Nontenured Assistant Professors as American Counseling Association Division Presidents: The New Look of Leadership in Counseling

Donna M. Gibson, Colette T. Dollarhide, and Leah J. McCallum

This study explored the lived experiences of 6 nontenured assistant professors who were serving or had recently served as presidents-elect or presidents of American Counseling Association divisions. The participants described their motivation for serving in these capacities and shared the experiences of serving while faced with the traditional expectations of scholarship at their universities. Implications are provided for future research and training specific to leadership and professionalization in the counseling profession.

Leaders in the counseling profession attribute their leadership traits and abilities to professional role models in counseling, seized opportunities, professional passion, identity, and affiliation (Magnuson, Wilcoxson, & Norem, 2003). Black and Magnuson (2005) noted in their study that leaders not only focused on their leadership activities but also focused on empowering or mentoring others as they were leading. Thus, mentoring by leaders can involve the development of future leaders (Mason & Wetherbee, 2004).

In the process of becoming a leader, an individual must consider several factors that contribute to leadership development. First, the individual has to examine the contingencies in the situation, such as the organizational structure, stability in the workplace, opportunities for mentoring, personal capabilities, and self-motivation (Avolio, 2007). Second, the individual’s cultural orientation is influential to leadership development. If an individual ascribes to a universal cultural theory, then aspects of leadership could apply to any situation (Yukl, 2002). In contingent cultural theory, aspects of leadership apply in some but not all situations. Third, individual differences such as personality and general mental ability play a part in determining who emerges as a leader and how effective the person is in leadership positions (Chan & Drasgow, 2001; Judge, Bono, Ilies, & Gerhardt, 2002). Research indicates that there are some universal traits leaders possess that are consistently associated with effective leadership, including persistence, tolerance for ambiguity, self-confidence, drive, honesty, integrity, internal locus of control, achievement motivation, and cognitive ability (Den Hartog & Koopman, 2001; Kirkpatrick & Locke, 1991). Using an integrative approach to understanding leadership development is helpful in possible professional development of future leaders because it does not exclude any factors that may contribute to a leader’s development.

In previous leadership studies of counselors, all the participants had a minimum of 16 years in the profession (Black & Magnuson, 2005; Magnuson et al., 2003). Hence, there seems to be limited information on individuals who are young leaders in the counseling profession. Intuitively, this is not surprising given that the traditional emphasis for assistant-level, tenure-track professors is on evidence of productivity in the areas of teaching and scholarship. Service, in the form of leadership, is often the least valued component of faculty activities in higher education institutions and is perceived as secondary to teaching and scholarship (Price & Cotton, 2006; Stalecup, 2006).

On the basis of a longitudinal study of new assistant professors of counselor education, Magnuson and her colleagues (Magnuson, 2002; Magnuson, Black, & Lahman, 2006; Magnuson, Shaw, Tubin, & Norem, 2004) noted that the participants consistently reported stress related to publishing for the purpose of tenure and promotion. Furthermore, Magnuson and her colleagues found that none of the 39 assistant professors in their study reported engagement in professional service activities. These results may confirm that assistant professors tend to engage in traditional scholarship behaviors rather than including professional service activities to obtain tenure and promotion.

In contrast to these findings, a recent survey of Council for Accreditation of Counseling and Related Educational Programs liaisons for 74 counselor education programs reported that relatively equal emphasis is placed on teaching, scholarship, and service (Davis, Levitt, McGlothlin, & Hill, 2006). This equal emphasis seems to be true across all levels of the professorate. The types of service activities (i.e., department committees vs. national offices within the profession), however, were not reported. Although faculty members are encouraged to engage equally in teaching, scholarship, and service, any remarkable difference may be the differing forms of service chosen by nontenured faculty compared with tenured faculty.

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There is little or no research on the growing number of nontenured assistant professors in national leadership positions in the counseling profession and none in other helping professions, such as psychology, social work, or marriage and family therapy. Therefore, the primary goals of this study were to acknowledge that these individuals existed in counselor education and to investigate their thoughts and beliefs about their own leadership and sense of professionalism. We were interested, however, in specific aspects of the study participants' paths to leadership, including mentorship, doctoral experiences, challenges, supports, and leadership training.

Method

This study was conducted with a phenomenological approach (Moustakis, 1994) in which people were interviewed in an attempt to capture their experiences of serving as a president-elect or president of an American Counseling Association (ACA) division while dealing with typical departmental expectations of producing scholarship to achieve tenure and promotion.

