well and accounted for a large proportion of variance among the observed variables. Thus, a three factor model was rejected and hypothesis one was not supported. A single factor of counseling leadership was not rejected as a good model fit to the leadership behaviors on the DLCS-SR.

In the item analysis section above, item-total correlations were reported for each item in relation to all items on a given hypothesized factor. Because a single factor model appeared to fit the data better than a hypothesized three factor model, the researcher revisited item analysis to investigate item-total correlations for each item in relation to all items on the scale (see Table 20). All items again performed above the .2 cutoff established for removal and removal of items would not substantially improve internal consistency (see hypothesis two), suggesting that no items needed to be removed. Notably, a few items (e.g., 8, 22, 46, 47) were near .2; these consistently were scored higher by participants (see Appendix U).

Table 20

DLCS-SR Single Factor Item Analysis

Item	CITC	α delete
1	.428	.942
2	.427	.942
3	.394	.942
4	.356	.942
5	.319	.942
6	.304	.942
7	.352	.942
8	.246	.942
9	.390	.942
10	.502	.941
11	.450	.942
12	.490	.941
13	.478	.941
14	.430	.942
15	.477	.941

16	.532	.941
17	.417	.942
18	.381	.942
19	.410	.942
20	.496	.941
21	.361	.942
22	.273	.942
23	.299	.942
24	.365	.942
25	.552	.941
26	.446	.942
27	.339	.942
28	.422	.942
29	.393	.942
30	.441	.942
31	.399	.942
32	.503	.941
33	.357	.942
34	.430	.942
35	.431	.942
36	.362	.942
37	.304	.942
38	.405	.942
39	.371	.942
40	.391	.942
41	.413	.942
42	.433	.942
43	.422	.942
44	.343	.942
45	.431	.942
46	.220	.943
47	.271	.942
48	.465	.941
49	.514	.941
50	.456	.941
51	.456	.941
52	.524	.941
53	.509	.941

54	.420	.942
55	.339	.942
56	.381	.942
57	.450	.942
58	.455	.941
59	.454	.941
60	.421	.942
61	.533	.941
62	.413	.942
63	.455	.941
64	.428	.942
65	.308	.942
66	.419	.942
67	.312	.942
68	.370	.942
69	.425	.942
70	.490	.941
71	.532	.941
72	.426	.942
73	.327	.942
74	.483	.941
75	.396	.942

Notes: CITC = corrected item-total correlation, α delete = Cronbach's alpha if item deleted

Hypothesis Two: Internal Consistency

Because one factor emerged as a good fit to the data with this sample, internal consistency among the subtests was evaluated in terms of the overall DLCS-SR as a single factor. The overall test of reliability for the DLCS-SR yielded a Cronbach's alpha (α) of .942 among the substantive items, indicating excellent internal consistency reliability across the measure as a whole. Therefore, hypothesis two was supported.

Hypothesis Three: Convergent Validity

The author correlated the DLCS-SR as one factor with the GTL (see Table 21). The DLCS-SR correlated significantly and in the expected direction with the GTL (r = -.562, p < .001). Lower scores on the DLCS-SR scales correlated significantly with higher scores on the GTL. This result supported the notion that counseling leadership behaviors, as measured by items on the DLCS-SR, are theoretically similar to leadership behaviors as measured by the GTL. Therefore, hypothesis three was supported (Note: per recommendation of his dissertation committee, additional evidence for validity was explored by the researcher. Because this additional evidence is not tied to the research questions, it is located in Appendix U).

Table 21

DLCS-SR Correlation Matrix

	1	2	3	4
1	1			
2	-.562**	1		
3	.102	-.028	1	
4	.042	-.097	.135*	1

*Notes: 1 = DLCS-SR, 2 = GTL, 3 = LSQ authoritarian scale, 4 = LSQ laissez-faire scale, * p < .05, ** p < .01*

Hypothesis Four: Discriminant Validity

The DLCS-SR as a single factor was correlated with the LSQ authoritarian and laissez-faire scales. As noted in Table 21, the DLCS-SR correlated positively yet non-significantly with the LSQ authoritarian and laissez-faire scales (r's = .102 and .042, ns, respectively). Each of the correlations was low, indicating little relationship between the

constructs. This result supported the notion that counseling leadership behaviors, as measured by items on the DLCS-SR, are theoretically distinct from authoritarian and laissez-faire leadership styles as measured by the LSQ. Based on these findings, hypothesis four was supported.

Hypothesis Five: Social Desirability

In Chapter Three, the author stated that a multivariate regression would be used to test hypothesis five. However, because a single factor emerged from the factor analyses, only one dependent variable was entered into a regression equation. Thus, a univariate multiple regression was employed to test hypothesis five. The self-enhancement and impression management scales of the BIDR-SF and the SDS subscale of the DLCS-SR were entered as predictor variables into a multiple regression, with the DLCS-SR entered as the outcome variable. As seen in Table 22, the BIDR-SF self-enhancement scale significantly predicted DLCS-SR scores (β = -.225, p = .005), but neither the BIDR-SF impression management scale (β = -.024, p = .755) nor the DLCS-SR SDS scale (β = .106, p = .118) significantly predicted DLCS-SR scores. Overall, the social desirability scales predicted about 6% of the variance in DLCS-SR scores (R^2 = .059, $F_{3,214}$ = 2.263, p = .005), indicating that social desirability accounted for a small yet significant amount of variance in scores on the DLCS-SR factors. Because social desirability was detected by BIDR-SF self-enhancement items but not by SDS items, hypothesis five was not supported. That is, the SDS did not detect socially desirable responding to the extent that the BIDR-SF self-enhancement scale did.

Table 22

Multiple Regression Results

	B	*SE*	*β*	t	Sig.
Constant	2.544	.300		8.494	.000
SDS	2.299	1.465	.106	1.570	.118
BIDR-SF self-enhancement	-.224	.079	-.225	-2.855	.005
BIDR-SF impression management	-.016	.052	-.024	-.312	.755

Notes: B = unstandardized coefficient, SE = standard error, β = standardized coefficient, t = t-statistic, Sig. = significance

Hypothesis Six: Inattentiveness

The Chi-square test for independence was not statistically significant ($\chi^2 = 25.481$, df = 22, $p = .275$), indicating that scores on the DLCS-SR IRS were independent of scores on the ARS-18. Because response patterns on the IRS were not parallel to the ARS-18, hypothesis six was not supported. As shown in Table 23, participants' scores on the ARS-18 varied between zero (meaning that participants responded identically to the paired items) and 12 (high discrepancy between the paired items), whereas all but 12 participants scored a zero on the IRS scale (indicating they responded to the directed response items correctly). Thus, most participants followed the directed response items correctly, but they were more discrepant in their responses to the ARS-18. Notably, a vast majority of ARS-18 scores were four or less (see Table 23), indicating a low level of inattentiveness overall.

Table 23

Inattentive Score Crosstabs

		IRS Scale		
		0	1	2
ARS-18 Scale	0	44	0	1
	1	39	4	0
	2	52	1	0
	3	31	2	0
	4	21	3	0
	5	7	1	0
	6	6	0	1
	7	1	0	0
	8	1	0	0
	9	1	0	0
	10	1	0	0
	12	1	0	0

Chapter Summary

The purpose of this chapter was to seek answers to the six research questions by investigating the six accompanying hypotheses detailed in Chapters One, Two, and Three. In the first research question, the author hypothesized that a three factor model of counseling leadership behaviors would produce adequate fit to the data in this sample. Hypothesis one was not supported in that a three factor model did not fit the data well. Additional analyses revealed that a single factor fit the model well and explained a large portion of variance in observed scores.

In research question two, the author hypothesized that the subtests used to specify the factors of the DLCS-SR would demonstrate acceptable reliability as evidenced by Cronbach's α at or above .70; this hypothesis was supported as overall α was .942. In research question three, the author hypothesized that there would be evidence for

convergent validity as evidenced by negative, significant correlations between DLCS-SR factors and the GTL. The single DLCS-SR factor correlated significantly and in the expected direction, thus providing strong support for this hypothesis. In research question four, the author hypothesized that DLSC-SR factors would be positively and non-significantly correlated with the authoritarian and laissez-faire subscales of the LSQ. The correlations between the single DLCS-SR factor and the LSQ subscales were weak, positive, and nonsignificant. Thus, hypothesis four was supported.

In hypotheses five and six, the author pilot tested validity scales that were built into the DLCS-SR. In research question five, the author hypothesized that a four item social desirability scale (DLCS-SR SDS) significantly would predict socially desirable responding similarly to the BIDR-SF scales. Based on results of the multiple regression, the SDS and BIDR-SF impression management scales did not significantly predict scores on the DLCS-SR, but the BIDR-SF self-enhancement scale did. Thus, hypothesis five was not supported. Last, in research question six, the authors hypothesized that participants' response patterns on a two item inattentive response scale (DLCS-SR IRS) would be dependent upon response patterns on the ARS-18. However, a Chi-square test of independence was not significant, indicating that the response patterns were not dependent upon one another. In sum, based on the results, there is promising evidence for construct, convergent, and discriminant validity, as well as internal consistency reliability on the DLCS-SR, but the validity scales did not perform as hypothesized.

CHAPTER V

DISCUSSION

The results of the initial validation study for the Dynamic Leadership in Counseling Scale – Self Report (DLCS-SR) were reported in Chapter Four. The purpose of this chapter is to provide a discussion of the results, implications, and conclusions. The chapter is divided into the following sections: summary of results, integration with literature, limitations of the study, and implications for counseling leadership research and training.

Summary of Results

Participants

A sample of 300 participants was sought for this study (100 students, 100 counselor educators, and 100 counseling practitioners) via quota and snowball sampling methods. Though 305 people participated, data from 218 participants (85 students, 69 counselor educators, 57 practitioners, and seven other) were analyzed; the others either provided incomplete surveys or did not meet participation criteria. This final sample was smaller than originally desired and, although the final number was higher than a minimum sample size for factor analysis established by some (e.g., Mvududu & Sink, 2013; Myers, Ahn, & Jin, 2011), sample size was a limitation (discussed later).

The sample included a relatively even representation of counseling students, counselor educators, and counseling practitioners. The sample consisted predominantly

of White (88%) female (75%) participants. Participants ranged from 22 to 73 years of age (M = 37; SD = 11.98), and they reported a wide variety of leadership roles throughout their careers, though counselor educators were more likely to be involved in positional leadership roles. Because of overrepresentation of certain racial and gender groups, as well as the higher frequency of leadership experiences among counselor educators, the results of this study should be viewed with caution and with the acknowledgement that additional research is needed to further investigate counseling leadership dynamics among these populations.

Instrumentation

The author used the DLCS-SR, GTL, LSQ, BIDR-SF, and ARS-18 inconsistency scale in this study. On the DLCS-SR, evidence of construct validity for a three factor model was not found with this sample, but there was evidence of construct validity with a one factor model. A test for internal consistency reliability among the items was excellent (α = .942). In this study, tests of internal consistency reliability were good for the GTL and poor for the LSQ (α's = .842 and .586, respectively).

Hypothesis One

McKibben, Umstead, and Borders (2014) proposed the Dynamic Model of Counseling Leadership (DMCL), which was derived from a content analysis of available counseling leadership literature. Twenty-four themes emerged from the data that were structured via the Interpersonal Process Model of Leadership (IPML; Eberly, Johnson, Hernandez, & Avolio, 2013) and grounded in Dynamic Systems Theory (DST; e.g., Thelen & Smith, 2006). Counseling leaders reviewed the 24 themes and suggested that

three general categories of leadership conceptually explained the similarities among the themes. The author developed the DLCS-SR to test this three factor structure at the behavioral level of counseling leadership in this study.

The author hypothesized that a three factor model would yield adequate fit to the data. However, based on results from a confirmatory factor analysis (CFA), the author found that a three factor model did not describe relationships well among the DMCL leadership themes. In contrast, the three hypothesized factors were highly related to one another, which suggested that one factor might better explain the relationships among the DMCL themes on the DLCS-SR. In a follow-up CFA, the author tested a one factor model of counseling leadership and found that this adequately described relationships among the leadership themes. The author then employed an exploratory factor analysis (EFA) to determine if there was a more parsimonious model fit to the data. The author again observed a single factor that accounted for most of the observed variance.

Based on these findings, counseling leaders probably do not distinguish among their leadership behaviors as clearly as specified by the DMCL. That is, the leadership behaviors that are detailed on the DLCS-SR are probably part of a larger, global leadership approach upon which counseling leaders draw as needed. Although the three hypothesized factors were distinct conceptually, they were indistinguishable statistically.

Hypothesis Two

The high internal consistency reliability among the items indicated that items throughout the DLCS-SR were likely to produce very similar scores. Also, because the factor analyses supported one general leadership factor, the high internal consistency

suggests that all of the items may be measuring the same construct. Thus, the 75 items on the measure appear to similarly measure a global view of counseling leadership.

Hypothesis Three

The author established evidence for convergent validity by correlating the DLCS-SR with the GTL (Carless, Wearing, & Mann, 2000). The GTL is a global measure of Transformational leadership and, although Transformational leadership does not fully describe counseling leadership behaviors in the DMCL (McKibben et al., 2014), the behaviors are conceptually similar in nature. The significant, negative correlation found between the two measures in this study indicate that as counseling leaders reported using leadership behaviors closer to "the right amount" on the DLCS-SR (lower scores), they were more likely to rate themselves higher on the Transformational leadership behaviors of the GTL. This evidence, though preliminary, supports that the counseling leadership behaviors on the DLCS-SR are measuring strong leadership skills comparable to the GTL.

Hypothesis Four

In contrast to convergent validity, the author sought to test whether counseling leadership behaviors as measured by the DLCS-SR would be substantially different from conceptually different leadership styles. Conceptually, the DLCS-SR should discriminate between effective use of exemplary counseling leadership behaviors and authoritarian (overbearing) and laissez-faire styles (hands off; e.g., Northouse, 2011) because authoritarian and laissez-faire styles represent, generally speaking, over- or under-utilizing leadership behaviors (respectively) as measured on the Too Little/Too Much

Scale of the DLCS-SR. The author found evidence for discriminant validity via positive, statistically non-significant correlations between the DLCS-SR and the authoritarian and laissez-faire scales of the LSQ (Northouse, 2011). This positive trend suggested that participants with higher scores on the DLCS-SR (indicating higher likelihood of under-/over-utilizing behaviors) also were more likely to score higher on authoritarian (overbearing) and laissez-faire (hands off) leadership styles on the LSQ. However, the correlations between the DLCS-SR and the LSQ scales were low enough to be not appreciably related to one another. In other words, counseling leadership behaviors on the DLCS-SR are probably unrelated to items authoritarian and laissez-faire leadership styles, which is a promising distinction.

Hypothesis Five

In Chapter Two, the author presented evidence that socially desirable responding is an ever-present concern in survey research because participants may misrepresent themselves on a measure by intentionally presenting themselves in an overly positive way or by unconsciously reacting to the content of the items and projecting an overly moralistic/positive view of self onto the measure. Such misrepresentations cause error in the data that can convolute the conclusions drawn from the data. To control for social desirability, the author included the BIDR-SF (Steenkamp et al., 2010) in the survey packet to detect intentional (impression management) and unconscious (self-enhancement) response tendencies. The author also developed and pilot tested a four item social desirability scale (SDS) that was embedded in the DLCS-SR. The author hypothesized that the SDS and the BIDR-SF scales would account for a significant

portion of variance in scores on the DLCS-SR. The BIDR-SF self-enhancement scale did significantly predict DLCS-SR scores, but neither the BIDR-SF impression management scale nor the SDS significantly predicted DLCS-SR scores. Because the SDS did not appear to detect social desirability like the self-enhancement scale, the SDS is probably not an appreciably useful detector of social desirability on the DLCS-SR. Additional research is needed to determine the scale's utility, but it could also be removed from the scale in future use with the caveat that an additional measure, such as the BIDR-SF, should be included as a detection of social desirability.

These results were a blessing and a curse. On one hand, the hypothesis was not supported and the SDS did not emerge as a particularly useful detector of social desirability. On the other hand, the three social desirability scales cumulatively accounted for 6% of the variance in DLCS-SR scores, and only the self-enhancement scale was a significant predictor. Just as uninteresting as the SDS turned out to be, it is noteworthy that some participants, generally speaking, may have held unconsciously positive views of themselves that they projected onto the current study. A broader finding was that social desirability was detected in this study; thus, some scores on the DLCS-SR may be over-inflated (e.g., scored closer to "the right amount" than is actually the case).

Hypothesis Six

In addition to social desirability, the author presented evidence in Chapter Two that inattentive responding is another ever-present threat to validity in survey research. Participants who respond randomly without regard for item content introduce error into the data. McKibben and Silvia (2014) supported a common suspicion that participants

who respond inattentively tend to mark answers around the midpoint of a scale, which, if this were to occur on the DLCS-SR, would give the appearance that an inattentive participant is using counseling leadership behaviors at or near "the right amount." Such a response pattern would likely over-inflate scores on the DLCS-SR.

To control for inattentive responding, the author included the ARS-18 inconsistency subscale (ARS-18; Maniaci & Rogge, 2014) in the survey packet to examine participants' response patterns to nearly identically-worded pairs of items. Also, the author developed and embedded a two item inattentive responding scale (IRS) into the DLCS-SR to test the utility of such a scale at detecting inattentive responding. The author hypothesized that response patterns on the IRS would be dependent upon response patterns on the ARS-18. However, the ways in which participants responded to the ARS-18 items was not related to how they responded to the IRS items. In other words, the two inattentiveness scales did not parallel one another, indicating that they did not detect inattentiveness in the same way.

As with social desirability, however, there was a broader finding related to inattentiveness, and it was an encouraging story. There were negligible rates of inattentiveness as measured by both the ARS-18 inconsistency subscale and the IRS. Maniaci and Rogge (2014) established a cut-score of 6.5 for the ARS-18 inconsistency subscale, and 97.7% of participants in this study scored at or below a six (n = 213) on this measure. On the IRS, 94% of participants responded to both of the directed response items correctly (n = 205), 5% missed one item (n = 11), and 0.9% missed both (n = 2). Participants probably were paying attention to items in this study. Therefore, one possible

explanation for the lack of support for this hypothesis could be relatively low variability in scores on each of these measures, particularly at the higher end of each scale. Although hypothesis six was not supported, the IRS scale embedded in the DLCS-SR may still be of use in detecting inattentive responding. Additional research is needed to shed light on its utility.

