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Gelecekteki Psikolojik Danışmanlık Eğitimi Liderlerini Sosyal Çeşitlilik ve Sosyal Adaleti Ele Almaya Hazırlama

Preparing Future Counselor Education Leaders to Address Diversity and Social Justice

Bilal Kalkan

Öz. Psikolojik danışmanlık eğitim müfredatı, sosyal çeşitlilik ve sosyal adalet üzerine akıcı bir çalışmadan yoksundur. Liderlik ve savunuculuk, psikolojik danışmanlık eğitim pedagojisi içinde iç içe geçme yerine ayrı birimler olarak ele alınmaktadır. Ayrıca, birçok alanda liderlik geliştirme programlarının artmasına rağmen, eğitim alanında eğitim ve uygulama eksikliğinden dolayı, eğitim liderlerinin çoğu, alana yetersiz bilgi, beceri veya stratejilerle girmektedir. Liderlik, psikolojik danışmanlar için bir yetkinliktir. Ancak, liderlik ve lider davranışı, psikolojik danışmanlığın kısa tarihi boyunca ihmal edilmiştir. Bu çalışma, psikolojik danışma programlarındaki liderlik hazırlığı, sosyal adalet savunuculuğu ve sosyal çeşitlilik konularındaki var olan uygulamaları ve boşlukları psikolojik danışmanlık eğitimi perspektifinden incelenmekte ve mevcut yaklaşımlara dayalı olarak önerilerde bulunulmaktadır.

Anahtar Kelimeler. psikolojik danışmanlık eğitimi, danışmanlık, liderlik, sosyal adalet, sosyal çeşitlilik

Abstract. Counselor education curriculum lacks a fluid study of diversity and social justice. Leadership and advocacy are treated as discrete units instead of interwoven within the counselor education pedagogy. Also, despite an increase of leadership development programs in many areas, due to lack of education and training in the field of education, the majority of educational leaders enter the field with inadequate knowledge, skills, or strategies. Leadership is a competency for counselors; however, leadership and leader behavior have been neglected throughout the short history of counseling. This paper examines current practices and the gap in leadership preparation in counseling programs, advocacy for social justice and diversity from counselor education perspective, and discusses and makes recommendations based on current approaches.

Keywords. counselor education, counseling, leadership, social justice, diversity

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After teaching, leadership is the second most important element in education in order to enhance student development (Guerra, Nelson, Jacobs, & Yamamura, 2013). However, the importance of leadership might fade when (lecturing) becomes the main focus in education. Thereby, educators need to find effective ways to use teaching methods, infusing necessary and contemporary materials into core areas such as two main issues, social justice and diversity, in order to train future leaders. Specifically, in Counseling and Counselor Education, the Council for Accreditation of Counseling and Related Educational Programs (CACREP), known as the global accreditation body for counseling programs, makes sure that counseling and counselor education programs are unified and serving their students to meet global standards in regards to the 2016 CACREP Standards that stressed social justice, diversity, and leadership in each competency area (CACREP, 2016).

Counselors take on many leadership roles in the field of counseling, from program coordinator to faculty member, from dean to president, from director to supervisor, by choice or by chance. Many counselors may feel incompetent and lacking in skills due to their multiple roles, such as being an educator in classroom, leader and advocate in the field, and counselor and supervisor in practice. Those roles may have an effect to insure counselors' success in some areas (Ponton & Cavaiola, 2008). To help us understand what leadership is in the field of counseling, Sweeney (2012) defines leadership as "actions by individuals in professional counseling that contribute the realization of our individual and collective capacity to serve others completely, ethically, and justly as helping professionals" (p. 5). Northouse (2010) defined leadership as "a process whereby an individual influences a group of individuals to achieve a common goal" (p. 3). Therefore, we can define leadership as an inductive process to serve the community as individuals for common good.

Counselors play multiple roles in the profession other than only being a counselor. However, counselor education programs often lack in preparing students for other positions, such as managerial and leadership (Ponton & Cavaiola, 2008). A study conducted by Meany-Walen, Carnes-Holt, Minton, Purswell, and Pronchenko-Jain (2013) found that nearly half (49%) of counseling students in the study were not engaged in any type of leadership activity while studying in graduate school. Furthermore, the counseling literature on leadership preparation does not make connections with other

fields (e.g. educational administration, educational leadership, and education and social policy) that are successful in leadership preparation in order to learn from them and use their approaches (McKinney & Capper, 2010).