Analyses of Bias

In qualitative research, it is important to assess the relationship between the researcher and the ideas being studied. In this case, two of the three researchers (first and second authors) were nontenured assistant professors who were presidents-elect of different ACA divisions. The third team member (third author) was a doctoral student in a counselor education program. Prior to data collection, the research team met to discuss their ideas and views about these experiences to be aware of potential confounds and bias to the data collection process.

Participants

On the basis of recent ACA elections, the researchers determined that the sample identified was an extremely unique subset of leaders in the counseling profession. Hence, the small sample identified was used in this study as a thick cultural description of this phenomenon (Marshall & Rossman, 2006). Participants for this study were selected from the ACA election results for the positions of either presidents-elect or presidents for ACA divisions spanning 2003 to 2006. In addition, they needed to be working as nontenured assistant professors in counselor education. Ten individuals met these criteria. Of these 10 individuals, two were ineligible because they were researchers for the present study and two declined to participate in the study. The six participating leaders represented diversity in gender, race/ethnicity, sexual orientation, family composition, and geographic representation. Their ages ranged from approximately 32 to 45 years, with half being male and half female. They entered the counseling profession as counselor educators between 1998 and 2001.

All participants had earned doctoral degrees in either counseling or counselor education. Of special note, four of the six participants completed their doctoral studies at the same university. Three of the participants were currently serving as presidents of their divisions, two were serving as presidents-elect, and one had resigned as president to serve in another leadership capacity for the division. At the time of the study, participants were employed by universities that represented a range of Carnegie research classifications, from very high research (Research I) to large program research (Comprehensive).

Procedure and Data Collection

Using grounded theory as the research basis required the researchers to make preliminary decisions about the participants or purposive sampling (Glaser, 1978; Strauss & Corbin, 1998). Hence, participants were chosen from newly elected ACA division presidents-elect or presidents. All participants were approached via e-mail sent by the first author. The e-mail included a general description of the study and the method for data collection. They were asked about their level of interest in participating and were sent an informed consent form if they agreed to participate in the study. The research team met to determine how the interviewer and interviewee would be matched so that no participant was interviewed by a member of the research team with whom he or she had a prior relationship. Therefore, all interviews were conducted by researchers who had no prior relationship with the participants. All six participants agreed to a tape-recorded telephone interview with electronic mail follow-up to review the interview transcript and answer any questions after initial coding.

All interviews were conducted by speaker telephone. The research team followed a semistructured interview protocol that included a set of demographic questions as well as 14 open-ended questions. Each interviewer asked follow-up questions and queries based on each participant's responses. After the collection of demographic information, the following initial prompt was used: "When you reflect on the program and any other past educational experiences, are there any significant figures (people) who influenced your interest in service activities? If so, how did they do this?" Subsequently, participants were asked about service activities they were involved in during these educational programs and any messages they received from these programs about the value of service. Participants were asked about their current work settings, including any supports they were receiving to fulfill their service responsibilities. The participants provided their personal definitions of leadership and professionalization. Using the iterative approach inherent in grounded theory methodology, the researchers modified data collection after the first interview was conducted. One question with a 10-point Likert-type scale ranging from 1 (not important) to 10 (most important) was added to the interview, which required each participant to quantify the importance of promoting professionalization as part of his or her role as a counselor educator. Finally, participants disclosed their rationale for providing...
service as president of an ACA division at this point in their careers as well as future plans for service. Follow-up questions were sent to each participant via e-mail.

Data Analysis
Each interview was transcribed immediately and distributed to all members of the research team for the initial review. Each researcher read the interviews several times to identify themes in the data. After these individual readings, the research team met to examine the themes they had found and name these themes. In this open coding process, 15 identified incidents and issues with similarities were reorganized and redefined into seven thematic categories. Patton (2002) described this process as generating analyst-constructed typologies, which are typologies created and applied to the participants' responses by researchers and which are grounded in the data but are not necessarily used explicitly by participants. This process entails uncovering patterns, themes, and categories to guide further explorations in the study. Once the process of open coding was completed, the researchers engaged in axial coding of the connections between these categories. The researchers completed this process as individuals and as a group by examining the context, mediating variables, and goal-oriented activities of the participants in their motivation to seek national service opportunities in counseling organizations.