Item Analyses and Supplementary Validity Information

In Chapter Four, the author examined item performance by hypothesized factor, then re-examined item-total correlations across the measure as a whole after a single factor model was found. In both investigations, item-total correlations all were above .2, indicating that each item was sufficiently related to other items. Based on this information, it appears that counseling leadership behaviors listed on the DLCS-SR (e.g., professional identity, advocacy, vision, modeling, mentorship, service, dealing with difficulties and setbacks, authenticity, humility, intentionality, humor, creativity, high standards for self and others, wellness, interpersonal influence, role competence, openness, and principled) are related to one another at the item level.

Based on participant response patterns to the "N/A" option on the DLCS-SR, counseling students were more likely to indicate that leadership behaviors were not applicable to their current leadership endeavors, and counselor educators were least likely to endorse this option throughout the DLCS-SR. This makes sense, developmentally, given that students are more likely to be just beginning their counseling leadership experiences. Item 5, "Shape the intellectual capital that advances the counseling profession in counseling journals by reviewing manuscripts," was marked "N/A" most

often (23% of participants), mostly by students and practitioners, indicating that this is probably a very context-specific leadership behavior. Therefore, those who use this measure in the future for research and practice should attend carefully to N/A scores on the measure, particularly for students completing the measure.

In Appendix U, the author provided additional information on DLCS-SR scoring patterns among groups of participants. Item mean scores throughout the DLCS-SR were not highly different among students, counselor educators, practitioners, and others, but there were noticeable trends in the item mean scores in that student means tended to be higher than counselor educators, practitioners, and others. This trend is encouraging in light of the intuitive notion that students, who typically are at the outset of counseling leadership opportunities, would be more likely to under-/over-utilize leadership behaviors (e.g., lopsidedness). Additionally, examination of summed raw score trends revealed that students tended to have more variability in scores compared to other groups of participants. This may mean that students' effective use of leadership behaviors is more variable than other groups (e.g., counselor educators, practitioners, others, who tended to score more close to a certain score range). Additional research is needed to investigate group differences and to tease out divergence in scores among groups and among leadership experience in order to further understand which behaviors are most applicable to various leadership endeavors and to identify developmental progressions among counseling leaders.

Other items were identified as potential leadership strengths and difficulties for counseling leaders across groups. For example, items for advocacy, service, and wellness,

which often are posited as important domains of counseling leadership (e.g., Chang et al., 2012; CSI, 1999; Myers, 2012), tended to have mean scores above two, indicating moderate under-/over-use of these behaviors in counseling leadership endeavors. DLCS-SR items considered part of principled leadership and of the relationship building function of interpersonal influence tended to demonstrate low item mean scores across participant groups, indicating that counseling leaders in general may use such behaviors "the right amount" more often. Last, some groups of participants were more likely to use some leadership behaviors closer to "the right amount" more than other groups. For example, item means for the "others" group were less than one on items "Interact with policy makers to affect systemic level action" and "Communicate vision externally to incoming leaders and stakeholders in order to ensure continuity of a vision," but item means were higher on these items among students, counselor educators, and practitioners. Thus, leaders in these various roles (e.g., consultant, employee of a counseling organization) may have more opportunities to learn to use these behaviors effectively.

Integration with Literature

The findings of this study discussed above hold implications for the DMCL and for leadership theory in counseling. In general, the DLCS-SR shows promise as a useful measure of counseling leadership behaviors. Findings with the measure among participants in this study lent partial support for the DMCL (McKibben et al., 2014).

In Chapter Two, the author detailed the three groups of 24 themes in the DMCL. The hypothesized three factor DLCS-SR was built upon the behavioral elements of the DMCL. The DMCL was structured according to the Interpersonal Process Model of

Counseling Leadership (IPML; Eberly et al., 2013) and was grounded in Dynamic Systems Theory (DST). In accordance with the DST underpinnings of the IMPL and DMCL, leadership dynamics, specifically behaviors in the case of the DLCS-SR, are an emergent property that materialize in response to contextual changes. McKibben et al. (2014) proposed that the leadership dynamics highlighted in the DMCL (e.g., cognitions, affect, behaviors, traits, values, etc.) comprise an event cycle, a complex interaction among individual leaders, individual followers, dyadic interactions, group interactions, and contextual influences. In essence, leadership, as a construct, is fascinatingly complex.

The author noted in Chapter Two that there are conceptual distinctions among the thematic event cycles of the DMCL, but also cautioned that these thematic event cycles (depicted as figures throughout Chapter Two) were presented as distinct merely for the sake of brevity. Event cycles may not be purely distinct because leadership dynamics, as purported in DST (e.g., Michel & Moore, 1995; Thelen & Smith, 2006), emerge through complex systemic interaction and also interact with one another. Thus, a counseling leadership event cycle, that is, the overall interaction among leaders, followers, groups, and contexts, is likely to be unique for each leader. Because leadership is viewed as an ever-changing system, the introduction of different leaders into a given context will change how leadership emerges (e.g., assuming, hypothetically, that everything stayed the same in ACA except for a new executive director, leadership is likely to emerge differently from one leader to the next). It was for this reason that development of the DLCS-SR carefully considered practical utility in addition to research capability. For example, the Too Little/Too Much Scale (TLTM; Kaiser & Kaplan, 2006) allows for

feedback to be specific to the leader taking the measure. The TLTM scale also does not assume a linear progression or increase of leadership behavior that would be inherent in a traditional Likert scale. In sum, there is no assumption of perfection or contextual non-specific leadership behavior.

Based on the results of this study, the author was able to make inferences about the DMCL and about the underlying developmental assumptions of counseling leadership. The author tested the hypothesis that the three groups of themes in the DMCL (leadership values and qualities, personal and interpersonal qualities, and interpersonal skills) would be statistically distinct in addition to being conceptually distinct. This was not the case in this study, as the author found consistently that a single factor model fit the observed data better than a three factor model. The high internal consistency among the items on a single factor also suggests that the items relate to one another well as a general construct. Therefore, it appears that the leadership behaviors measured by the DLCS-SR are not as statistically distinct as they are conceptually distinct. Counseling leadership behaviors likely are best conceptualized as emergent properties within a broad event cycle rather than multiple specific event cycles. In other words, leaders probably draw on a wide variety of behaviors in their leadership endeavors, and these behaviors are part of a general leadership approach rather than specific, isolated leadership themes. In other words, counseling leaders are likely to use different behaviors in varying amounts in different situations and contexts (e.g., different people, different pressures, etc.). This broad view aligns with more recent views of leadership (detailed in Chapters One and Two) in which a “one size fits all” approach to leadership is rejected in favor of

a view of leadership as a dynamic, complex, and interactive process in which dynamics present differently based on varying contextual influences (Eberly et al., 2013; Emery et al., 2013). As mentioned in Chapters One and Two, leadership is fluid. In sum, the author's word of caution about the distinctness of thematic event cycles in Chapter Two was an important one. The conclusions drawn in this section should be considered in light of the limitations described below.

Limitations

This study provided useful and promising findings for the research and practical utility of the DLCS-SR. Although there were diverse ranges of leadership positionality and experience, there are several methodological, sampling, and measurement limitations that should be noted because they impact the generalizability of this study beyond the current sample. First, the DLCS-SR only measures counseling leadership *behaviors*. Although this measurement decision made by the author allows for more objective measurement of leadership, a comprehensive measurement of leadership dynamics as specified in the DMCL (e.g., cognitions, affect, values, traits) cannot be made with this measure. Thus, this measure does not permit for full investigation of leadership dynamics proposed in the DMCL (e.g., five of the 24 DMCL themes are not measured by the DLCS-SR).

Another potential limitation is the interaction of participants with the TLTM scale. This scale is different from, and denser than, traditional Likert scales, which potentially could complicate the completion process for participants. Confusion with the scale was detected in the pilot study, and attempts to remedy this confusion were

implemented prior to full sample administration via modifications to the survey instructions (e.g., changes in wording, addition of examples) and revising poorly performing items for increased specificity. Nevertheless, it is possible that participants in the full study also experienced confusion or frustration with the scale, and this could have impacted scores.

The quota sampling method used in this study may impact the generalizability of the current findings because the current sample may not accurately represent the population of counseling leaders. Additionally, the advantage of reaching difficult-to-find participants (particularly practitioners) via snowball sampling also necessitated that the researcher sacrifice rigor in obtaining a specific sample. Thus, the implementation of snowball sampling also may mean that the sample did not accurately represent the population of counseling leaders detailed in Chapter Three. Demographic items helped to screen for sampling accuracy in this study, but future researchers should implement rigorous sampling methods to further optimize generalizability.

In addition to the sampling methods, the sample size was smaller than originally desired. The author sought 100 counseling students, practitioners, and educators in order to optimize score variance, but the final sample consisted of 218 participants, including just over half the desired number of practitioners ($N = 56$). This low N may have impacted score variance and the findings in the factor analyses. Given the large number of parameters that were tested via factor analysis, a larger sample size may have yielded more stable and reliable results. Also, there was a 72% survey completion rate (83 non-respondents or mostly incomplete responses, along with two participants who were

excluded from analysis), and it is possible that these 85 participants possessed leadership experiences that could have impacted the study findings.

Although the sample in this study was diverse in terms of leadership experience and positionality, the sample was not diverse in terms of other demographics. For example, the participants were mostly White (88%) and female (75%). Thus, caution should be exercised in generalizing the findings of this study beyond these groups. Additional research is needed with culturally diverse counseling leaders in order to better understand their use of counseling leadership behaviors. This is especially important given that DLCS-SR behaviors related to mentorship, advocacy, and social justice, among others, were originally identified in the DMCL as particularly important to counseling leaders from culturally diverse groups (McKibben et al., 2014). Additionally, the counseling leadership literature in general under-represents the perspectives from culturally diverse counseling leaders and so may limit the view of leadership as found in the DMCL and the DLCS-SR.

Leadership behaviors in this study were examined among groups of counseling students, counselor educators, and practitioners. Inherent in this approach is an assumption that leadership experience is relatively homogeneous among leaders in each group, but this may not be the case. Thus, the observed data in this study may be influenced more by leadership experience rather than role. Additional research is needed into leadership behaviors as a function of leadership experiences.

The presence of social desirability in these findings represents a limitation. As with most survey research, the author sought to maximize true score variance and

minimize error variance on the DLCS-SR. Social desirability represents a source of error variance. The author was able to detect and describe it, but the error could not be systematically removed. The presence of social desirability in this data may be linked to other potential limitations. For example, because there were no incentives for participation offered by the author, those who chose to participate may have had a strong interest in the study or in counseling leadership that motivated them to participate. Perhaps some participants could have held a preconceived view of self as a strong leader, whether true or not, and this prompted them to contribute to the study and also to project an overly positive view of self onto the items of the DLCS-SR.

Finally, there were measurement limitations. Although the internal consistency reliability was good for the DLCS-SR, GTL, and the impression management scale of the BIDR-SF, reliability was low for the LSQ and the self-enhancement scale of the BIDR-SF. Because the reliability estimates for these scales were low, caution should be used in interpreting the discriminant validity evidence and self-enhancement social desirability reported in Chapter Four.

Implications

Research

In this study, the author sought to develop and provide evidence of validity and reliability of a counseling-specific leadership measure. The results, considered in light of the above limitations, show promise for a useful measure and prompt a need for additional research. First, more research is needed with more samples of counseling leaders so that the factor structure can be further investigated. Although there was

consistently clear evidence for a one factor model, larger sample sizes are needed to test a more stable model. Additional research also is needed that employs a variety of sampling procedures of counseling leaders to ensure that samples reflect the population. Similarly, future researchers need to focus on culturally diverse samples to increase the generalizability of findings.

Researchers now have a measurement tool with which to begin more rigorous investigations into counseling leadership and leadership development. With the DLCS-SR, descriptive cross-sectional designs are possible to explore leadership behaviors among various groups of counselors (e.g., students, educators, practitioners, etc.), developmental phases, and leadership settings. More in depth research is needed into leadership behaviors among various groups of leaders and ranges of leadership experience to further illuminate what behaviors are more applicable (e.g., to students) and which are used closer to the right amount. With larger samples, researchers can examine differential item functioning to determine which items are most applicable across groups of leaders.

Researchers also now may investigate leadership development processes change over time via longitudinal designs. Qualitative investigations into developmental catalysts may shed light on the developmental processes of leadership dynamics. Additionally, researchers are now able to investigate leadership training and education efforts via single subject and quasi-experimental designs in order to uncover what aspects of counseling leadership training are fruitful. Researchers may also begin investigations into outcome-based studies that investigate the impact of leadership behaviors. The TLTM scale allows

for the observation of lopsidedness (i.e., under-/over-use) in counseling leadership behaviors, and researchers may now examine how balance or lopsidedness impacts leadership outcomes (e.g., client satisfaction, follower/group member motivation, task completion). Such future studies would further elevate the importance of counselor leadership training by highlighting the "so what" factor of leadership. To wit, by illuminating the impact of balanced and lopsided leadership, researchers and scholars can begin to understand what is at stake in leadership endeavors.

Another needed avenue in future research is the development of an other-report version of the DLCS. As mentioned in Chapter One, multi-rater leadership measures in other professional disciplines are common, and multi-rater measures tend to exhibit higher validity and reliability than self-report measures alone (Conway & Huffcut, 1997; Yarborough, 2011). The detection of social desirability in this study of the DLCS-SR version further underscores the need for an other-report to maximize validity and reliability while minimizing error.

Last, in order to more comprehensively examine counseling leadership, additional instrument development is needed around other leadership dynamics (e.g., cognitions, affect, traits, and values) in the DMCL (McKibben et al., 2014). This can allow researchers to investigate how behaviors on the DLCS-SR are linked to other leadership dynamics, which can highlight how leadership event cycles emerge and sustain. Additionally, measuring additional leadership dynamics may add vitality to counseling leadership education, training, and practice.

Counseling Leadership Education, Training, and Practice

Knowledge and skills in leadership and advocacy are required learning outcomes for counseling students in both the current 2009 CACREP Standards (CACREP, 2009) and the proposed 2016 Standards (CACREP, 2014). Nevertheless, Paradise, Ceballos, and Hall (2010) noted that counseling leadership skills often are neglected in education and training. The available counseling leadership literature is fragmented and devoid of theoretical foundations (Lewis, 2012), which further limits leadership training and education. However, the development and validation of the DLCS-SR, which offers measurement of counseling leadership behaviors grounded in a developmental conceptual model, offers a needed first step toward intentionality in counseling leadership preparation.

First, counselor educators seeking to teach counseling master's and doctoral students counseling leadership skills now have a potentially useful tool that (a) concretely identifies important leadership behaviors, (b) allows students to evaluate and examine their current leadership behavior, (c) generate important conversations about how students are employing behaviors based on the context of their leadership efforts, and (d) self-assess and monitor for balance in leadership behavior. In essence, with some training on how to use and interpret the DLCS-SR, counselor educators may find the DLCS-SR to be a useful catalyst in students' leadership development. Appropriate use of the measure can help align and document counselor education with CACREP (2009; 2014) leadership learning outcomes, though additional research and validity evidence is needed, particularly with counseling students, before the DLCS-SR should be used in higher

stakes measurement such as CACREP alignment and documentation. Similarly, professional organizations that offer leadership training programs and workshops (e.g., ACA, ACES, CSI, and NBCC) have access to a measure that can add vitality and intentionality to their training efforts. Last, counseling organizations, agencies, committees, task forces, groups, classes, or individuals who wish to seek consultation on their leadership performance have a more objective, grounded method with which to engage in that process.

Chapter Summary

The purpose of this study was to develop a measure of counseling leadership and to investigate evidence for validity and reliability of the measure. Based on analyses of the data, a single, general factor of counseling leadership described the data better than a hypothesized three factor model (McKibben et al., 2014). Globally, the author found evidence of convergent and discriminant validity and excellent reliability for the DLCS-SR, though the observed data may be prone to socially desirable responding. This study bridges a crucial gap in being able to measure counseling leadership behaviors, and, although more research is needed to understand the statistical utility of the DLCS-SR, the profession has a preliminary measure that can aid in the research and training of counseling leadership.

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APPENDIX A

ORIGINAL DLCS-SR ITEMS SENT FOR EXPERT REVIEW

Dynamic Leadership in Counseling Scale – Self Report

The rating scale is different from the typical kind, where a higher score is a better score. On this scale, **the best score is a "0," in the middle of the scale.** The premise is that there are two kinds of performance problems: when leaders emphasize something ***too much*** or when they put ***too little*** emphasis on something.

The Right
←Too Little Amount Too Much→

Much Too			Barely		Barely			Much Too	
-4	-3	-2	-1	0	+1	+2	+3	+4	N/A

WARNING: Some people misread this scale. Please do not mistake it for the usual type where a high score is the best score.

1. Use the "**too much**" side of the scale for items that he/she takes to an extreme – what he/she **does too frequently or with too much intensity**.
2. Use the "**too little**" side for those items that he/she is deficient on – what he/she **does not do often enough or does with too little intensity**.

The assumption is that the ratings of frequency include ratings of effectiveness.

If you feel unable to rate a particular item because it doesn't apply, you may select "N/A" (not applicable). Please do not use this option more frequently than is absolutely necessary.