Results
Seven themes emerged after analyzing the initial interview data: (a) influence and mentorship experienced in doctoral program, (b) identified for leadership and influence of ACA presidents, (c) involvement in state and national counseling organizations, (d) tenure and promotion, (e) challenges and supports, (f) reasons for national-level service, and (g) leadership and professionalization. A matrix of the participants' responses on these themes is presented in Table 1 and is described in the following sections. Words that highlight the essence of each theme are italicized in the participants' responses.

Influence and Mentorship Experienced in Doctoral Program
All six participants indicated that the faculty in their programs modeled service to the profession. Many of the participants reported that service was an expectation of being a counselor educator. For example, one participant explained that service was "highly valued and just a part of what you do as a counselor educator." Another participant agreed with this belief: "The climate of the department really perpetuated service in my opinion."

All participants described their doctoral programs as projecting a culture of service. It was built into the expectations, sometimes overtly but often covertly in its emphasis. Although student group participation was encouraged, many participants recounted that the faculty had an expectation (nothing said but modeled) that service is a requirement of those in the counseling profession. One participant expanded on this expectation, stating "that getting involved, giving back, is part of what the expectation is." Another participant reported that the message was "You need to do it [service] to earn and maintain the respect of your colleagues."

Identified for Leadership and Influence of ACA Presidents
The majority of the participants reported that they were approached or encouraged by specific people, such as faculty mentors or advisers, to be involved at a leadership level. For example, one participant discovered that the secondary gains of leadership included expanding his opportunities: "My ad-

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<th>Theme</th>
<th>Participant</th>
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<tr>
<td>1. Influence and mentorship experienced in doctoral program</td>
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<td>2. Identified for leadership and influence of ACA presidents</td>
<td>X X X X X X</td>
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<td>a. Leadership pointed out</td>
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<td>b. Influence of ACA president</td>
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<td>3. Involvement in state and national counseling organizations</td>
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<td>a. State</td>
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<td>b. National</td>
<td>X X X X X X</td>
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<td>4. Tenure and promotion*</td>
<td>X X X X X X</td>
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<tr>
<td>a. Challenges of time and money</td>
<td>X X X X X X</td>
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<td>b. Tangible supports of money, graduate assistance, course release</td>
<td>X X X X X X</td>
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<td>5. Reasons for national-level service</td>
<td>Passion Passion Loves it Enjoyment Why not? Internal need</td>
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<td>6. Leadership and professionalization*</td>
<td>10 10 10 10 10 10</td>
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Note. An "X" indicates that a particular theme was included in the participant's response. ACA = American Counseling Association.

*Service not evaluated strongly. Scored on a 10-point Likert-type scale ranging from 1 (not important) to 10 (most important). 7 = moderate level of importance; 9 = high level of importance.
They were influenced or mentored by a current or former president of ACA. One participant recognized the importance of the national leadership experiences of his doctoral adviser:

She had been president of ACA and had not only served in that capacity but served in a variety of leadership capacities in the profession. I really believe that she maybe saw something in me that she thought would be valuable or be an important asset to the profession. As a result of seeing the potential I think she saw that her investment would be well spent.

The fact that national counseling leaders perceived leadership potential in these participants seemed to influence and encourage their interests and activities in leadership service for the counseling profession. In one instance, a participant remarked about the reinforcing nature of the ACA president’s attention to him:

He [past ACA president] comes up to me and says, “We really appreciate the service you’re providing to ACA,” and it just blew my mind. It’s like he knows who I am, you know, knows that I’m doing something significant with ACA. It’s kind of gratifying.

Involvement in State and National Counseling Organizations

As much as many of the participants were influenced by ACA presidents, all the participants were involved in ACA divisions at the national level prior to being elected as president-elect and/or president. Many expressed the belief that this type of involvement should be a prerequisite to running for the office of president of the division. As one participant suggested, “I would advise a person to have a lot of experience [in the division] before they become president-elect.” Another participant recommended “for those in doctoral programs, be active, join a division, not only join it but get active and be a committee chair.” One participant talked about how her past position in the division had helped her prepare for the one of president-elect:

The main thing for me is that I leadership into my lifestyle: “The main thing for me is that I

Five of the six participants had been involved in service activities at the state level, with two of those five starting state-level ACA divisions. Many of the participants had been involved with committee work in state organizations, and a few had served as presidents of state counseling association divisions. During their doctoral programs, four of the six participants were active members of their Chi Sigma Iota chapters, with two of those four serving as president of their chapters. The remaining two participants served as, respectively, a president to another student group at the doctoral level and a president to a local community counseling organization.