The Right
←Too Little Amount Too Much→

	Much Too			Barely		Barely			Much Too	
	-4	-3	-2	-1	0	+1	+2	+3	+4	N/A
Professional Identity										
Promote a unique counselor identity through professional activity that advances the profession	O	O	O	O	O	O	O	O	O	O
Strive to establish professional counselor credibility across professional boundaries	O	O	O	O	O	O	O	O	O	O
Get involved in professional organizations to advance the counseling profession	O	O	O	O	O	O	O	O	O	O
Advocacy										
Discuss or debate with colleagues issues confronting the counseling profession	O	O	O	O	O	O	O	O	O	O

Shape the intellectual capital that accrues in counseling journal articles	O	O	O	O	O	O	O	O	O	O
Engage in political advocacy for the counseling profession	O	O	O	O	O	O	O	O	O	O
Interact with policy makers to affect systemic level action	O	O	O	O	O	O	O	O	O	O
Engage in social justice efforts as a function of leadership	O	O	O	O	O	O	O	O	O	O
Participate to help counselors adopt cross-cultural perspectives	O	O	O	O	O	O	O	O	O	O
Vision										
Articulate and communicate a vision to followers	O	O	O	O	O	O	O	O	O	O
Inspire a shared vision among followers	O	O	O	O	O	O	O	O	O	O
Communicate vision externally to incoming leaders and to stakeholders in order to ensure continuity of a vision	O	O	O	O	O	O	O	O	O	O
Build an ongoing vision that is attractive to group members and to stakeholders	O	O	O	O	O	O	O	O	O	O
Modeling										
Set an example of what is expected of others	O	O	O	O	O	O	O	O	O	O
Lead by example	O	O	O	O	O	O	O	O	O	O
Serve as a role model for others	O	O	O	O	O	O	O	O	O	O
Mentorship										
Build supportive relationships with mentees	O	O	O	O	O	O	O	O	O	O
Empower mentees to find their voice	O	O	O	O	O	O	O	O	O	O
Emphasize the learning aspect of a mentoring relationship for mentees	O	O	O	O	O	O	O	O	O	O
Service										
Serve the profession via local, national, or international involvement	O	O	O	O	O	O	O	O	O	O
Engage in service to the profession	O	O	O	O	O	O	O	O	O	O
Engage in community service	O	O	O	O	O	O	O	O	O	O
Deal with Difficulties/Setbacks										
Push through negative reactions from others to strive for success	O	O	O	O	O	O	O	O	O	O
Struggle to advocate while also being accepted by the dominant culture of the profession	O	O	O	O	O	O	O	O	O	O
Seek resolutions to problems that arise	O	O	O	O	O	O	O	O	O	O
Behavioral Authenticity										
Behave in a manner that is true to one's self	O	O	O	O	O	O	O	O	O	O
Have transparency in dealing with others	O	O	O	O	O	O	O	O	O	O
Exhibit genuine/authentic behavior with others	O	O	O	O	O	O	O	O	O	O
Humility										
Work hard behind the scenes	O	O	O	O	O	O	O	O	O	O
Lead by being led	O	O	O	O	O	O	O	O	O	O
Give credit to others for success	O	O	O	O	O	O	O	O	O	O
Accept responsibility for failures/setbacks at	O	O	O	O	O	O	O	O	O	O

individual and group levels										
Intentionality										
Engage in strategic planning	O	O	O	O	O	O	O	O	O	O
Make meaningful and relevant interventions	O	O	O	O	O	O	O	O	O	O
Act thoughtfully, decisively, intentionally, and strategically	O	O	O	O	O	O	O	O	O	O
Sense of humor										
Exhibit a sense of humor	O	O	O	O	O	O	O	O	O	O
Creativity										
Approach situations in inventive ways	O	O	O	O	O	O	O	O	O	O
Use metaphors, stories, or vignettes to reframe problems or to stimulate insight	O	O	O	O	O	O	O	O	O	O
Use creative strategies to stimulate awareness and change	O	O	O	O	O	O	O	O	O	O
High standards for self and others										
Invest time and effort into developing personal leadership abilities	O	O	O	O	O	O	O	O	O	O
Have high standards for others that reflect same standards for self	O	O	O	O	O	O	O	O	O	O
Work hard to establish credibility as a leader	O	O	O	O	O	O	O	O	O	O
Wellness										
Balance personal and professional lives	O	O	O	O	O	O	O	O	O	O
Surround self with supportive family, friends, and significant others	O	O	O	O	O	O	O	O	O	O
Live life in way that reflects commitment to wellness	O	O	O	O	O	O	O	O	O	O
Advocate for personal wellness	O	O	O	O	O	O	O	O	O	O
Interpersonal influence										
Empower others to act	O	O	O	O	O	O	O	O	O	O
Inspire individuals to make change of their own accord	O	O	O	O	O	O	O	O	O	O
Ascribe meaning to other people's work	O	O	O	O	O	O	O	O	O	O
Provide words of encouragement	O	O	O	O	O	O	O	O	O	O
Develop collaborative relationships with others	O	O	O	O	O	O	O	O	O	O
Exercise influence with people rather than over people	O	O	O	O	O	O	O	O	O	O
Include followers in dialogue and decision making	O	O	O	O	O	O	O	O	O	O
Use therapeutic presence to build relationships	O	O	O	O	O	O	O	O	O	O
Build relationships based on trust via communication of performance expectations	O	O	O	O	O	O	O	O	O	O
Work alongside others to build consensus	O	O	O	O	O	O	O	O	O	O
Ensure that everyone is on board before moving an action plan forward	O	O	O	O	O	O	O	O	O	O
Role Competence										
Use problem-solving skills to manage conflict with or among followers	O	O	O	O	O	O	O	O	O	O
Maintain clear communication/feedback	O	O	O	O	O	O	O	O	O	O

with followers										
Respond to challenges with emotional skills	O	O	O	O	O	O	O	O	O	O
Conduct self professionally as a leader	O	O	O	O	O	O	O	O	O	O
Meet individually with followers	O	O	O	O	O	O	O	O	O	O
Meet professional concerns of followers	O	O	O	O	O	O	O	O	O	O
Hold followers accountable for performance standards	O	O	O	O	O	O	O	O	O	O
Provide professional assistance and resources to help followers achieve success	O	O	O	O	O	O	O	O	O	O
Assertive										
Challenge followers to take risks	O	O	O	O	O	O	O	O	O	O
Address conflict openly and directly	O	O	O	O	O	O	O	O	O	O
Set boundaries and expectations with others	O	O	O	O	O	O	O	O	O	O
Openness										
Be receptive to feedback from others	O	O	O	O	O	O	O	O	O	O
Gather diverse perspectives and expectations from others	O	O	O	O	O	O	O	O	O	O
Create an open forum for others to voice thoughts on how group efforts can run more efficiently	O	O	O	O	O	O	O	O	O	O
Principled										
Act ethically	O	O	O	O	O	O	O	O	O	O
Use relational power responsibly	O	O	O	O	O	O	O	O	O	O
Act with integrity	O	O	O	O	O	O	O	O	O	O
Social Desirability Scale										
Do things right the first time, every time	O	O	O	O	O	O	O	O	O	O
Form first impressions of people that usually turn out to be right	O	O	O	O	O	O	O	O	O	O
Act congruently with every follower	O	O	O	O	O	O	O	O	O	O
Demonstrate a mastery of multicultural competence.	O	O	O	O	O	O	O	O	O	O
Inattentive Responding Scale										
This is a system check item. Please mark +4.	O	O	O	O	O	O	O	O	O	O
This is a calibration test item. Please mark -4.	O	O	O	O	O	O	O	O	O	O

APPENDIX B

DLCS-SR FEEDBACK – DOCTORAL STUDENT SORTING TASK

Hey all, I have a favor to ask you. I am in the final stages of putting my instrument together before pilot testing, and I was wondering if you could help me by completing a quick sorting task. This will help me with item clarity. This is not data that will be collected or analyzed or published; it is just a step in the feedback process and you all have diverse perspectives that I do not. If you can help, here is what I need:

The link below will take you to a Qualtrics site. On the left side will be a list of behavioral items. On the right side will be a list of categories along with a definition for each category. The task is to click and drag the items on the left into the category on the right to which you think the items belong. That is, which category does the item appear to be measuring? Once you've sorted all the items, click the submit button at the bottom and you're done! It should just take a few minutes of your time.

Thanks in advance for your consideration and help. If you have questions, feel free to ask. Thanks so much! I know you're busy and I appreciate any support!

Also, your responses will be confidential and we are not collecting any personal or identifying data.

https://uncg.qualtrics.com/SE/?SID=SV_8vpNhh074Lk6cPb

Promote a unique counselor identity through professional activity that advances the profession	***Professional Identity:*** an understanding of what it means to be a counselor, demonstrates involvement in professional organizations, holds developmental beliefs and values core principles of the counseling profession ***Advocacy:*** Professional (Advocacy for the counseling profession and for systemic planning, public policy, promotes the profession, contributes to betterment of the profession, desire to further the profession) or Social Justice (multicultural/advocacy/ social justice mindset, advocates for clients, addresses issues of client welfare, culture, or systemic issues in leadership efforts) ***Vision:*** an image of the future of the group or organization. A vision is communicated to followers by leaders, and it serves as a catalyst for bringing people together. A vision in counseling leadership is often seen as the
Strive to establish professional counselor credibility across professional boundaries	
Get involved in professional organizations to advance the counseling profession	
Discuss or debate with colleagues issues confronting the counseling profession	
Shape the intellectual capital that accrues in counseling journal articles	
Engage in political advocacy for the counseling profession	
Interact with policy makers to affect systemic level action	
Engage in social justice efforts as a function of leadership	
Participate to help counselors adopt cross-cultural perspectives	
Articulate and communicate a vision to followers	
Inspire a shared vision among followers	
Communicate vision externally to incoming leaders	

and to stakeholders in order to ensure continuity of a vision	property of the entire group rather than the leader alone. ***Modeling:*** the leader sets an example, leads by example, and serves as a role model to others. ***Mentorship:*** a close relationship, formal or informal in which a leader promotes professional/personal growth in others and views leadership as a shared activity; may provide or receive mentorship ***Service:*** based on the servant leadership model in which a leader enters a position of leadership as a function of service to others. Leaders have a desire to give back or help others, are involved in various levels of service, and think about levels of service and needs. ***Deal with difficulties and setbacks:*** experiences difficulty, frustrations, anxiety, resistance, or roadblocks as a leader; gaps in self-understanding or roles; uses these difficulties as a means for personal growth; does not give in to challenges; exhibits courage; struggles; owns role in overcoming challenges; listens to others when facing difficulties and challenges; seeks solutions ***Behavioral Authenticity:*** defined by Kernis and Goldman as the 'unobstructed operation of one's core/true self in one's daily enterprises." These items measure the behavioral components of authenticity: behavior and relational orientation. Behavior (behavior flows from authentic view of self, congruence, true to self, living what one believes), relational orientation (act toward others in way that they can see authentic self and in way that they can show their authentic selves back, transparency) ***Humility:*** attributes success to serendipity or luck, does not see self as overly important or as leader, downplays accomplishments, gives credit to others ***Intentionality:*** stays cool under pressure; acts intentionally, thoughtfully, decisively, cautiously, strategically ***Sense of humor:*** the leader has a sense of humor or uses humor purposefully
Build an ongoing vision that is attractive to group members and to stakeholders	
Set an example of what is expected of others	
Lead by example	
Serve as a role model for others	
Build supportive relationships with mentees	
Empower mentees to find their voice	
Emphasize the learning aspect of a mentoring relationship for mentees	
Serve the profession via local, national, or international involvement	
Engage in service to the profession	
Engage in community service	
Push through negative reactions from others to strive for success	
Struggle to advocate while also being accepted by the dominant culture of the profession	
Seek resolutions to problems that arise	
Behave in a manner that is true to one's self	
Have transparency in dealing with others	
Exhibit genuine/authentic behavior with others	
Work hard behind the scenes	
Lead by being led	
Give credit to others for success	
Accept responsibility for failures/setbacks at individual and group levels	
Engage in strategic planning	
Make meaningful and relevant interventions	
Act thoughtfully, decisively, intentionally, and strategically	
Exhibit a sense of humor	
Approach situations in inventive ways	
Use metaphors, stories, or vignettes to reframe problems or to stimulate insight	
Use creative strategies to stimulate awareness and change	
Invest time and effort into developing personal leadership abilities	
Have high standards for others that reflect same standards for self	
Work hard to establish credibility as a leader	
Balance personal and professional lives	
Surround self with supportive family, friends, and significant others	
Live life in way that reflects commitment to wellness	
Advocate for personal wellness	
Empower others to act	
Inspire individuals to make change of their own accord	

Ascribe meaning to other people's work
Provide words of encouragement
Develop collaborative relationships with others
Exercise influence with people rather than over people
Include followers in dialogue and decision making
Use therapeutic presence to build relationships
Build relationships based on trust via communication of performance expectations
Work alongside others to build consensus
Ensure that everyone is on board before moving an action plan forward
Use problem-solving skills to manage conflict with or among followers
Maintain clear communication/feedback with followers
Respond to challenges with emotional skills
Conduct self professionally as a leader
Meet individually with followers
Meet professional concerns of followers
Hold followers accountable for performance standards
Provide professional assistance and resources to help followers achieve success
Challenge followers to take risks
Address conflict openly and directly
Set boundaries and expectations with others
Be receptive to feedback from others
Gather diverse perspectives and expectations from others
Create an open forum for others to voice thoughts on how group efforts can run more efficiently
Act ethically
Use relational power responsibly
Act with integrity

Creativity: uses creative approaches (e.g., metaphors, stories, vignettes), creative solutions to problems, artistic, innovation (fresh approach, entrepreneur, trailblazing/pioneering efforts)

High standards for self and others: outstanding drive and work ethic, high quality sought/demanded, high ideals, works hard, willingness to expand skills, continued learning, steps out of comfort zone, and establishes personal/professional credibility

Wellness: work/life balance (family/life balance, balance, personal/professional life balance), social support (others are anchors, colleagues support and challenge, support from family/friends), spirituality, self-care (take care of self, wholeness, holism, wellness advocate)

Interpersonal Influence: empowerment (empowers others, enables others to act, engages others, promotes autonomy; not related to mentorship), provides positive reinforcement (encouragement, celebrates accomplishments, motivate others), collaboration (collaboration, team building, influence exercised with rather than over, involves others in goal setting and decision making, cooperative), striving for consensus (consensus building, gets all involved on board before moving forward, unification), relationship building (personal relationships, reaches multiple audiences, forms relationships, mutual respect and trust, caring, generosity, honesty)

Role Competence: communication, emotional, and problem solving skills; research/leadership competence; administrative skills (meets professional concerns, provides resources and opportunities, professional development, meets with staff, administrator, public relations, organized, executes programs)

Assertive: assertive, challenges others or the process, says no, sets boundaries or expectations, delegates

Openness: approachable, entertains new ideas, available, open-minded, positive

Principled: Just, integrity, personal meaning, sense of duty, ethical

APPENDIX C

EXPERT REVIEW OF DLCS-SR SDS AND IRS SUBSCALES

Hello again! The instrument development is in its final phase and about to head to IRB. I wanted to ask you a quick favor. Will you please look at the last two scales at the bottom of the instrument and give me some feedback on item wording? These are the social desirability and inattentive scales. I had to rethink how to word social desirability items given this scale, so I worded them in a way in which a person is forced to admit a deficiency about themselves (e.g., not scoring a zero). Thus, the closer the score is to zero on the negative side of the scale, the more likely they are presenting themselves overly positively. Does that make sense? I am including the BIDR and the ARS to test these scales. Thanks for any feedback!

Social Desirability Scale	-4	-3	-2	-1	0	+1	+2	+3	+4	N/A
Do things right the first time, every time	O	O	O	O	O	O	O	O	O	O
Form first impressions of people that usually turn out to be right	O	O	O	O	O	O	O	O	O	O
Act congruently with every follower	O	O	O	O	O	O	O	O	O	O
Demonstrate a mastery of multicultural competence.	O	O	O	O	O	O	O	O	O	O
Inattentive Responding Scale										
This is a system check item. Please mark +4.	O	O	O	O	O	O	O	O	O	O
This is a calibration test item. Please mark -4.	O	O	O	O	O	O	O	O	O	O

APPENDIX D

REQUEST FOR PARTICIPATION EMAIL – PILOT STUDY

Subject line: Counseling Leadership Study – Invitation to UNCG Students (only) to Participate in Pilot Study

Hello! My name is Bradley McKibben, a fellow student in Counseling and Counselor Education at UNCG. I am in the process of completing my dissertation under the guidance of Dr. DiAnne Borders. I am writing to request your participation in a pilot study of my study on counseling leadership, which the IRB at UNCG has approved. The purpose of this study is to pilot an initial measure of counseling leadership in order to advance research and training in counseling leadership efforts. My measure applies to BOTH master's and doctoral students, so your participation will provide a valuable contribution toward my larger goal of a solid, well-validated leadership measure specific to our field

The data collected will be kept **private and totally** confidential and will not be traceable to you in any way. Only group information will be reported. The data will be held in a secure password-protected computer accessible only to the principal investigator.

To be eligible to participate in this study, you must be currently enrolled in the counseling program at UNCG. Your participation is strictly voluntary. If you decide to participate, you are free to refuse to answer any questions that may make you uncomfortable or stop the survey at any time without consequence.

It should take you approximately 15-20 minutes to complete the online survey. If you choose to participate, you can access the survey at the web address below.

Thank you so much in advance for your time and consideration. Please pass along the information to others that might be interested in participating. Should you have any questions, please feel free to contact me at wbmckibb@uncg.edu or my dissertation chair Dr. DiAnne Borders at borders@uncg.edu.

https://uncg.qualtrics.com/SE/?SID=SV_42OZogI6vmJ6SQR

Approved IRB
9/29/14

APPENDIX E

INFORMED CONSENT DOCUMENT – PILOT STUDY

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
CONSENT TO ACT AS A HUMAN PARTICIPANT

Project Title: Development and Validation of the DLCS-SR

Principal Investigator and Faculty Advisor: W. Bradley McKibben and L. DiAnne Borders

What are some general things you should know about research studies?
You are being asked to take part in a research study. Your participation in the study is voluntary. You may choose not to join, or you may withdraw your consent to be in the study, for any reason, without penalty.

Research studies are designed to obtain new knowledge. This new information may help people in the future. There may not be any direct benefit to you for being in the research study. There also may be risks to being in research studies. If you choose not to be in the study or leave the study before it is done, it will not affect your relationship with the researcher or the University of North Carolina at Greensboro. Details about this study are discussed in this consent form. It is important that you understand this information so that you can make an informed choice about being in this research study.

If you have any questions about this study at any time, you should ask the researchers named in this consent form. Their contact information is below.

What is the study about?
This is a research project. Your participation is voluntary. The purpose of this research project is to gain understanding about your involvement in counseling leadership and to ask your feedback on a new measure of leadership. By understanding your leadership experiences, the researchers are seeking to test a new survey designed to measure counseling leadership.

Why are you asking me?
You are being asked to participate in this study because you are a master's or doctoral student enrolled in the UNCG CACREP accredited counselor education program. You must be at least 18 years of age to participate in this study.

What will you ask me to do if I agree to be in the study?
If you agree to participate in this study, you will be asked to respond to a series of surveys about you and your leadership behaviors in counseling. Participating in this study

is not likely to cause you any stress, pain, or any other unpleasant reactions. The study will take about 15-20 minutes to complete, and your responses are anonymous. If you have questions now or at any time during the study, you may contact Bradley McKibben (contact information below).

What are the risks to me?
The Institutional Review Board at the University of North Carolina at Greensboro has determined that participation in this study poses minimal risk to participants. If any question in this study makes you uncomfortable, you may choose not to respond.

If you have questions, want more information or have suggestions, please contact Bradley McKibben at wbmckibb@uncg.edu or at 770-841-8536 or Dr. DiAnne Borders at borders@uncg.edu.

If you have any concerns about your rights, how you are being treated, concerns or complaints about this project or benefits or risks associated with being in this study please contact the Office of Research Integrity at UNCG toll-free at (855)-251-2351.

Are there any benefits to society as a result of me taking part in this research?
Benefits to society may include a better understanding of counseling leadership and ways to measure it. If we better understand how to measure counseling leadership, we may be able to research it in more depth and may be able to train/teach it more effectively to counselors.