Tenure and Promotion

Five of the six participants reported that their service activities would not be valued as highly as teaching and scholarship in the tenure and promotion process. As reported by one participant, “they [the university] tell me it’s going to look good. But, in terms as being valued a lot, it’s not really valued as much as some might think it would be.” For several participants, the message from their universities is that service is important in a qualitative sense. One participant voiced this sentiment: “The messages are that it enhances my value as a professor at the university. In terms of promotion or tenure, not so significant.” Another participant reported how service is evaluated relative to scholarship:

They look at your journal publications first. Then the next rung down is to rank you on service activities. They tend to attach more prestige to presidential leadership than committee involvement at the national level for purposes of tenure and promotion.

Remarkably, the participants continued to be active at the leadership level even though they recognized the level of insignificance that service activities are ranked at their respective universities. One participant explained his decision this way:

You know, it’s actually a double message because they [the university] say that service is valued. You could argue that they value service less than research. Service is not going to get you tenure, your research and publications are going to get you tenure. Now, will service help to shape your career path? Will it help to delineate an area of expertise? The answer is absolutely yes. That’s why I think it is valuable.

Challenges and Supports

All the participants were able to recognize that they had placed service to the counseling profession as a priority in their lives. All of them recognized time as a challenge to their service activities, including the actual timing of running for the office of president-elect or president and time devoted to other professional and personal commitments. For the participants who identified themselves as new parents, attempting to balance time with family and time for service has been a challenge. For one participant, that meant resigning from the presidency position: “I felt that there was going to be more time away from home involved with the presidency position.” Another participant reported that she had to evaluate her ability to fit leadership into her lifestyle: “The main thing for me is that I
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have a [young child] and I needed to know exactly what the time commitment would look like.

In terms of other challenges, many participants reported that money was a concern for them in terms of traveling and other logistics for their respective divisions. Learning to navigate these concerns was important, as reported by one participant: "We're doing all these mailings, having to ask for reimbursement, and then come up with money to go to a board meeting and then get reimbursed." Another participant discussed the financial limitations of professional development budgets being cut at universities and within ACA divisions for travel expenses:

I traveled [last year] by paying a lot out of pocket. With the way divisions are going there hasn't been any money left over from paying for board meeting travel so basically you're paying for that extra hotel for the meeting at ACA.

Funding was provided for travel from both the university and ACA division of each president-elect or president for only half of the participants. Only two participants, however, were granted release time to fulfill their responsibilities as president of their divisions. At a personal level, the majority of the participants reported that significant others, family, and friends were those who supported them most in pursuing these opportunities.

Reasons for National-Level Service

The impetus for the study was the question "Why do nontenured assistant professors pursue national-level service?" The initial responses to this question included "I don't know why anybody would do this if they're not tenured," "Because they're crazy" (offered by two respondents), and "Why not?" Underneath the laughter and some cursing, however, the real reasons started to surface. One participant hinted at one of the possible reasons when she discussed the importance of "giving back." The participants in this study talked about their passion. According to one participant,

For me it [running for president] was very much connected to passion... I feel strongly connected and committed to the particular mission of my division. I don't think I would have pursued this if it were not extremely connected to my heart.

An interesting response was provided by one participant, who indicated that being a leader was one way to "have a voice." As he explained,

It's more of an internal expectation that I have of me. I think different people have different strengths, and I think whatever this intangible thing called leadership is... I consider it to be my true strength. So, in order to be true to myself I enjoy that type of leadership role and as a nontenured assistant professor I'm not often able to act as a leader. You're expected to be a follower, so you go "Hey, ACA is out there and they need volunteers: they need leaders," so I can actualize that part of myself in ACA.

In essence, being a leader or specifically having the responsibility of the president's office in a national counseling division of ACA is not only one way to demonstrate a passion, follow a commitment, or have a voice but also possibly a way for nontenured assistant professors to feel that they matter when they may not feel valued in other aspects of their roles as young counselor educators.

Leadership and Professionalization

Although there were no consistent themes for their definitions of leadership and professionalization, it is important to report the perceptions of these leaders. Only two participants received formal leadership training, whereas two reported brief exposure to leadership principles with limited training and two received no training. For all leaders, leadership was defined in terms of facilitation, vision, motivation, authenticity, advocacy, and encouragement of others. One participant reported,

It's about really solidly knowing who you are and what strengths you can bring to the table, when you need to ask other people for help and collaboration, and how to build a strong team. It's knowing who you are, being comfortable with your strengths and weaknesses, and just being willing to work hard to create and carry out a vision that's kind of a corrective vision.