Are there any benefits to *me* for taking part in this research study?
There are no direct benefits to participants in this study.

Will I get paid for being in the study? Will it cost me anything?
There are no costs to you or payments made for participating in this study.

How will you keep my information confidential?
Your responses to this research study are completely anonymous. No identifying information will be collected, including no IP addresses, no names, or no email addresses. However, if you use a public computer to complete the study, privacy of others walking past the computer can not be guaranteed. Absolute confidentiality of data provided through the Internet cannot be guaranteed due to the limited protections of Internet access. Please be sure to close your browser when finished so no one will be able to see what you have been doing. Your responses will be stored electronically on a password-protected computer. All data will be de-identified to ensure participant information remains confidential. All information obtained in this study is strictly confidential unless disclosure is required by law.

What if I want to leave the study?

You have the right to refuse to participate or to withdraw at any time, without penalty. If you do withdraw, it will not affect you in any way. If you choose to withdraw, you may request that any of your data which has been collected be destroyed unless it is in a de-identifiable state. The investigators also have the right to stop your participation at any time. This could be because you have had an unexpected reaction, or have failed to follow instructions, or because the entire study has been stopped.

What about new information/changes in the study?
If significant new information relating to the study becomes available which may relate to your willingness to continue to participate, this information will be provided to you.

Voluntary Consent by Participant:
By clicking the appropriate button below, you are agreeing that you read, or it has been read to you, and you fully understand the contents of this consent document and are openly willing consent to take part in this study. All of your questions concerning this study have been answered. By clicking the appropriate button below, you are agreeing that you are 18 years of age or older and are agreeing to participate.

O Yes, I am at least 18 years old. I have read and understood the consent document, I meet the requirements to participate, and I wish to participate.

O No, I do not wish to participate in this research study or do not meet the requirements to participate.

Approved IRB
9/29/14

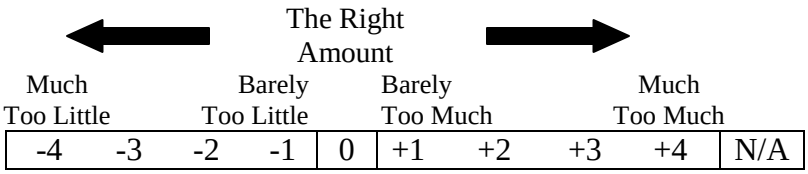
APPENDIX F

DLCS-SR ADMINISTERED IN PILOT STUDY

Dynamic Leadership in Counseling Scale – Self Report

The following survey contains questions about you as a leader in counseling. People define leadership in many ways, and some have stated that all counselors are leaders, in various ways, by nature of their training. Respond to these questions as they apply to you as a counseling leader. There are no right or wrong answers.

The rating scale is different from the typical kind, where a higher score is a better score. On this scale, **the best score is a "0," in the middle of the scale.** The premise is that there are two kinds of performance problems: when leaders emphasize something ***too much*** or when they put ***too little*** emphasis on something.



WARNING: Some people misread this scale. Please do not mistake it for the usual type where a high score is the best score.

3. Use the "**too much**" side of the scale for items that he/she takes to an extreme – what he/she **does too frequently or with too much intensity**.
4. Use the "**too little**" side for those items that he/she is deficient on – what he/she **does not do often enough or does with too little intensity**.

The assumption is that the ratings of frequency include ratings of effectiveness.

If you feel unable to rate a particular item because it doesn't apply, you may select "N/A" (not applicable). Please do not use this option more frequently than is absolutely necessary.

	Much Too Little			Barely Too Little		Barely Too Much			Much Too Much	
	-4	-3	-2	-1	0	+1	+2	+3	+4	N/A
Professional Identity										
Promote a unique counselor identity through professional activity that advances the profession	O	O	O	O	O	O	O	O	O	O
Strive to establish professional counselor	O	O	O	O	O	O	O	O	O	O

credibility across professional boundaries										
Get involved in professional organizations to advance a counselor identity	O	O	O	O	O	O	O	O	O	O
Advocacy										
Discuss or debate with colleagues issues confronting the counseling profession	O	O	O	O	O	O	O	O	O	O
Shape the intellectual capital that advances the counseling profession in counseling journals by reviewing manuscripts	O	O	O	O	O	O	O	O	O	O
Engage in political advocacy for the counseling profession	O	O	O	O	O	O	O	O	O	O
Interact with policy makers to affect systemic level action	O	O	O	O	O	O	O	O	O	O
Engage in social justice efforts	O	O	O	O	O	O	O	O	O	O
Advocate to help counselors adopt cross-cultural perspectives	O	O	O	O	O	O	O	O	O	O
Vision										
Clearly communicate a vision to followers	O	O	O	O	O	O	O	O	O	O
Inspire a shared vision among followers	O	O	O	O	O	O	O	O	O	O
Communicate vision externally to incoming leaders and stakeholders in order to ensure continuity of a vision	O	O	O	O	O	O	O	O	O	O
Take steps to build an ongoing vision that is attractive to group members and stakeholders	O	O	O	O	O	O	O	O	O	O
Modeling										
Model how to make contributions to the counseling profession	O	O	O	O	O	O	O	O	O	O
Lead by example	O	O	O	O	O	O	O	O	O	O
Serve as a role model for others	O	O	O	O	O	O	O	O	O	O
Mentorship										
Build supportive relationships with mentees	O	O	O	O	O	O	O	O	O	O
Empower mentees to find their voice	O	O	O	O	O	O	O	O	O	O
Emphasize the learning aspect of a mentoring relationship for mentees	O	O	O	O	O	O	O	O	O	O
Service										
Provide service to the profession via local, national, or international involvement	O	O	O	O	O	O	O	O	O	O
Seek opportunities to serve the profession	O	O	O	O	O	O	O	O	O	O
Engage in community service	O	O	O	O	O	O	O	O	O	O
Deal with Difficulties/Setbacks										
Respond to negative feedback from others in a constructive way	O	O	O	O	O	O	O	O	O	O
Address conflict openly and directly	O	O	O	O	O	O	O	O	O	O

Seek resolutions to problems that arise	O	O	O	O	O	O	O	O	O	O
Behavioral Authenticity										
Behave in a manner that is true to myself	O	O	O	O	O	O	O	O	O	O
Have transparency in dealing with others	O	O	O	O	O	O	O	O	O	O
Exhibit genuine/authentic behavior with others	O	O	O	O	O	O	O	O	O	O
Humility										
Work hard behind the scenes by avoiding the spotlight	O	O	O	O	O	O	O	O	O	O
Lead by being led	O	O	O	O	O	O	O	O	O	O
Give credit to others for success	O	O	O	O	O	O	O	O	O	O
Accept responsibility for failures at individual and group levels	O	O	O	O	O	O	O	O	O	O
Intentionality										
Engage in strategic planning	O	O	O	O	O	O	O	O	O	O
Make meaningful and relevant interventions	O	O	O	O	O	O	O	O	O	O
Act intentionally or strategically	O	O	O	O	O	O	O	O	O	O
Sense of humor										
Exhibit a sense of humor	O	O	O	O	O	O	O	O	O	O
Use humor at appropriate times	O	O	O	O	O	O	O	O	O	O
Creativity										
Approach situations in innovative ways	O	O	O	O	O	O	O	O	O	O
Use metaphors, stories, or vignettes to reframe problems or to stimulate insight	O	O	O	O	O	O	O	O	O	O
Use creative strategies to stimulate awareness	O	O	O	O	O	O	O	O	O	O
High standards for self and others										
Invest effort into developing personal leadership abilities	O	O	O	O	O	O	O	O	O	O
Have high standards for others that reflect same standards for self	O	O	O	O	O	O	O	O	O	O
Work hard to establish credibility as a leader	O	O	O	O	O	O	O	O	O	O
Wellness										
Balance personal and professional life	O	O	O	O	O	O	O	O	O	O
Surround self with supportive family, friends, and significant others	O	O	O	O	O	O	O	O	O	O
Live life in way that reflects commitment to wellness	O	O	O	O	O	O	O	O	O	O
Attend to own personal wellness	O	O	O	O	O	O	O	O	O	O
Interpersonal influence										
Empower others to act	O	O	O	O	O	O	O	O	O	O
Inspire individuals to make change of their own accord	O	O	O	O	O	O	O	O	O	O
Ascribe meaning to other people's work	O	O	O	O	O	O	O	O	O	O
Provide words of encouragement	O	O	O	O	O	O	O	O	O	O
Develop collaborative relationships with others	O	O	O	O	O	O	O	O	O	O
Exercise influence with people rather than over people	O	O	O	O	O	O	O	O	O	O

Facilitate consensus among followers in dialogue and decision making	O	O	O	O	O	O	O	O	O	O
Use therapeutic presence to build relationships	O	O	O	O	O	O	O	O	O	O
Build relationships based on trust via communication of performance expectations	O	O	O	O	O	O	O	O	O	O
Inspire others to value consensus	O	O	O	O	O	O	O	O	O	O
Ensure that everyone is on board before moving an action plan forward	O	O	O	O	O	O	O	O	O	O
Role Competence										
Use problem-solving skills to manage conflict with or among followers	O	O	O	O	O	O	O	O	O	O
Maintain clear communication/feedback with followers	O	O	O	O	O	O	O	O	O	O
Respond to challenges with emotional skills	O	O	O	O	O	O	O	O	O	O
Lead a formal meeting	O	O	O	O	O	O	O	O	O	O
Develop meeting agendas	O	O	O	O	O	O	O	O	O	O
Meet professional concerns of followers	O	O	O	O	O	O	O	O	O	O
Develop/manage a budget	O	O	O	O	O	O	O	O	O	O
Provide professional assistance and resources to help followers achieve success	O	O	O	O	O	O	O	O	O	O
Follow parliamentary procedures in meetings	O	O	O	O	O	O	O	O	O	O
Assertive										
Challenge followers to take risks	O	O	O	O	O	O	O	O	O	O
Set boundaries and expectations with others	O	O	O	O	O	O	O	O	O	O
Openness										
Be receptive to feedback from others	O	O	O	O	O	O	O	O	O	O
Gather diverse perspectives and expectations from others	O	O	O	O	O	O	O	O	O	O
Receptive to feedback from others on how group efforts can run more efficiently	O	O	O	O	O	O	O	O	O	O
Principled										
Act ethically	O	O	O	O	O	O	O	O	O	O
Use relational power responsibly	O	O	O	O	O	O	O	O	O	O
Act with integrity	O	O	O	O	O	O	O	O	O	O
Social Desirability Scale										
Do things right the first time, every time	O	O	O	O	O	O	O	O	O	O
Form first impressions of people that usually turn out to be right	O	O	O	O	O	O	O	O	O	O
Act congruently with every follower	O	O	O	O	O	O	O	O	O	O
Behave in a multiculturally competent manner with every person	O	O	O	O	O	O	O	O	O	O
Inattentive Responding Scale										
This is a system check item. Please mark +4.	O	O	O	O	O	O	O	O	O	O

This is a calibration test item. Please mark -4.	O	O	O	O	O	O	O	O	O	O

Were the instructions for this measure clear?
Were any items unclear to you? If yes, which ones?
What do you think of the response format?
How long did it take you to complete this measure?
Do you have any suggestions on how to make this instrument clearer or easier to understand?

APPENDIX G

GLOBAL TRANSFORMATIONAL LEADERSHIP SCALE

Please rate yourself in terms of how frequently you engage in the behavior described. Be realistic and answer in terms of how you typically behave. Use the following scale:

0	**1**	**2**	**3**	**4**
Rarely to never				**Very frequently, if not always**

___ Communicate a clear and positive vision of the future
___ Treat staff as individuals, supports and encourages their development
___ Give encouragement and recognition to staff
___ Foster trust, involvement and co-operation among team members
___ Encourage thinking about problems in new ways and questions assumptions
___ Am clear about values and practices what I preach
___ Instill pride and respect in others and inspire others by being highly competent

APPENDIX H

LEADERSHIP STYLES QUESTIONNAIRE

Directions: For each of the statements below, circle the number that indicates the degree to which you agree or disagree. Give your immediate impressions. There are no right or wrong answers.

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Employees need to be supervised closely, or they are not likely to do their work.	1	2	3	4	5
2. Employees want to be a part of the decision-making process.	1	2	3	4	5
3. In complex situations, leaders should let their subordinates work problems out on their own.	1	2	3	4	5
4. It is fair to say that most employees in the general population are lazy.	1	2	3	4	5
5. Providing guidance without pressure is the key to being a good leader.	1	2	3	4	5
6. Leadership requires staying out of the way of subordinates as they do their work.	1	2	3	4	5
7. As a rule, employees must be given rewards or punishments in order to motivate them to achieve organizational objectives.	1	2	3	4	5
8. Most workers want frequent and supportive communication from their leaders.	1	2	3	4	5
9. As a rule, leaders should allow subordinates to appraise their own work.	1	2	3	4	5
10. Most employees feel insecure about their work and need direction.	1	2	3	4	5
11. Leaders need to help subordinates accept responsibility for completing their work.	1	2	3	4	5

12. Leaders should give subordinates complete freedom to solve problems on their own.	1	2	3	4	5
13. The leader is the chief judge of the achievements of the members of the group.	1	2	3	4	5
14. It is the leader's job to help subordinates find their "passion."	1	2	3	4	5
15. In most situations, workers prefer little input from the leader.	1	2	3	4	5
16. Effective leaders give orders and clarify procedures.	1	2	3	4	5
17. People are basically competent and if given a task will do a good job.	1	2	3	4	5
18. In general, it is best to leave subordinates alone.	1	2	3	4	5

APPENDIX I

ATTENTIVE RESPONDING SCALE – 18 INCONSISTENCY SCALE

FIRST HALF OF ITEMS AS THEY WOULD BE PRESENTED IN A STUDY:

In general...	**Not at all TRUE**	**A little TRUE**	**Some-what TRUE**	**Mostly TRUE**	**Very TRUE**
I am an active person	○	○	○	○	○
I enjoy the company of my friends	○	○	○	○	○
I enjoy relaxing in my free time	○	○	○	○	○
I am a very energetic person.	○	○	○	○	○
It frustrates me when people keep me waiting.	○	○	○	○	○
I spend most of my time worrying	○	○	○	○	○

SECOND HALF OF ITEMS AS THEY WOULD BE PRESENTED IN A STUDY:

In general...	**Not at all TRUE**	**A little TRUE**	**Some-what TRUE**	**Mostly TRUE**	**Very TRUE**
I have an active lifestyle	○	○	○	○	○
I like to spend time with my friends	○	○	○	○	○
In my time off I like to relax	○	○	○	○	○
I have a lot of energy.	○	○	○	○	○
It's annoying when people are late.	○	○	○	○	○
I worry about things a lot	○	○	○	○	○

APPENDIX J

BALANCED INVENTORY OF DESIRABLE RESPONDING – SHORT FORM

Using the scale below as a guide, write a number beside each statement to indicate how true it is.

1	2	3	4	5	6	7
Not true			**Somewhat**			**Very true**

___ My first impressions of people usually turn out to be right.
___ It would be hard for me to break any of my bad habits.
___ I have not always been honest with myself.
___ I always know why I like things.
___ Once I've made up my mind, other people can seldom change my opinion.
___ It's hard for me to shut off a disturbing thought.
___ I never regret my decisions.
___ I rarely appreciate criticism.
___ I am very confident of my judgments.
___ I don't always know the reasons why I do the things I do.

___ I sometimes tell lies if I have to.
___ I never cover up my mistakes.
___ I always obey laws, even if I am unlikely to get caught.
___ I have said something bad about a friend behind his or her back.
___ When I hear people talking privately, I avoid listening.
___ I have received too much change from a salesperson without telling him or her.
___ When I was young I sometimes stole things.
___ I have done things that I don't tell other people about.
___ I never take things that don't belong to me.
___ I don't gossip about other people's business.

Note: first 10 questions comprise the Egoistic Response Tendency (ERT) subscale and the second 10 comprise the Moralistic Response Tendency (MRT) subscale.

APPENDIX K

DEMOGRAPHIC ITEMS – PILOT STUDY

Background Questions

Age: _____ years old

What is your gender? _____ MALE _____ FEMALE

How would you describe your racial background? *(check all that apply)*

_____ American Indian/Native Alaskan

_____ African-American

_____ Asian-American

_____ Caucasian; European-American

_____ Native Hawaiian or other Pacific Islander

_____ Prefer not to state

How would you describe your ethnicity?

_____ Hispanic or Latino

_____ Not Hispanic or Latino

_____ Prefer not to state

What is your class rank?

_____ Master's

_____ Doctoral

How many years have you completed in your program?

_____ Less than one (first year)

_____ Two

_____ Three

_____ Four

_____ More than four

What is your current track/concentration?

_____ Clinical Mental Health

_____ Couples and Family

_____ School Counseling

_____ College Counseling/Student Development

_____ Counselor Education

_____ Other: _____

If you are a doctoral student, what was your track/concentration in your master's program?

_____ Clinical Mental Health

_____ Couples and Family

_____ School Counseling

_____ College Counseling/Student Development

_____ Other: _____

APPENDIX L

PILOT STUDY

Prior to administering the DLCS-SR to a full sample, a pilot study was conducted. The purposes of the pilot study were to: a) identify which items might be dropped from the instrument during the full sample validation (using item-total correlations), b) examine preliminary internal consistency among the factors, c) examine the distinctiveness of the factors from one another (if possible, based on number of participants), and d) identify potential flaws in the study procedures.

Participants

For the pilot study, the researcher employed a convenience sample in which master's and doctoral students in one CACREP-accredited counselor education program in the southeastern United States were recruited for participation. A total of 26 participants (4 males, 21 females, 1 did not indicate) completed the pilot study. An additional nine people began but did not complete the study. Twenty-five of the participants were Caucasian and two were African-American. One participant indicated he/she was Hispanic/Latino/a and one indicated he/she was not. One participant did not respond to this item, and another declined to indicate his/her race/ethnicity. Participants were allowed to choose more than one racial/ethnic category and to decline to select any. Participants ranged in age from 22 to 40 years (M = 28.43); two participants did not indicate their age.

There were 12 master's student participants (4 first year, 8 second year) and 12 doctoral student participants (3 first year, 2 second year, 6 third year, 1 fourth year or

beyond). Two participants did not indicate their class rank. Concentration areas were as follows: 4 clinical mental health, 5 couple and family, 2 school counseling, and 3 college counseling and student development, and 11 counselor education. Doctoral students' professional backgrounds were as follows: 8 clinical mental health, 1 school counseling, 1 rehabilitation counseling, and 1 community counseling.

Procedures

Upon IRB approval, a link to an online Qualtrics survey was emailed via a departmental listerv to students enrolled the selected counselor education program (see Appendix D). The link directed participants to the informed consent document (see Appendix E). The informed consent document briefed participants to the study, and participants indicated electronically that they had read and understood the document prior to participating in the study. Upon completion of the study, participants were thanked for their participation.

Instruments

The DLCS-SR with 81 initial items was used in the pilot (see Appendix F). This initial version allowed participants to provide feedback on item clarity and wording at the end of the measure. The scoring of the DLCS-SR mirrored the process detailed in Chapter Three for the main study. The GTL, LSQ, ARS-18 inconsistency scale, and BIDR-SF (see Chapter Three) also were included in the pilot study.

Data Analyses

As in the full study, item descriptive statistics were examined prior to hypothesis testing. First, the data were scanned for missing data. Sum scores then were calculated for

each of the hypothesized DLCS-SR scales; these scores were correlated with one another to determine the extent to which they were related and/or distinct. Third, items were evaluated based on item means (*M*), standard deviations (*SD*), corrected item-total correlations, and skew and kurtosis. Everit (2002) suggested that item-total correlations below .2 should be considered for removal; however, after consultation with his dissertation committee, the research opted not to remove any items after the pilot study due to the low number of participants. Item removal will be re-evaluated following the full study. Adopting suggestions by Kline (2011), item skewness index above 3.00 was considered high skew and a kurtosis index above 10.00 was considered high kurtosis.

Hypothesis 1. Construct validity was assessed by testing the factor structure of the DLCS-SR via CFA. The sample size was too low to conduct a reliable factor analysis, but the researcher analyzed the pilot data using LISREL 9.10 (Jöreskog & Sörbom, 2013) solely to see if any preliminary evidence of a hypothesized factor structure emerged. First, a three factor model was evaluated via model fit indices (e.g., Chi-square, root mean square error of approximation, comparative fit index, standardized root mean square residual). Next, a single factor model was specified in which all items were loaded onto a single factor of leadership. This single factor model was fit to the data in order to assess whether the three factor model yielded a better fit than an alternative model (Kline, 2011). However, as discussed below, LISREL was unable to specify a three factor model, so the two models could not be compared. Because LISREL was unable to specify a three-factor model, a follow-up EFA was not run during the pilot study as in the full study.

Hypothesis 2. Internal consistency reliability of the subtests used to specify each DLCS-SR factor was assessed via Cronbach's alpha coefficients. Cronbach's alpha coefficients between .70 and .80 are considered acceptable levels of internal consistency reliability; between .80 and .90 are considered very good, and coefficients above .90 are excellent (DeVellis, 2003).

Hypothesis 3. Evidence for convergent validity on the DLCS-SR was assessed by correlating each of the DLCS-SR factors with the GTL. Because the global nature of leadership detailed by the GTL contains conceptually similar behaviors to exemplar counseling leadership behaviors, evidence of convergent validity should be reflected in negative and significant correlations between the DLCS-SR factors and the GTL. That is, scores closer to zero on the DLCS-SR should correlate with higher scores on the GTL.

Hypothesis 4. Evidence for discriminant validity on the DLCS-SR was assessed by correlating each DLCS-SR factor with the Authoritarian and Laissez-faire scales of the LSQ. Because these two LSQ subscales differ conceptually from exemplar counseling leadership behaviors, evidence of discriminant validity should be reflected in positive yet non-significant correlations between the DLCS-SR factors and the two LSQ scales.

Hypothesis 5. To test the proportion of variance in scores on the DLCS-SR factors that is accounted for by social desirability (as measured by the the four item SDS and the BIDR-SF), the SDS and BIDR-SF were entered as predictor variables into a multivariate regression analysis with DLCS-SR factor scores entered as outcomes. This allowed the researcher to examine the proportion of variance accounted for by each

measure of social desirability and to determine whether or not each measure similarly detected socially desirable responding.

Hypothesis 6. A Chi-square test of independence was used to test whether response patterns on the DLCS-SR IRS paralleled response patterns on the ARS-18.

Pilot Study Results

The remainder of this subsection details the results in the following order: DLCS-SR descriptive statistics, DLCS-SR item-total correlations, factor analysis results, internal consistency among the three scales of the DLCS-SR, evidence for convergent and discriminant validity, social desirability and inattentiveness, and participant feedback on the DLCS-SR.

DLCS-SR Descriptive Statistics

Item descriptive statistics are listed in Table 24. Means closer to zero reflect usage of a given behavior closer to the "right" amount, whereas higher means reflect higher lopsidedness in terms of over/under-using the behavior effectively. Fifteen of the substantive items (see Table 24) had *SD*s of three or higher, indicating considerable variability around the mean. These items also tended to have higher means, indicating higher deviations from zero and higher over-/under-use of leader behaviors on average. This variability is to be expected given the variability in leadership experience among counseling students.

Items with a high skewness index (> 3.00) are highlighted green in Table 24, and items with a high kurtosis index (> 10.00) are highlighted blue. Based on review of this table, there did not appear to be a high incidence of skew or kurtosis. The DLCS-SR

leadership values and qualities and personal and interpersonal qualities scales each appeared to be normally distributed (see Figs. 34, 35), and the DLCS-SR interpersonal skills scale appeared to be positively skewed (see Fig. 36), indicating that participant scores on this scale were more likely to be lower. In other words, on this scale, participants more often rated themselves closer to engaging in these behaviors "the right amount."

Table 24

Pilot Study DLCS-SR Item Descriptive Statistics

Item	*M*	*SD*	Skew	Kurtosis
1	2.59	1.736	-.768	-1.156
2	2.05	1.889	-.147	-2.010
3	2.55	1.792	-.754	-1.239
4	2.86	3.091	1.590	3.251
5	4.82	4.447	.466	-1.705
6	3.14	1.959	3.389	14.240
7	3.09	2.068	2.779	11.397
8	2.95	1.290	-1.228	.727
9	2.18	1.563	-.357	-1.364
10	2.45	2.686	1.539	3.711
11	3.59	3.500	1.174	.974
12	4.59	4.250	.829	-.680
13	3.41	3.500	1.350	1.485
14	2.77	2.544	1.386	4.870
15	1.82	2.039	.361	-2.048
16	1.95	2.011	.111	-2.140
17	2.18	3.304	1.632	1.815
18	3.05	3.722	1.154	.272
19	3.09	3.715	1.041	.169
20	3.00	1.069	-1.348	2.036
21	2.82	1.651	-1.079	-.488

22	2.14	1.521	-.455	-1.196
23	2.18	1.943	-.257	-2.000
24	2.82	1.435	-1.051	.126
25	1.64	1.787	.380	-1.767
26	1.45	1.792	.745	-1.347
27	2.27	1.856	-.210	-1.956
28	1.45	1.896	.620	-1.695
29	3.82	2.612	1.938	4.969
30	2.45	2.703	1.277	3.119
31	1.14	1.583	.987	-.693
32	2.36	2.517	1.195	2.325
33	4.09	2.926	1.523	2.353
34	2.32	1.862	-.272	-1.952
35	2.27	1.980	-.269	-2.056
36	2.45	1.738	-.699	-1.260
37	1.77	1.798	.103	-1.894
38	2.27	1.856	-.127	-1.921
39	2.27	1.907	-.319	-1.917
40	2.23	1.572	-.338	-1.597
41	2.23	1.688	-.410	-1.577
42	2.64	1.649	-.608	-1.348
43	2.95	2.299	1.700	6.111
44	2.45	1.565	-.809	-.890
45	1.68	1.810	.492	-1.690
46	2.64	1.590	-.807	-1.029
47	3.05	1.253	-1.490	1.667
48	2.27	1.980	-.089	-2.128
49	2.18	1.868	.084	-1.998
50	1.36	1.706	.906	-.937
51	2.05	.812	-.020	-1.899
52	1.50	1.896	.552	-1.757
53	2.18	2.771	1.539	3.432
54	2.05	2.699	1.781	4.526
55	1.64	1.787	.306	-1.822
56	.95	1.647	1.474	.364
57	2.50	1.711	-.452	-1.652
58	2.82	3.157	1.595	2.786
59	1.91	2.776	1.896	4.606

60	3.18	2.500	.945	3.092
61	2.14	1.910	.024	-2.042
62	3.68	3.386	1.117	.509
63	3.55	3.447	1.295	1.378
64	3.45	4.079	.864	-.483
65	4.82	4.553	.515	-1.504
66	3.27	3.588	1.272	1.258
67	3.41	3.446	1.218	.581
68	3.05	3.093	1.437	2.598
69	2.36	1.866	-.493	-1.757
70	1.45	1.896	.550	-1.790
71	2.36	2.013	-.477	-1.951
72	1.50	1.896	.552	-1.757
73	.77	1.572	1.910	1.878
74	1.73	3.312	2.261	4.695
75	.23	.869	4.593	21.750

Notes: M = mean, SD = standard deviation

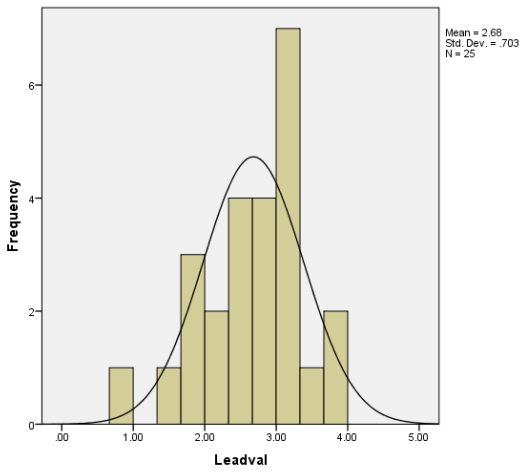


Figure 34. Leadership Values and Qualities Histogram.

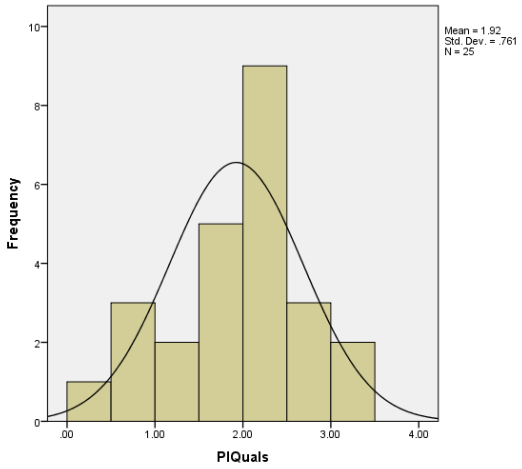


Figure 35. Personal and Interpersonal Qualities Histogram.

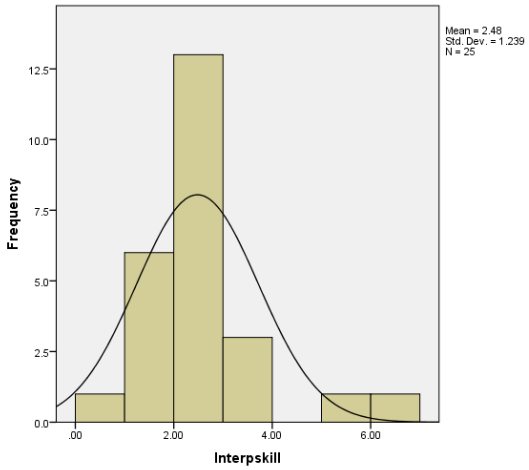


Figure 36. Interpersonal Skills Histogram.

Item-total correlations by hypothesized factor are displayed in Table 25. Everit (2002) noted that an item with an item-total correlation below .2 potentially could be removed from a measure. However, because the sample size was small and because the sample consisted only of counselor education students (to the exclusion of samples of other counseling leaders), the highlighted items were retained for the full sample

validation to better assess their performance across norming samples. Per recommendation of his dissertation committee after dissertation proposal, the researcher revisited each item that yielded an item-total correlation that either was negative or below .1. Each item was assessed by the researcher and his dissertation chair for clarity and conciseness, and some were reworded prior to the full sample validation (see Table 26). Items that were not changed were deemed to clearly and concisely reflect counseling leadership dynamics as specified in the DMCL (McKibben et al., 2014), but they will be closely evaluated in the full sample validation study.

Table 25

Pilot Study Item-Total Correlations by Hypothesized Factor

Leadership values and qualities factor			Personal and interpersonal qualities factor			Interpersonal skills factor		
Item	Item-Total Correlation	α delete	Item	Item-Total Correlation	α delete	Item	Item-Total Correlation	α delete
1	.130	.720	48	.358	.804	26	.544	.516
2	.277	.710	49	.157	.808	27	.467	.481
3	.340	.721	50	-.013	.823	28	.380	.516
4	.497	.709	51	-.134	.821	29	.042	.575
5	.426	.706	52	-.169	.825	30	-.171	.556
6	.331	.723	53	.533	.804	31	.363	.503
7	.483	.717	54	.509	.809	32	.173	.514
8	.636	.712	55	.066	.817	33	.101	.580
9	.380	.716	56	-.036	.819	34	.434	.504
10	.294	.705	57	-.133	.819	35	.048	.500
11	.389	.719	58	.865	.796	70	.401	.519
12	.452	.700	59	.530	.808	71	.531	.474
13	.195	.702	60	.528	.804	72	.244	.503
14	.229	.713	61	.209	.803	73	.353	.529
15	-.079	.721	62	.588	.807	74	-.001	.607
16	.202	.705	63	.806	.789	75	.458	.529

17	.329	.718	64	.628	.800	
18	.407	.703	65	.517	.810	
19	.474	.711	66	.379	.803	
20	.308	.722	67	.698	.804	
21	.302	.714	68	.369	.817	
22	.014	.722	69	-.024	.812	
23	.044	.716				
24	.167	.716				
25	-.217	.728				
36	.239	.715				
37	.082	.715				
38	-.034	.720				
39	.180	.717				
40	.271	.734				
41	.081	.717				
42	.434	.701				
43	.352	.710				
44	.153	.713				
45	.187	.704				
46	.181	.722				
47	.041	.720				
Scale α = .720			Scale α = .543		Scale α = .817	

Notes: α delete = Cronbach's alpha (for scale) if item deleted

Table 26

Pilot Study Item Modifications Based on Low Item-total Correlations

Item	Original wording	Modification
15	Lead by example	Set an example of what is expected of others
22	Engage in community service	Provide service to community groups, volunteer agencies, etc.
23	Respond to negative feedback from others in a constructive way	When receive negative feedback from others, respond in a constructive manner
25	Seek solutions to problems that arise	Seek solutions to problems that arise
29	Work behind the scenes by avoiding the spotlight	Work behind the scenes to help move forward a project or effort.
30	Lead by being led	Lead by encouraging others to take

		leadership and ownership of the process
35	Act intentionally or strategically	Act intentionally or strategically
37	Use humor at appropriate times	Use humor at appropriate times
38	Approach situations in innovative ways	Approach situations in innovative/creative ways
41	Invest effort into developing personal leadership abilities	Invest effort into developing personal leadership abilities
47	Attend to own personal wellness	Attend to own personal wellness
50	Ascribe meaning to other people's work	Ascribe meaning to other people's work
51	Provide words of encouragement	Provide words of encouragement
52	Develop collaborative relationships with others	Develop collaborative relationships with others
55	Use therapeutic presence to build relationships	Build relationships by being fully present with and attentive to others
56	Build relationships based on trust via communication of performance expectations	Build relationships based on trust
57	Inspire others to value consensus	Inspire others to value and move toward consensus
69	Set boundaries and expectations with others	Set boundaries and expectations with others
74	Use relational power (e.g., minimize power differential)	Minimize power differential between self and followers

Factor Analysis

Because the data were probably normally distributed, a covariance matrix was generated and used to specify the CFA models. LISREL was unable to specify an *a priori* three factor model due to negative degrees of freedom detected when running the CFA. This was likely due to the small sample size. LISREL yielded a perfect fit for a one factor model; the Chi-square index ($\chi_2 = 0$, df = 0, $p = 1.00$) was zero with a pure p value and the root mean square error of approximation (RMSEA) was zero, indicating a perfect model fit (see Fig. 37). This result may be due to small sample size, but a single factor of

leadership will need to be examined and compared to a three factor model in the full sample validation. In the one factor model, personal and interpersonal qualities and interpersonal skills loaded more strongly (.76 each) onto a larger leadership factor.

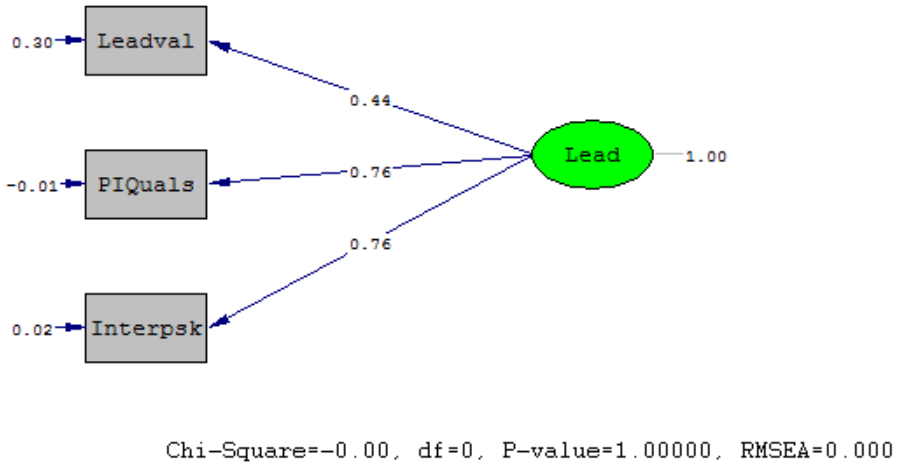


Figure 37. Pilot Study Single-Factor CFA Model.

Internal Consistency

Overall, the DLCS-SR yielded a Cronbach's alpha (α) of .901 among the substantive items, indicating excellent internal consistency reliability across the measure as a whole. Thus, hypothesis two appears to be supported. As noted in Table 27, reliability estimates for the leadership values and qualities and the interpersonal skills factors were acceptable to strong, whereas the reliability estimate for the personal and interpersonal qualities factor was poor. This may be due to the high incidence of items with low or negative item-total correlations (discussed above). As noted in Table 25 above, removing the 28 items with low or negative item-total correlations either would

slightly increase or not impact overall DLCS-SR α. Based on these findings, it may be possible to drop the 28 items without reducing overall internal consistency of the measure. This will be re-examined after the full sample validation.