The idea of vision was elaborated on by this participant, who said,

A leader tends to have vision. And a leader often may see things that others don't see ahead of time because they've got that vision. A leader is somebody who is able to encourage people to do their best, to encourage generation of new ideas, and to direct the organization to move forward to where it can be.

Another participant discussed the skill of facilitation:

You have to have a sense of enthusiasm, you have to have a sense of being able to bring others in... be able to first recognize the message, number two, articulate the message to others. The other important part is realizing that you can't do it all by yourself.

This idea was expanded on by a third participant, who believed that leadership was "being able to motivate and delegate... being able to get a big picture of process and then begin to motivate people to do what you see needs to be done and what they feel needs to be done."
Although some participants reported initial confusion about the term professionalization, they were able to provide comprehensive definitions. Professionalization was defined in terms of identity, advocacy, promotion of the profession, responsibility, and advancement of the profession. One participant explained professionalization as the identity of counselor educators:

I see that [professionalization] as identity. It's what sets you apart from other providers or other professions and it's necessary for us to be able to market ourselves and to promote our services to others, not to mention advocating for our clients.

There was a general sense in the participants’ responses that professionalization is an active form of leadership that they encounter as counselor educators. One participant defined professionalization as being able to provide a research database for the practices that we [counselor educators] do. I think it's absolutely vital that we have a body of evidence that is research based and that is outcome based that we can point to as counseling and as a professional identity.

Another participant believed that the professional is dedicated to being a learner, constantly learning about new issues and concerns, and keeping up to speed and then maybe adding what they can from their own expertise and research to the field and just be willing to advance the profession.

Overall, the participants defined professionalization as promoting the counseling profession with a specific identity that is unique to counselors and supporting this identity through research. The participants responded to the only item measured on a Likert-type scale in this study: “On a scale of 1 to 10 (with 1 being unimportant and 10 being very important), how important is promoting professionalization as part of your role [counselor educator]?” Their ratings ranged from 7 to 10, with an average rating of 9.17.

Finally, all participants responded affirmatively to future leadership service, and three of the six participants expressed an interest in running for the office of ACA president. One participant reported he or she would possibly considering running for president depending on life circumstances, and two participants were adamant in their refusal to run for this position.

Discussion

This study began with the observation that more nontenured assistant professors want to do this when it is in direct opposition to what traditional tenure and promotion policies at universities evaluate as a priority? The study informed us of why these participants engaged in leadership activities, how they carried out their responsibilities, and what it meant for them to do this at this time in their lives.

Participants were strongly influenced by their doctoral programs and faculty while learning to be counselor educators. Specifically, all participants reported that their doctoral programs promoted the profession and the expectation of service to the profession. These programs were successful in creating a culture of service that became a strong influence on each participant. Doctoral advisers and current and former ACA presidents were cited as being influential in participants’ decisions to serve as leaders in professional counseling organizations. Our findings suggest that the role models the participants acknowledged were actively involved in demonstrating traits of leadership and professionalization as well as encouraging their students and ACA members to be leaders in professional organizations. Consequently, the participants developed an identity that included the personal expectation of service to and professional responsibility for the counseling profession.

Observing the professional counseling role models seemed to solidify concepts of leadership and professionalization for the study participants. On the basis of their definitions of leadership and professionalization, the message of promoting a consistent identity of the counseling profession was evident. Furthermore, the ideas of giving back to the profession in the form of service and inspiring others to serve were stated goals of these leaders.

The three factors of leadership development—situation, culture, and individual traits—seemed to be part of the participants’ development as leaders (Avolio, 2007). At the individual level, the results indicated that the participants had at some point defined leadership as their own personal construct and had identified leadership potential within themselves. Regarding situational factors, for several participants, it meant sacrifice in time, money, and fluidity of their career progression. Participants also reported that they gained much from providing leadership as service to the divisions. For most of the participants, it was about fulfilling the expectation of providing service as part of their counselor education identity, which may have been their cultural expectations. For several participants, providing leadership and being connected to their divisions helped to better define their career paths. Hence, the value of providing service was intrinsic to each individual.

The intrinsic need to provide leadership seems to have come from the participants’ exposure to the culture of service found in their experiences from their doctoral programs. Faculty, mentors, and national leaders influenced these individuals to the point they recognized their leadership potential as a personal expectation that was required to be shared with the counseling profession. Although there are many challenges in
being an ACA division leader, the participants were willing to sacrifice to fulfill their intrinsic need to serve; however, they found several benefits in serving that solidified their professional identity.