Table 27

Pilot Study DLCS-SR Internal Consistency Estimates

	α	No. items
Leadership values and qualities	.720	37
Personal and interpersonal qualities	.543	16
Interpersonal skills	.817	22
Overall	.901	75

Notes: α = Cronbach's alpha

Convergent Validity

Of the three DLCS-SR factors, only the interpersonal skills factor correlated significantly, and in the expected direction, with the GTL (r = -.401, p < .05; see Table 28). The leadership values and qualities and the personal and interpersonal qualities factors did not significantly correlate with the GTL (r's = .003 and -.112, *ns*, respectively), but the personal and interpersonal qualities factor correlated in the expected direction. Based on these results, there appears to be partial support for hypothesis three.

Table 28

Pilot Study DLCS-SR Correlation Matrix

	1	2	3	4	5	6
1	1					
2	.631**	1				
3	.654**	.634**	1			
4	.003	-.199	-.401*	1		
5	-.112	-.057	-.223	.182	1	
6	.332	.325	.391	-.210	-.452*	1

*Notes: 1 = Leadership values & qualities, 2 = Personal and interpersonal qualities, 3 = Interpersonal skills, 4 = GTL, 5 = LSQ authoritarian scale, 6 = LSQ laissez-faire scale, * p < .05, ** p < .01*

Discriminant Validity

As expected, there were no significant correlations between the three DLCS-SR factors and the LSQ authoritarian and laissez-faire scales (see Table 28). Additionally, all three DLCS-SR factors correlated with the LSQ laissez-faire scale in the expected direction. However, all three DLCS-SR factors correlated negatively with the LSQ authoritarian scale, suggesting that lower scores on the DLCS-SR factors (e.g., using counseling leadership behaviors the right amount) are correlated with a higher authoritarian leadership style. Based on these results, there appears to be partial support for hypothesis four.

Social Desirability

To test hypothesis five, the self-enhancement and impression management scales of the BIDR-SF and the SDS subscale of the DLCS-SR were entered as predictor variables into a multivariate regression with the three DLCS-SR factors (leadership values and qualities scale, personal and interpersonal qualities scale, interpersonal skills

scale) entered as outcome variables. The overall multivariate regression was not statistically significant ($\Lambda = .791$, $F_{9,46} = .52$, $p = .853$), indicating that none of the social desirability measures accounted for a significant amount of variance on any of the DLCS-SR factors. Results of multivariate regressions for each social desirability scale predicting scores on the DLCS-SR factors are listed in Table 29. Each of these also was not statistically significant. Thus, participants in the pilot study likely were responding honestly and presenting themselves accurately in regard to their counseling leadership behaviors.

Table 29

Pilot Study Multivariate Regression Results

Predictor	Λ	F	Hyp. df	Error df	Sig.
SDS	.903	.678	3	19	.576
BIDR-SF Self-Enh	.993	.046	3	19	.987
BIDR-SF Imp Mgmt	.910	.624	3	19	.608

Notes: Λ = Wilks' Lambda, Hyp. = hypothesis, df = degrees of freedom; DVs: leadership values and qualities, personal and interpersonal qualities, interpersonal skills

Inattentiveness

Regarding hypothesis six, the Chi-square was not statistically significant ($\chi_2 = 8.075$, df = 12, p = .779), indicating that scores on the IRS were independent of scores on the ARS-18. Based on these results, response patterns to the directed response items of the IRS were not associated with response patterns on the ARS-18. As shown in Table 30, participants' scores on the ARS-18 varied between zero (meaning that participants responded identically to the paired items) to ten (responses to the paired items were

different), whereas all but two participants scored a zero on the IRS scale (indicating they responded to the directed response items correctly). Thus, it appears that participants followed the directed response items well, but were more variable in their responses to the ARS-18. It is worth noting that despite this variation, 15 of 25 participants scored below a two on the ARS-18, so the non-significance of the χ^2 in this pilot study may be due to low sample size. Nevertheless, based on these results, hypothesis six was not supported.

Table 30

Pilot Study Inattentive Score Crosstabs

		IRS Scale		
		0	1	2
ARS-18 Scale	0	3	0	1
	1	6	1	0
	2	6	0	0
	3	3	0	0
	4	3	0	0
	5	1	0	0
	10	1	0	0

Participant Feedback

Participants were asked to provide open feedback on the clarity of the DLCS-SR instructions, items, and TLTM scale. Twenty-three participants provided feedback on the instructions. Thirteen participants indicated that the instructions were clear to them. Six participants indicated that the instructions were unclear in that they were confused by changes in pronoun usage in the instructions from "you" to "he/she," which convoluted whether this was a self- or other-report scale. The "he/she" pronouns will be changed to

"you" prior to administration to the full validation sample. Other participant feedback included "no," "somewhat," and "no," I was confused by the scale."

Twenty participants provided feedback on item clarity, and ten indicated that the items were clear (though one indicated a few items felt wordy). The following items were reported as unclear by participants: "lead by being led," "use relational power responsibly," "ascribe meaning to others' work," "work hard behind the scenes," and "balance personal and professional life." Notably, "use relational power responsibly" was flagged by two participants, both in terms of what relational power is and how it is possible to use it responsibly too often. One participant indicated that many of the items seemed irrelevant to him/her as a student, and another participant responded that she/he was unclear about the whole idea of leadership in general. Based on this feedback, the wording of several items was changed (see items 29, 43, and 74 in Appendix S). Twenty-one participants provided feedback on the TLTM response format. Seven participants indicated that they liked the scale or that it was "good" or "thoughtfully used." Nine participants indicated that the scale was confusing to understand and complete. Additionally, four participants indicated that they had difficulty comprehending how items could be rated on the "too much" end of the scale. This issue was again raised by four participants in response to how to make the instrument easier to understand. Two participants suggested adding an example in the instructions on how to complete the measure. This suggestion will be adopted into revisions for the full sample validation (see Appendix S).

APPENDIX M

COUNSELOR EDUCATOR REQUEST FOR PARTICIPATION EMAIL –

MAIN STUDY

Hi Dr. _____,

My name is Bradley McKibben, and I am a doctoral candidate in Counseling and Counselor Education at The University of North Carolina at Greensboro. I am in the process of completing my dissertation under the guidance of Dr. L. DiAnne Borders, and I am emailing you to ask if you would be willing to participate in my IRB-approved dissertation study – a validation study of a new counseling leadership measure. I would be very grateful for your help! Your participation will take just 15-20 minutes. There is more information on the study below. Please feel free to email me with any questions. Thank you so much for your consideration and for any help!

Bradley McKibben
wbmckibb@uncg.edu

The purpose of this study is to validate a measure of counseling leadership in order to advance research and training in counseling leadership efforts. My measure applies to leadership provided by counseling students, counselor educators, and counseling practitioners, so your participation will provide a valuable contribution toward the larger goal of a solid, well-validated leadership measure specific to our field.

The data collected will be kept **private and totally confidential** and will not be traceable to you in any way. Only group information will be reported. The data will be held in a secure password-protected computer accessible only to the principal investigator.

To be eligible to participate in this study as a counselor educator, you must have earned a Ph.D. in counselor education and currently work in a counselor education program. Your participation is strictly voluntary. If you decide to participate, you are free to refuse to answer any questions that may make you uncomfortable or stop the survey at any time without consequence. If you choose to participate, you can access the survey at the web address below.

Thank you so much in advance for your time and consideration. *Please pass along the information to others you believe might be interested in participating*. Should you have any questions, please feel free to contact me at wbmckibb@uncg.edu or my dissertation chair Dr. L. DiAnne Borders at borders@uncg.edu.

https://uncg.qualtrics.com/SE/?SID=SV_dbWFZNG4Hy839hr

APPENDIX N

STUDENT REQUEST FOR PARTICIPATION EMAIL – MAIN STUDY

Hi Dr. _____,

My name is Bradley McKibben, and I am a doctoral candidate in Counseling and Counselor Education at The University of North Carolina at Greensboro. I am in the process of completing my dissertation under the guidance of Dr. L. DiAnne Borders, and I am emailing you to ask for your help with my IRB-approved study – a validation study of a new counseling leadership measure. I am writing to ask if you would be willing to forward the message and link below to both master's and doctoral students in your program. I would be very grateful for your help in spreading the word about my study. Please feel free to email me with any questions. Thank you so much for your consideration and for any help!

Bradley McKibben
wbmckibb@uncg.edu

Research Participation Request: "DEVELOPMENT AND VALIDATION OF THE DYNAMIC LEADERSHIP IN COUNSELING SCALE SELF-REPORT"

Hello! My name is Bradley McKibben, and I am a doctoral candidate in Counseling and Counselor Education at The University of North Carolina at Greensboro. I am in the process of completing my dissertation under the guidance of Dr. L. DiAnne Borders. I am writing to request your participation in my study on counseling leadership, which the IRB at UNCG has approved. The purpose of this study is to validate a measure of counseling leadership in order to advance research and training in counseling leadership efforts. My measure applies to leadership provided by counseling students, counselor educators, and counseling practitioners, so your participation will provide a valuable contribution toward the larger goal of a solid, well-validated leadership measure specific to our field. Your participation will take just 15-20 minutes.

The data collected will be kept **private and totally** confidential and will not be traceable to you in any way. Only group information will be reported. The data will be held in a secure password-protected computer accessible only to the principal investigator. Choosing not to participate in the study or withdrawing from the study will have no effect on your grades.

To be eligible to participate in this study as a student (master's or doctoral), you must be currently enrolled in a CACREP-accredited counseling program. Your participation is strictly voluntary. If you decide to participate, you are free to refuse to answer any questions that may make you uncomfortable or stop the survey at any time without

consequence. If you choose to participate, you can access the survey at the web address below.

Thank you so much in advance for your time and consideration. *Please pass along the information to other students you believe might be interested in participating*. Should you have any questions, please feel free to contact me at wbmckibb@uncg.edu or my dissertation chair Dr. L. DiAnne Borders at borders@uncg.edu.

https://uncg.qualtrics.com/SE/?SID=SV_dbWFZNG4Hy839hr

Approved IRB
11/11/14

APPENDIX O

PRACTITIONER REQUEST FOR PARTICIPATION EMAIL – MAIN STUDY

Research Participation Request: "DEVELOPMENT AND VALIDATION OF THE DYNAMIC LEADERSHIP IN COUNSELING SCALE SELF-REPORT"

Hello! My name is Bradley McKibben, and I am a doctoral candidate at The University of North Carolina at Greensboro. I am in the process of completing my dissertation under the guidance of Dr. L. DiAnne Borders. I am writing to request your participation in my IRB-approved dissertation study on counseling leadership. The purpose of this study is to pilot an initial measure of counseling leadership in order to advance research and training in counseling leadership efforts. My measure applies to *practitioners*, educators, and students, so your participation will provide a valuable contribution toward my larger goal of a solid, well-validated leadership measure specific to our field. Your participation will take just 15-20 minutes.

The data collected will be kept **private and totally confidential** and will not be traceable to you in any way. Only group information will be reported. The data will be held in a secure password-protected computer accessible only to the principal investigator.

To be eligible to participate in this study as a practitioner, you either must be fully licensed as a professional counselor or provisionally licensed and working toward full licensure under supervision. Your participation is strictly voluntary. If you decide to participate, you are free to refuse to answer any questions that may make you uncomfortable or stop the survey at any time without consequence. If you choose to participate, you can access the survey at the web address below.

Thank you so much in advance for your time and consideration. *Please pass along the information to others you believe might be interested in participating*. Should you have any questions, please feel free to contact me at wbmckibb@uncg.edu or my dissertation chair Dr. L. DiAnne Borders at borders@uncg.edu.

https://uncg.qualtrics.com/SE/?SID=SV_dbWFZNG4Hy839hr

Approved IRB
11/11/14

APPENDIX P

FOLLOW-UP EMAIL REQUEST FOR PARTICIPATION EMAIL – MAIN STUDY

Hi Dr. _____,

You previously received an email from me asking you to participate in my dissertation study on counseling leadership and to forward the study to others who may be eligible to participate. If you already have done so, thank you so much for participating! If you have not yet participated, would you mind taking a few moments to complete my study? Given your experience, your input is vital to my goal of developing a counseling leadership survey. Your participation will take just 15-20 minutes, and there is more information on the study below. Please feel free to email me with any questions. Also, if you have not done so already, would you be willing to forward the info below to your counselor educator colleagues, your students, and to any counseling practitioners you know? Thank you so much for your consideration and for any help! If you would like to opt out of future emails, feel free to email me directly (my email address is below).

Bradley McKibben

wbmckibb@uncg.edu

I am in the process of completing my dissertation under the guidance of Dr. L. DiAnne Borders. The purpose of this study is to validate a measure of counseling leadership in order to advance research and training in counseling leadership efforts. My measure applies to leadership provided by counseling students, counselor educators, and counseling practitioners, so your participation will provide a valuable contribution toward the larger goal of a solid, well-validated leadership measure specific to our field.

The data collected will be kept **private and totally confidential** and will not be traceable to you in any way. Only group information will be reported. The data will be held in a secure password-protected computer accessible only to the principal investigator. Students: choosing not to participate in the study or withdrawing from the study will have no effect on your grades.

To be eligible to participate in this study as a counselor educator, you must have earned a Ph.D. in counselor education and currently work in a counselor education program.

To be eligible to participate in this study as a student (master's or doctoral), you must be currently enrolled in a CACREP-accredited counseling program.

To be eligible to participate in this study as a practitioner, you either must be fully licensed as a professional counselor or provisionally licensed and working toward full licensure under supervision (school counselors are eligible).

If you decide to participate, you are free to refuse to answer any questions that may make you uncomfortable or stop the survey at any time without consequence. If you choose to participate, you can access the survey at the web address below.

Thank you so much in advance for your time and consideration. *Please pass along the information to others you believe might be interested in participating*. Should you have any questions, please feel free to contact me at wbmckibb@uncg.edu or my dissertation chair Dr. L. DiAnne Borders at borders@uncg.edu.

https://uncg.qualtrics.com/SE/?SID=SV_dbWFZNG4Hy839hr

APPENDIX Q

INFORMED CONSENT DOCUMENT – MAIN STUDY

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
CONSENT TO ACT AS A HUMAN PARTICIPANT

Project Title: Development and Validation of the DLCS-SR

Principal Investigator and Faculty Advisor: W. Bradley McKibben and L. DiAnne Borders

What are some general things you should know about research studies?
You are being asked to take part in a research study. Your participation in the study is voluntary. You may choose not to join, or you may withdraw your consent to be in the study, for any reason, without penalty.

Research studies are designed to obtain new knowledge. This new information may help people in the future. There may not be any direct benefit to you for being in the research study. There also may be risks to being in research studies. If you choose not to be in the study or leave the study before it is done, it will not affect your relationship with the researcher or the University of North Carolina at Greensboro. Details about this study are discussed in this consent form. It is important that you understand this information so that you can make an informed choice about being in this research study.

If you have any questions about this study at any time, you should ask the researchers named in this consent form. Their contact information is below.

What is the study about?
This is a research project. Your participation is voluntary. The purpose of this research project is to gain understanding about your involvement in counseling leadership. By understanding your leadership experiences, the researchers are seeking to test a new survey designed to measure counseling leadership.

Why are you asking me?
You are being asked to participate in this study because you are a master's or doctoral student enrolled in a CACREP accredited counselor education program. You must be at least 18 years of age to participate in this study.

What will you ask me to do if I agree to be in the study?
If you agree to participate in this study, you will be asked to respond to a series of surveys about you and your leadership behaviors in counseling. Participating in this study is not likely to cause you any stress, pain, or any other unpleasant reactions. The study

will take about 30 minutes to complete, and your responses are anonymous. If you have questions now or at any time during the study, you may contact Bradley McKibben (contact information below).

What are the risks to me?
The Institutional Review Board at the University of North Carolina at Greensboro has determined that participation in this study poses minimal risk to participants. If any question in this study makes you uncomfortable, you may choose not to respond.

If you have questions, want more information or have suggestions, please contact Bradley McKibben at wbmckibb@uncg.edu or at 770-841-8536 or Dr. DiAnne Borders at borders@uncg.edu.

If you have any concerns about your rights, how you are being treated, concerns or complaints about this project or benefits or risks associated with being in this study please contact the Office of Research Integrity at UNCG toll-free at (855)-251-2351.

Are there any benefits to society as a result of me taking part in this research?
Benefits to society may include a better understanding of counseling leadership and ways to measure it. If we better understand how to measure counseling leadership, we may be able to research it in more depth and may be able to train/teach it more effectively to counselors.

Are there any benefits to *me* for taking part in this research study?
There are no direct benefits to participants in this study.

Will I get paid for being in the study? Will it cost me anything?
There are no costs to you or payments made for participating in this study.

How will you keep my information confidential?
Your responses to this research study are completely anonymous. No identifying information will be collected, including no IP addresses, no names, or no email addresses. However, if you use a public computer to complete the study, privacy of others walking past the computer can not be guaranteed. Absolute confidentiality of data provided through the Internet cannot be guaranteed due to the limited protections of Internet access. Please be sure to close your browser when finished so no one will be able to see what you have been doing. Your responses will be stored electronically on a password-protected computer. All data will be de-identified to ensure participant information remains confidential. All information obtained in this study is strictly confidential unless disclosure is required by law.

What if I want to leave the study?
You have the right to refuse to participate or to withdraw at any time, without penalty. If you do withdraw, it will not affect you in any way. If you choose to withdraw, you may

request that any of your data which has been collected be destroyed unless it is in a de-identifiable state. The investigators also have the right to stop your participation at any time. This could be because you have had an unexpected reaction, or have failed to follow instructions, or because the entire study has been stopped.

What about new information/changes in the study?
If significant new information relating to the study becomes available which may relate to your willingness to continue to participate, this information will be provided to you.

Voluntary Consent by Participant:
By clicking the appropriate button below, you are agreeing that you read, or it has been read to you, and you fully understand the contents of this consent document and are openly willing consent to take part in this study. All of your questions concerning this study have been answered. By clicking the appropriate button below, you are agreeing that you are 18 years of age or older and are agreeing to participate.

O Yes, I am at least 18 years old. I have read and understood the consent document, I meet the requirements to participate, and I wish to participate.

O No, I do not wish to participate in this research study or do not meet the requirements to participate.

Approved IRB
11/11/14

APPENDIX R

DEMOGRAPHIC ITEMS – MAIN STUDY

Background Questions

Age: _____ years old

What is your gender? _____ MALE _____ FEMALE

How would you describe your racial background? *(please check all that apply)*

_____ American Indian/Native Alaskan

_____ African-American

_____ Asian-American

_____ Caucasian; European-American

_____ Native Hawaiian or other Pacific Islander

_____ Prefer not to state

How would you describe your ethnicity?

_____ Hispanic or Latino

_____ Not Hispanic or Latino

_____ Prefer not to state

Which of the following best describes your current role?

_____ Counseling Student

_____ Counseling Practitioner

_____ Counselor Educator

_____ Other: (Please specify) _____

In which of the following professional counseling leadership roles do you serve currently or have you served in the past, as a counseling student and/or as a counseling professional? (Please check all that apply)

_____ Professional counseling organization elected leader (e.g., President, Treasurer, Secretary, etc.)

_____ Professional counseling organization appointed leader

_____ Professional counseling committee or task force member

_____ Professional counseling committee or task force chair/co-chair

_____ Member of a board of directors of a professional counseling or counseling-related organization (e.g., domestic violence shelter)

_____ Editor or reviewer for a professional counseling journal

_____ Executive director of a counseling organization

_____ Clinical supervisor of counselors

_____ Administrative supervisor of counselors

_____ Administrator related to counseling (e.g., department chair, director of mental health agency) (Please specify) _____

_____ Client advocate (e.g., actively advocated for a client's or group/community's needs)

_____ Professional advocate (e.g., actively advocated for the advancement of the counseling profession)

_____ Leader of group project for a course assignment

_____ Leadership position within a counseling organization as a student (e.g., Chi Sigma Iota) (Please specify) _____

_____ Other: (Please specify) _____

For students only:

What is your class rank?

_____ Master's

_____ Educational Specialist (6^{th} year degree)

_____ Doctoral

How many **credit hours** have you completed in your program to date? _____

Are you currently enrolled in a CACREP-accredited counseling program?

_____ Yes

_____ No

At what level are you licensed as a professional counselor in your state?

_____ Full licensure

_____ Provisional/associate licensure

_____ N/A

What is your current track/concentration?

_____ Career Counseling

_____ Clinical Mental Health Counseling

_____ Marriage, Couple, and Family Counseling

_____ School Counseling

_____ Student Affairs and College Counseling

_____ Addictions

_____ Counselor Education

_____ Other: (Please specify)_____

If you are a doctoral student, what was your track/concentration in your master's program?

_____ Career Counseling

_____ Clinical Mental Health Counseling

_____ Marriage, Couple, and Family Counseling

_____ School Counseling

_____ Student Affairs and College Counseling

_____ Addictions

_____ Other: (Please specify) _____

For counselor educators only:

Which of the following best describes you? (Please check all that apply)

_____ Assistant Professor

_____ Associate Professor

_____ Professor

_____ Tenure-track

_____ Non-tenure track (e.g., clinical professor)

_____ Visiting Professor

_____ Adjunct Professor

_____ Other: (Please specify)_____

How many years have you worked as a counselor educator? _____

Do you currently teach in a CACREP-accredited counseling program?

_____ Yes

_____ No

With which of the following counseling backgrounds do you most strongly identify?

_____ Career Counseling

_____ Clinical Mental Health Counseling

_____ Marriage, Couple, and Family Counseling

_____ School Counseling

_____ Student Affairs and College Counseling

_____ Addictions

_____ Other: (Please specify) _____

Did you graduate from a CACREP-accredited counseling program?

_____ Yes

_____ No

At what level are you licensed as a professional counselor in your state?

_____ Full licensure

_____ Provisional/associate licensure

For practitioners only:

At what level are you licensed as a professional counselor in your state?

_____ Full licensure

_____ Provisional/associate licensure

How many years have you worked as a counselor? _____

With which of the following counseling backgrounds do you most strongly identify?

_____ Career Counseling

_____ Clinical Mental Health Counseling

_____ Marriage, Couple, and Family Counseling

_____ School Counseling

_____ Student Affairs and College Counseling

_____ Addictions

_____ Other: (Please specify) _____

What is your highest degree attained?

_____ Master's

_____ Educational Specialist (6th year degree)

_____ Doctoral

Did you graduate from a CACREP-accredited counseling program?

_____ Yes

_____ No

For "others" only (see "Which of the following best describes your current role?")

At what level are you licensed as a professional counselor in your state?

_____ Full licensure

_____ Provisional/associate licensure

_____ N/A

How many years have you worked in your current role? _____

With which of the following counseling backgrounds do you most strongly identify?

_____ Career Counseling

_____ Clinical Mental Health Counseling

_____ Marriage, Couple, and Family Counseling

_____ School Counseling

_____ Student Affairs and College Counseling

_____ Addictions

_____ Other: (Please specify) _____

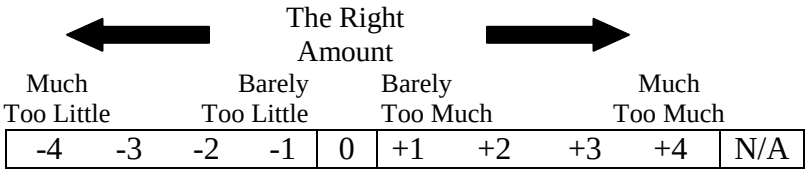
APPENDIX S

MODIFIED DLCS-SR FOR FULL STUDY

Dynamic Leadership in Counseling Scale – Self Report

The following survey contains questions about you as a leader in counseling. People define leadership in many ways, and some have stated that all counselors are leaders, in various ways, by nature of their training. Respond to these questions as they apply to you as a counseling leader. There are no right or wrong answers. **IT IS IMPORTANT TO READ THE INSTRUCTIONS FOR THIS SCALE CAREFULLY.**

The rating scale is different from the typical kind, where a higher score is a better score. On this scale, **the best score is a "0," in the middle of the scale.** The premise is that there are two kinds of performance problems: when leaders emphasize something ***too much*** or when they put ***too little*** emphasis on something.



WARNING: Some people misread this scale. Please do not mistake it for the usual type where a high score is the best score.

1. Use the "**too much**" side of the scale for items that you take to an extreme – what you **do too frequently or with too much intensity**.
2. Use the "**too little**" side for those items that you are deficient on – what you **do not do often enough or do with too little intensity**.

The assumption is that the ratings of frequency (doing something the right amount) also include ratings of effectiveness (doing it correctly).

EXAMPLES:

	-4	-3	-2	-1	0	+1	+2	+3	+4	N/A
Engage in social justice efforts	O	●	O	O	O	O	O	O	O	O

In this example, you have selected -3, indicating that you engage in social justice efforts with too little frequency/intensity. This may occur if you recognize that there are ways you could further engage in social justice behaviors, but you have not engaged.

	-4	-3	-2	-1	0	+1	+2	+3	+4	N/A
Attend to own personal wellness	O	O	O	O	O	O	O	●	O	O

In this example, you have selected +3, indicating that you attend to your personal wellness with too much frequency/intensity. This may occur if you act on personal wellness while underutilizing other leadership behaviors.

If you feel unable to rate a particular item because it doesn't apply, you may select "N/A" (not applicable). Please do not use this option more frequently than is absolutely necessary.

		← Much Too Little		Barely Too Little		The Right Amount	Barely Too Much →			Much Too Much	
		-4	-3	-2	-1	0	+1	+2	+3	+4	N/A
	Professional Identity										
1	Promote a unique counselor identity through professional activity that advances the profession	O	O	O	O	O	O	O	O	O	O
2	Strive to establish professional counselor credibility across professional boundaries	O	O	O	O	O	O	O	O	O	O
3	Get involved in professional organizations to advance a counselor identity	O	O	O	O	O	O	O	O	O	O
	Advocacy										
4	Discuss or debate with colleagues issues confronting the counseling profession	O	O	O	O	O	O	O	O	O	O
5	Shape the intellectual capital that advances the counseling profession in counseling journals by reviewing manuscripts	O	O	O	O	O	O	O	O	O	O
6	Engage in political advocacy for the counseling profession	O	O	O	O	O	O	O	O	O	O
7	Interact with policy makers to affect systemic level action	O	O	O	O	O	O	O	O	O	O
8	Engage in social justice efforts	O	O	O	O	O	O	O	O	O	O
9	Advocate to help counselors adopt cross-cultural perspectives	O	O	O	O	O	O	O	O	O	O
	Vision										
10	Clearly communicate a vision to followers	O	O	O	O	O	O	O	O	O	O
11	Inspire a shared vision among followers	O	O	O	O	O	O	O	O	O	O
12	Communicate vision externally to incoming leaders and stakeholders in order to ensure continuity of a vision	O	O	O	O	O	O	O	O	O	O
13	Take steps to build an ongoing vision that is attractive to group members and stakeholders	O	O	O	O	O	O	O	O	O	O

	Modeling										
14	Model how to make contributions to the counseling profession	O	O	O	O	O	O	O	O	O	O
15	Set an example of what is expected of others	O	O	O	O	O	O	O	O	O	O
16	Serve as a role model for others	O	O	O	O	O	O	O	O	O	O
	Mentorship										
17	Build supportive relationships with mentees	O	O	O	O	O	O	O	O	O	O
18	Empower mentees to find their voice	O	O	O	O	O	O	O	O	O	O
19	Emphasize the learning aspect of a mentoring relationship for mentees	O	O	O	O	O	O	O	O	O	O
	Service										
20	Provide service to the profession via local, national, or international involvement	O	O	O	O	O	O	O	O	O	O
21	Seek opportunities to serve the profession	O	O	O	O	O	O	O	O	O	O
22	Provide service to community groups, volunteer agencies, etc.	O	O	O	O	O	O	O	O	O	O
	Deal with Difficulties/Setbacks										
23	When receive negative feedback from others, respond in a constructive manner	O	O	O	O	O	O	O	O	O	O
24	Address conflict openly and directly	O	O	O	O	O	O	O	O	O	O
25	Seek solutions to problems that arise	O	O	O	O	O	O	O	O	O	O
	Behavioral Authenticity										
26	Behave in a manner that is true to myself	O	O	O	O	O	O	O	O	O	O
27	Have transparency in dealing with others	O	O	O	O	O	O	O	O	O	O
28	Exhibit genuine/authentic behavior with others	O	O	O	O	O	O	O	O	O	O
	Humility										
29	Work behind the scenes to help move forward a project or effort.	O	O	O	O	O	O	O	O	O	O
30	Lead by encouraging others to take leadership and ownership of the process	O	O	O	O	O	O	O	O	O	O
31	Give credit to others for success	O	O	O	O	O	O	O	O	O	O
32	Accept responsibility for failures at individual and group levels	O	O	O	O	O	O	O	O	O	O
	Intentionality										
33	Engage in strategic planning	O	O	O	O	O	O	O	O	O	O
34	Make meaningful and relevant interventions	O	O	O	O	O	O	O	O	O	O
35	Act intentionally or strategically	O	O	O	O	O	O	O	O	O	O
	Sense of humor										
36	Exhibit a sense of humor	O	O	O	O	O	O	O	O	O	O
37	Use humor at appropriate times	O	O	O	O	O	O	O	O	O	O

	Creativity										
38	Approach situations in innovative/creative ways	O	O	O	O	O	O	O	O	O	O
39	Use metaphors, stories, or vignettes to reframe problems or to stimulate insight	O	O	O	O	O	O	O	O	O	O
40	Use creative strategies to stimulate awareness	O	O	O	O	O	O	O	O	O	O
	High standards for self and others										
41	Invest effort into developing personal leadership abilities	O	O	O	O	O	O	O	O	O	O
42	Have high standards for others that reflect same standards for self	O	O	O	O	O	O	O	O	O	O
43	Work to establish credibility as a leader	O	O	O	O	O	O	O	O	O	O
	Wellness										
44	Balance personal and professional life	O	O	O	O	O	O	O	O	O	O
45	Surround self with supportive family, friends, and significant others	O	O	O	O	O	O	O	O	O	O
46	Live life in way that reflects commitment to wellness	O	O	O	O	O	O	O	O	O	O
47	Attend to own personal wellness	O	O	O	O	O	O	O	O	O	O
	Interpersonal influence										
48	Empower others to act	O	O	O	O	O	O	O	O	O	O
49	Inspire individuals to make change of their own accord	O	O	O	O	O	O	O	O	O	O
50	Ascribe meaning to other people's work	O	O	O	O	O	O	O	O	O	O
51	Provide words of encouragement	O	O	O	O	O	O	O	O	O	O
52	Develop collaborative relationships with others	O	O	O	O	O	O	O	O	O	O
53	Exercise influence with people rather than over people	O	O	O	O	O	O	O	O	O	O
54	Facilitate consensus among followers in dialogue and decision making	O	O	O	O	O	O	O	O	O	O
55	Build relationships by being fully present with and attentive to others	O	O	O	O	O	O	O	O	O	O
56	Build relationships based on trust	O	O	O	O	O	O	O	O	O	O
57	Inspire others to value and move toward consensus	O	O	O	O	O	O	O	O	O	O
58	Ensure that everyone is on board before moving an action plan forward	O	O	O	O	O	O	O	O	O	O
	Role Competence										
59	Use problem-solving skills to manage conflict with or among followers	O	O	O	O	O	O	O	O	O	O
60	Maintain clear	O	O	O	O	O	O	O	O	O	O

	communication/feedback with followers										
61	Respond to challenges with emotional skills	O	O	O	O	O	O	O	O	O	O
62	Lead a formal meeting	O	O	O	O	O	O	O	O	O	O
63	Develop meeting agendas	O	O	O	O	O	O	O	O	O	O
64	Meet professional concerns of followers	O	O	O	O	O	O	O	O	O	O
65	Develop/manage a budget	O	O	O	O	O	O	O	O	O	O
66	Provide professional assistance and resources to help followers achieve success	O	O	O	O	O	O	O	O	O	O
67	Follow parliamentary procedures in meetings	O	O	O	O	O	O	O	O	O	O
	Assertive										
68	Challenge followers to take risks	O	O	O	O	O	O	O	O	O	O
69	Set boundaries and expectations with others	O	O	O	O	O	O	O	O	O	O
	Openness										
70	Be receptive to feedback from others	O	O	O	O	O	O	O	O	O	O
71	Gather diverse perspectives and expectations from others	O	O	O	O	O	O	O	O	O	O
72	Receptive to feedback from others on how group efforts can run more efficiently	O	O	O	O	O	O	O	O	O	O
	Principled										
73	Act ethically	O	O	O	O	O	O	O	O	O	O
74	Minimize power differential between self and followers	O	O	O	O	O	O	O	O	O	O
75	Act with integrity	O	O	O	O	O	O	O	O	O	O
	Social Desirability Scale										
76	Do things right the first time, every time	O	O	O	O	O	O	O	O	O	O
77	Form first impressions of people that usually turn out to be right	O	O	O	O	O	O	O	O	O	O
78	Act congruently with every follower	O	O	O	O	O	O	O	O	O	O
79	Behave in a multiculturally competent manner with every person	O	O	O	O	O	O	O	O	O	O
	Inattentive Responding Scale										
80	This is a system check item. Please mark +4.	O	O	O	O	O	O	O	O	O	O
81	This is a calibration test item. Please mark -4.	O	O	O	O	O	O	O	O	O	O

APPENDIX T

SNOWBALL SAMPLING REQUEST AT END OF MAIN STUDY

I need your help! Now that you have completed the study, please help me build a strong sample for this study by taking a moment to email a link to this study to any people that you know who are eligible to participate. This study is open to:

1. Master's or doctoral students **enrolled in CACREP-accredited programs**,
2. Counselor educators who have a Ph.D. in counselor education and currently teach in a counselor education program, and
3. Counseling practitioners who either are fully licensed as a professional counselor or are associate licensed as a professional counselor and are pursuing licensure.

Thank you for completing the study, and thank you for letting others know about it!

Please only forward the following message to persons who have counseling degrees and work in the counseling field:

Hello! My name is Bradley McKibben, and I am a doctoral candidate in Counseling and Counselor Education at The University of North Carolina at Greensboro. I am in the process of completing my dissertation under the guidance of Dr. L. DiAnne Borders. I am writing to request your participation in my study on counseling leadership, which the IRB at UNCG has approved. The purpose of this study is to validate a measure of counseling leadership in order to advance research and training in counseling leadership efforts. My measure applies to leadership provided by counseling students, counselor educators, and counseling practitioners, so your participation will provide a valuable contribution toward the larger goal of a solid, well-validated leadership measure specific to our field. Your participation will take just 15-20 minutes.

The data collected will be kept **private and totally** confidential and will not be traceable to you in any way. Only group information will be reported. The data will be held in a secure password-protected computer accessible only to the principal investigator.

Choosing not to participate in the study or withdrawing from the study will have no effect on your grades.

To be eligible to participate in this study, you must be a:

1. Master's or doctoral student **enrolled in a CACREP-accredited program**,
2. Counselor educator who has a Ph.D. in counselor education and currently teaches in a counselor education program, or
3. Counseling practitioner who either is fully licensed as a professional counselor or is associate licensed as a professional counselor and is pursuing licensure.

Your participation is strictly voluntary. If you decide to participate, you are free to refuse to answer any questions that may make you uncomfortable or stop the survey at any time without consequence. If you choose to participate, you can access the survey at the web address below.

Thank you so much in advance for your time and consideration. *Please pass along the information to other students you believe might be interested in participating*. Should you have any questions, please feel free to contact me at wbmckibb@uncg.edu or my dissertation chair Dr. L. DiAnne Borders at borders@uncg.edu.

https://uncg.qualtrics.com/SE/?SID=SV_dbWFZNG4Hy839hr

Approved IRB
11/11/14

APPENDIX U

SUPPLEMENTAL VALIDITY EVIDENCE FOR THE DLCS-SR

In Chapter Four, the author discussed evidence for construct, convergent, and discrimant validity for the DLCS-SR. Upon consultation with members of his dissertation committee, the author further explored facets of validity for the measure that were unrelated to the original research questions. This was done to further highlight the utility of the measure, particularly among the groups of participants sampled in the study (e.g., counseling students, practitioners, educators). First, item mean (*M*) and standard deviation (*SD*) scores were examined by group in order to determine if item means differed by groups (see Table 31). Intuitively, means should be highest for students compared to counselor educators, practitioners, or others because they are closer to the beginning of counseling leadership experiences. Thus, it is reasonable to assume that they would indicate more lopsided leadership behaviors as they attempt to learn how to be a leader. Generally speaking, item means did not differ substantially among groups of participants; however, subtle trends were noticeable. Item means for students tended to be slightly higher throughout compared to counselor educators, practitioners, and others.

Items highlighted in yellow in Table 31 indicate item means at or above two for more than one group of participants, reflecting consistent, higher under-/over-use of the behavior. These items are likely areas of struggle for counseling leaders to balance effectively (see Table 32 for item descriptions). Notably, these lopsided behaviors tended to be lumped together, indicating a trend of lopsided leadership behavior on certain themes (e.g., advocacy, service, wellness). This is telling given that advocacy,

professional service, and wellness have been posited as cornerstones of counseling leadership (Chang et al., 2012; CSI, 1999; Myers, 2012).