Limitations and Bias
There are limitations to the generalizability of these results because of the specific sample of participants as well as the limited number of participants. The information gained from this small group will be helpful for the profession in encouraging future leaders and for planning leadership training opportunities. Nevertheless, the qualitative research methodology used in this study addressed a specific phenomenon with a limited and unique sample. Small samples are adequate if the phenomenon explored is unique to a specific group and experiences. We contend that the results of the study are significant to the counseling profession in understanding the development of leaders and factors involved in that development.

In addition, a second perceived limitation to the sample used in the study is that four of the six participants graduated from the same doctoral program. Nevertheless, the study explored a cross section of the lived experiences of the participants, including master's programs attended, work experiences, and postgraduate experiences. The influence of the doctoral program on the leadership development of these participants is not denied, but an integrative approach to examining the factors that influence leadership development is encouraged.

Although coding from transcription is a risk because the researchers can lose paralinguistic clues about the meaning of the interview (Tilley, 2003), we worked closely together to review the transcriptions immediately after they were submitted for review. These transcriptions were also reviewed by each respective participant to edit for meaning that might be lost in transcription. We made intentional efforts to review the data separately, then together, to determine what the data were "saying." Interpreting the meaning of the consistent patterns of the data is part of this process and should be viewed as one limitation to this type of methodology because it relies on the researchers to tell the stories of these participants. Finally, the subjectivity of the researchers as a possible limitation is acknowledged. Because two members of our research team met the criteria for participating in this study, it can be argued that this could have informed the study. We also acknowledged this subjectivity in the planning stages of the study as well as processed it throughout the different phases of data collection and analysis.

Recommendations and Conclusion
Important implications for training may be extrapolated from this study. It is clear from the responses that all participants were significantly influenced toward service by their doctoral adviser and/or faculty mentors, if not by the culture of the program. Although counselor educators may know that students are influenced by their teaching, this study highlights how profound that learning may be when combined with the passion for the profession articulated by these participants. There is more to be learned, however, from the specific programs that influenced the participants, particularly because four of the six participants graduated from the same doctoral program. More research is needed to examine the culture of service and the expectations for service in these doctoral programs to help the profession in learning how to "grow" leaders. Additionally, future researchers might examine the mission and philosophy of graduate programs, as well as curriculum, that encourage professional leadership in graduate students.

There are important implications in this study for leadership development within ACA as an organization. The recognition by senior ACA leadership was noted as inspiring and gratifying to these young leaders, and their experiences are a vivid reminder to current senior ACA leadership that new leaders need to be nurtured. Both ACA and the divisions, however, need to recognize the challenges inherent to being a leader in the early stages of a career. The monetary costs of leadership and service should be identified and addressed to better support leaders in the field. In addition, ACA and its divisions need to examine how to continue using these leaders after their terms of service are complete. It is apparent that role model leaders are very influential in helping to encourage future leaders, and former officers can play key roles in training and mentoring in the counseling profession.

Quantitative research methods could be used to obtain additional information about values and traits of all leaders who are serving the profession. ACA could use some form of data collection with leaders who are serving their divisions as well as the central ACA office. Further research on leadership and professionalization attitudes in counselor education programs seems warranted. The participants in this study had obviously received the message about professionalization, advocacy, and leadership in their doctoral studies. Is it only one or two faculties and programs that are promoting the profession, or is it a common identity as counselor educators? What is the leadership training provided in doctoral programs? These questions and others related to the manner and specifics of this training need to be answered.

Research on the reasons more mature professionals are not involved in leadership service at this level should also be pursued. Why is leadership shifting from this mature group to the younger professional group? How can ACA and the divisions address this issue given that the results of this study indicate that mentorship from the mature group is vital to the growth of the newer leaders? Finally, more research needs to be conducted to explore the perceptions of the tenure and promotion process with leaders who are nontenured. As one participant stated, he "trusted the process of service," and another participant implied that choosing service at this time would have greater impact on his career path than would the tenure and promotion process. Could this small sample of
young leaders be harbingers of a reprioritization of value in the tenure and promotion process? Do the requirements of universities with different research classifications affect counselor educators’ abilities, decisions, and priorities to engage in leadership service? Although challenges and perceived lack of value from the universities were noted, it did not negatively influence the participants’ decision to be leaders in these divisions. Further comparisons between individuals who engage in this level of service and those who do not, at the same points in their careers, need further investigation. These important questions are worth answering as ACA looks to a new generation of leaders.

References