Table 31

DLCS-SR Item Descriptive Statistics by Group

	Students		Educators		Practitioners		Other	
Item	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
1	1.899	1.722	1.377	1.733	1.456	1.680	2.143	2.035
2	1.253	1.701	1.338	1.689	1.035	1.679	3.286	1.496
3	2.133	1.621	2.029	1.815	1.947	1.597	2.000	1.915
4	2.211	1.776	1.638	1.815	1.649	1.768	2.429	1.813
5	1.789	1.398	1.627	1.722	1.757	1.300	1.500	1.049
6	2.321	1.344	2.162	1.570	2.158	1.437	2.429	1.718
7	2.343	1.226	1.942	1.599	1.891	1.499	0.429	0.535
8	2.571	1.523	2.075	1.769	2.196	1.577	2.714	1.604
9	1.949	1.746	1.691	1.871	1.579	1.802	1.143	1.676
10	2.130	1.866	1.739	1.876	1.509	1.855	1.143	1.952
11	1.689	1.887	1.638	1.910	1.273	1.748	1.714	1.890
12	2.529	1.625	1.910	1.889	1.529	1.759	0.714	1.254
13	1.767	1.776	1.638	1.790	1.444	1.745	1.714	2.138
14	1.875	1.716	1.391	1.725	1.684	1.744	2.286	2.138
15	1.447	1.848	0.797	1.461	0.929	1.559	0.857	1.574
16	1.108	1.675	1.261	1.779	1.281	1.840	0.571	1.512
17	1.232	1.682	1.319	1.770	1.080	1.724	0.571	1.512
18	1.522	1.795	0.870	1.571	1.184	1.752	1.143	1.952
19	1.657	1.833	1.261	1.738	1.408	1.790	0.000	0.000
20	2.373	1.514	2.159	1.737	1.719	1.497	2.286	1.890
21	2.212	1.705	2.044	1.749	2.140	1.695	2.000	2.000
22	2.386	1.599	2.377	1.610	1.839	1.682	1.429	1.813
23	1.595	1.889	1.159	1.746	1.070	1.751	1.143	1.952
24	2.694	1.648	2.217	1.806	1.877	1.722	2.714	1.890
25	1.224	1.755	1.147	1.660	0.684	1.404	1.000	1.732
26	1.141	1.712	0.884	1.605	1.105	1.633	1.143	1.952
27	1.440	1.832	1.493	1.899	1.018	1.674	1.571	1.988
28	0.929	1.602	0.971	1.627	1.123	1.702	0.571	1.512
29	1.845	1.766	1.290	1.646	1.439	1.722	1.714	1.604
30	1.309	1.751	1.522	1.883	1.140	1.726	0.000	0.000
31	1.306	1.698	1.246	1.701	1.053	1.619	2.286	2.138
32	1.583	1.825	1.232	1.767	1.228	1.701	0.857	1.574

33	2.159	1.760	1.942	1.781	1.582	1.771	1.714	2.138
34	1.397	1.797	1.088	1.725	0.825	1.571	1.143	1.952
35	1.588	1.821	1.449	1.859	1.474	1.872	0.571	1.512
36	1.647	1.798	1.696	1.809	1.439	1.803	0.429	1.134
37	1.706	1.870	1.435	1.859	1.561	1.890	1.000	1.732
38	1.536	1.766	1.710	1.903	1.474	1.784	1.857	1.773
39	2.225	1.849	1.710	1.800	1.439	1.823	1.714	2.138
40	1.741	1.820	1.294	1.762	1.518	1.779	1.714	2.138
41	2.071	1.789	1.536	1.828	1.632	1.739	1.000	1.732
42	1.918	1.794	1.652	1.830	1.596	1.831	1.000	1.732
43	1.738	1.804	1.783	1.878	1.228	1.743	1.571	1.988
44	2.506	1.616	2.087	1.755	1.596	1.821	2.143	2.035
45	1.318	1.706	1.072	1.674	0.737	1.395	2.000	1.915
46	2.635	1.595	1.957	1.778	1.632	1.829	2.143	2.035
47	2.400	1.568	1.942	1.740	2.211	1.820	1.857	1.864
48	1.800	1.857	1.565	1.890	1.053	1.663	1.714	2.138
49	1.548	1.826	1.246	1.802	1.089	1.719	0.429	1.134
50	1.542	1.776	1.029	1.693	0.737	1.482	0.143	0.378
51	1.671	1.835	1.043	1.631	0.825	1.548	2.857	1.952
52	1.329	1.755	0.986	1.604	1.000	1.604	1.000	1.732
53	1.405	1.798	0.942	1.679	0.737	1.470	1.143	1.952
54	1.149	1.611	1.362	1.765	1.182	1.765	0.571	1.512
55	1.671	1.899	0.884	1.549	0.842	1.567	0.000	0.000
56	0.624	1.272	0.826	1.543	0.386	1.114	0.857	1.574
57	1.415	1.846	1.522	1.836	1.088	1.714	1.000	1.732
58	2.059	1.886	2.203	1.860	1.509	1.862	1.714	2.138
59	1.217	1.697	1.145	1.743	1.089	1.719	0.429	1.134
60	1.538	1.863	1.362	1.831	1.255	1.838	1.714	2.138
61	1.553	1.848	1.174	1.740	1.316	1.734	0.571	1.512
62	1.716	1.622	1.478	1.744	1.167	1.611	0.571	1.512
63	1.971	1.765	1.152	1.561	0.981	1.572	1.571	1.988
64	1.426	1.839	0.956	1.634	1.145	1.768	1.143	1.952
65	2.200	1.553	1.483	1.652	1.706	1.858	0.857	1.574
66	1.465	1.763	1.493	1.812	1.073	1.687	2.429	1.988
67	1.508	1.678	1.662	1.663	1.412	1.615	1.000	1.528
68	2.462	1.748	1.735	1.858	1.375	1.825	1.571	1.988
69	2.282	1.856	1.739	1.836	1.316	1.784	2.000	1.915
70	1.247	1.718	1.261	1.771	1.175	1.794	1.714	2.138
71	1.447	1.836	1.362	1.807	1.404	1.831	2.571	1.902
72	1.424	1.775	0.870	1.617	1.123	1.763	1.143	1.952
73	0.635	1.344	0.348	0.968	0.421	1.068	0.571	1.512
74	1.645	1.895	1.029	1.654	1.208	1.791	1.143	1.952
75	0.576	1.294	0.536	1.267	0.491	1.182	0.571	1.512

Notes: M = mean, SD = standard deviation

Items highlighted blue in Table 31 indicate item means at or below one for more than one group of participants, reflecting consistent use of the behavior close to "the right amount." These are likely areas of strength for counseling leaders (see Table 32 for item descriptions). Although these items were more spread throughout the measure, several of these "strength" items were in the themes of interpersonal influence (specifically, relationship building) and principled.

Table 32

High and Low Item Means Across Groups

Consistently Lopsided Behaviors ($M \geq 2$)	
No.	Item Description
3	Get involved in professional organizations to advance a counselor identity
4	Discuss or debate with colleagues issues confronting the counseling profession
6	Engage in political advocacy for the counseling profession
8	Engage in social justice efforts
20	Provide service to the profession via local, national, or international involvement
21	Seek opportunities to serve the profession
22	Provide service to community groups, volunteer agencies, etc.
24	Address conflict openly and directly
44	Balance personal and professional life
46	Live life in way that reflects commitment to wellness
47	Attend to own personal wellness
58	Ensure that everyone is on board before moving an action plan forward
69	Set boundaries and expectations with others
Consistently More Balanced Behaviors ($M \leq 1$)	
No.	Item Description
15	Set an example of what is expected of others
28	Exhibit genuine/authentic behavior with others
52	Develop collaborative relationships with others
55	Build relationships by being fully present with and attentive to others
56	Build relationships based on trust
73	Act ethically
75	Act with integrity

Other items appeared to discriminate well based on the context, as originally argued by the author in Chapter Two. For example, the "other" category of participants, as noted in the demographics in Chapter Four, consisted of a variety of leaders who did not fit neatly into the student, educator, or practitioner role (e.g., consultant, employee of professional counseling organization). For these "other" participants, behaviors such as "Interact with policy makers to affect systemic level action" and "Communicate vision externally to incoming leaders and stakeholders in order to ensure continuity of a vision" tended to be self-reported appreciably lower ($M < 1$) than by students, educators, and practitioners. This could be because the opportunities afforded to leaders in these roles allow them to more effectively engage in these types of behaviors. Similarly, practitioners and "others" tended to score closer to zero on items such as "Inspire individuals to make change of their own accord" and "Ascribe meaning to other people's work." Given that such behaviors align closely with the counseling ethos, and participants in these categories are probably more likely to work with clients and supervisees more regularly, these findings make sense intuitively.

Item means did show a general trend in that, on average, students appeared to have slightly higher means on most items compared to educators, practitioners, and others. Nevertheless, the item means were not vastly different. To further elucidate group differences in scores on the DLCS-SR, sum scores were calculated to look for scoring trends. These trends are displayed in Figures 38 – 41; these figures show frequency and percent of participants' scores. The maximum total raw score one could achieve was 300, which would reflect a score of four on every item. As with means, higher raw scores

(which were scored as an absolute value on the TLTM scale as detailed in Chapter Three) reflect a higher overall deviation from zero ("the right amount"). These summed raw scores give a broad representation of scoring patterns.

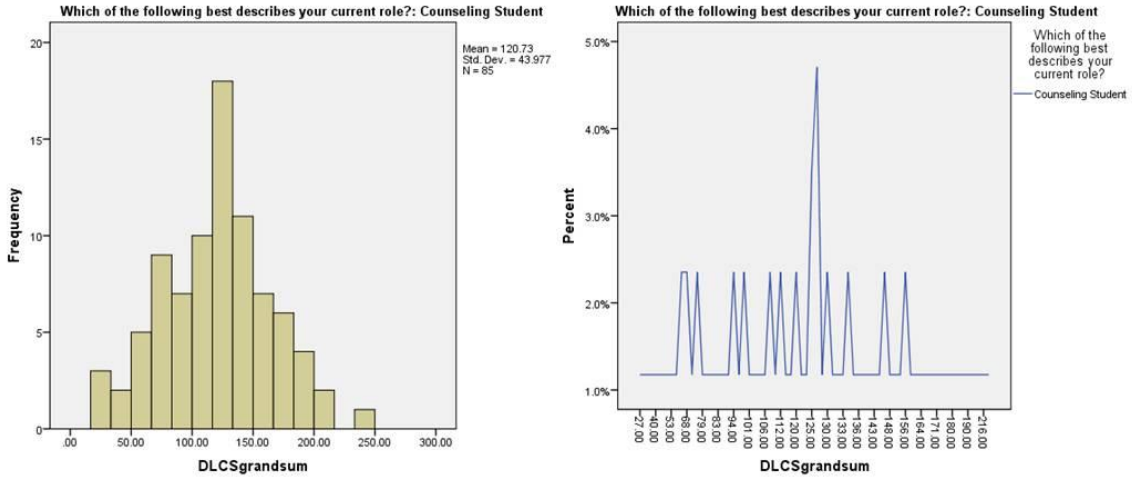


Figure 38. Counseling Student Summed Raw Score Distributions.

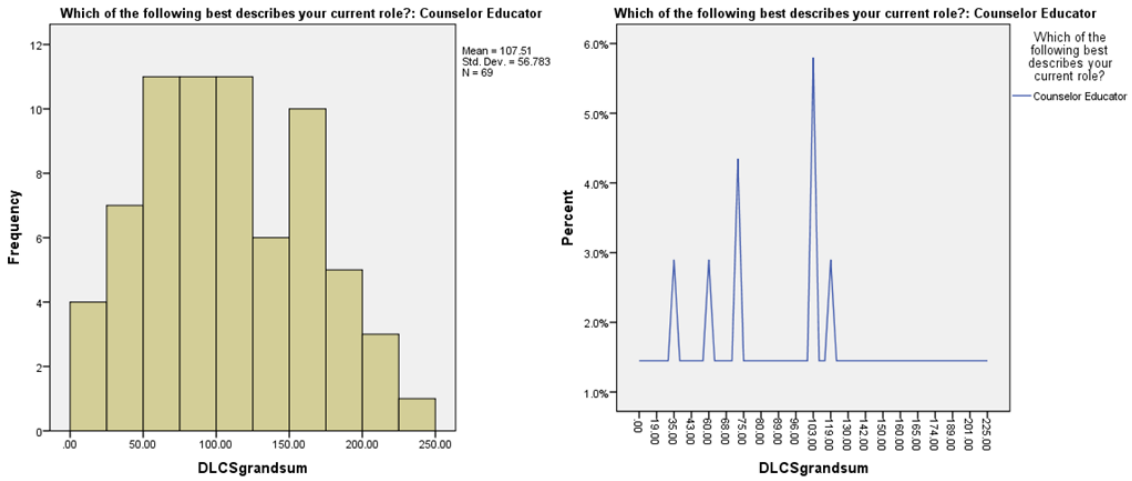


Figure 39. Counselor Educator Summed Raw Score Distributions.

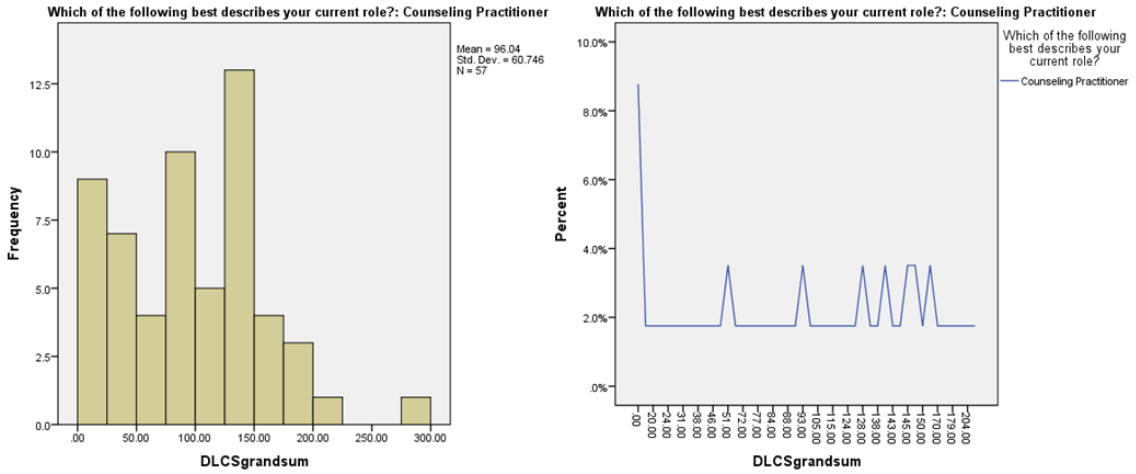


Figure 40. Practitioner Summed Raw Score Distributions.

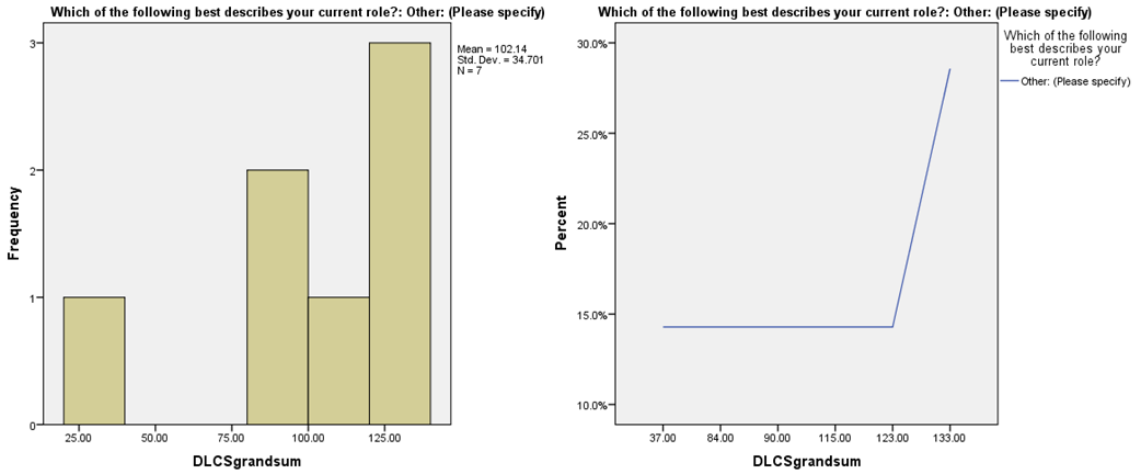


Figure 41. Other Summed Score Raw Distributions.

From these figures, it can be seen that students' scores relatively steadily increase toward an average of about 120, then decrease steadily toward higher scores. Based on the line graph, nearly 5% of students scored near 125, and scores continued to peak and valley on either side of this score. About 4% of counselor educators' scores fell between 68-75 and nearly 6% of scores fell between 103-119 (which is below a median score of

150). Practitioners' summed raw scores appeared positively skewed in that a majority of score were about 150 or lower. Indeed, it appears that about 9% of scores were near zero. Last, others' scores appear negatively skewed, but no scores were higher than about 133. A majority of these participants appeared to score between 75-133. Similar to the item mean scores, summed raw scores across participant groups appear to fall within similar ranges, but the trends are more distinct. Students tended to show more variability in score distributions, educators fell more often within a given range, practitioners tended to score themselves lower, and others tended to score close to a raw score median (i.e., 150). Overall, students tended to have more variability in their scores, but counselor educators, practitioners, and others had less variability in scores that tended to group around narrower ranges of scores. In other words, although the item means are similar, the sum scores revealed that students are more likely to score on a wider range, possibly reflecting greater variation in their effective use of counseling leadership behaviors. However, counselor educators, practitioners, and others, who tended to score more closely around certain ranges, may have a better sense of where their strengths and weaknesses lie.

Summary

In this appendix, the author sought to further explore the items of the DLCS-SR among the groups of participants sought in the original quota sample. There was not much variation in item means among participant groups, but a reasonably expected trend was evident in that students, who conceptually should be in early learning phases of counseling leadership development, tended to have higher means (higher deviations from zero or "the right amount") than counselor educators, practitioners, and others, thus more

likely under-/over-utilizing leadership behaviors. Raw score trends among groups showed that students' scores tended to be more variable than other groups, suggesting that students may be less consistent in their use of behaviors compared to other counseling leaders. The item analyses in this appendix also pinpointed items and themes that appeared more difficult and easy, generally speaking, for counseling leaders as evidenced by consistently higher or lower item mean scores across groups of participants. Finally, there was preliminary evidence that "other" participants may use certain behaviors closer to "the right amount" than other groups of participants.