In the field of counseling, leadership is seen as one of the core areas in which a counselor should have knowledge and expertise. CACREP (2009, 2016) considers leadership preparation as one of the developmental areas that master's level counseling students should be receiving. CACREP doctoral standards already include leadership preparation as one of the required areas of the academic programs. Along with academic programs, professional organizations such as American Counseling Association (ACA), Association for Counselor Education and Supervision (ACES) and its regions, and Chi Sigma Iota (CSI) serve as advocates in leadership development (Meany-Walen et al., 2013). Nonetheless, despite acknowledgement of professional organizations in the field of counseling, students coming from the counseling programs might feel underprepared with dealing with issues of leadership, social justice, and diversity due to the lack of professional preparation and experience.

As stated above, counselors might have multiple roles in an institution, as one being a manager. Owing to having management role at the same time being a counselor or educator, "counselor-manager" is used to identify leaders in the profession (Ponton & Cavaiola, 2008, p. 283). However, management issues are rarely included in graduate education courses in counseling programs. The requirements of being a counselor-manager involve multiple ingredients that shape the profession into one that blends counseling and management. The counselor-manager identity is firmly established once there is an accord of equitable actions of counseling and management (Ponton & Cavaiola, 2008). Recognizing differences (e.g. personal, social, and cultural identities) is an important element in the counseling profession. As a professional in the field of counseling, a person should take other people's identities and social issues into deep consideration in order to become a good counselor-manager.

Defining leadership, social justice, diversity, and multiculturalism is not easy. Defining these terms has been a challenge due to their multiple meanings (Furman, 2012). Therefore, the terms and their definitions used in this paper are selected from the counseling and counselor education literature in order to stay on course. Blackmore (2009) defines social justice "encompasses a range

of terms – some more powerful than others – such as equity, equality, inequality, equal opportunity, affirmative action, and most recently diversity" (p. 7). However, those terms might have some limitations due to their different meanings in diverse contexts, nationally and culturally (Blackmore, 2009). Diversity is defined as "distinctiveness and uniqueness among and between human beings" (CACREP, 2009, p. 60) and "the similarities and differences that occur within and across cultures, and the intersection of cultural and social identities" (ACA, 2005, p. 20). Multiculturalism is defined differently in different subjects. In one sense "multicultural" and "multiculturalism" are "sociological terms that describe societies characterized by cultural, ethical, religious, or ethnic diversity" (Maxwell, Waddington, McDonough, Cormier, & Schwimmer, 2012, p. 427). Along with defining these terms based on the counseling literature, leaders' roles and responsibilities in the field of counseling are other important areas to focus on.

Leaders are the role models in terms of equality or inequality in the society regarding their leadership behaviors that could be good or lousy. When adequate leadership is not forthright, inequalities flow and become reinforced through educational institutions. A good social justice system does not tolerate the advancement of the few at the sacrifice of the many. Instead, the best leaders recognize that social justice demands the transformation of society into a sentient being one that recognizes shortcomings and works to correct and improve the missing rungs on the ladder. Thus, only with equal opportunity may all be able to reach the destination of their choice (Jenlink & Jenlink, 2012). In the big picture, leaders are not only responsible to their followers, but also it is their duty to be advocates for the community. Jenlink and Jenlink (2012) stated that educational leaders are also responsible to examine issues related to inequality and injustice. Therefore, leaders need to interrogate norms, practices, and patterns in the society in order to identify issues related to social justice. Hereby, counselors should take an active role in social justice and equality issues by empowering themselves and empowering their communities.

Furman's (2012) statements give a better understanding about the importance of leaders and their roles in the society. For instance, counselors and counselor educators trained in social justice are able to shine their lens on the disadvantaged, both in society and throughout educational institutions. When an emphasis is placed on the individual, in terms of evaluating growth and awareness in society, this process promote social change. A more equitable

147

society can be realized once leaders have acknowledged their own tinted lens of the current state. Nevertheless, understanding the importance of social justice issues is the key and requires training that does not necessarily happen through happenstance.

Despite the effort to increase the leadership development programs in many areas, the lack of education and training in the field of education causes a majority of educational leaders in the United States to enter the field with inadequate experience, skills, and knowledge to examine social justice, diversity, race, culture, gender, sexual orientation, socioeconomic status, disability, power, and privilege (Guerra et al., 2013). Also, lack of coursework might make counseling professionals inadequate while advocating for and taking leadership roles in social justice issues.

In the following sections, current practices in leadership preparation in counseling profession are examined, leadership theories are explained, social justice and diversity issues are discussed, and recommendations are made based upon the available literature.

Importance of Leadership

Leadership occurs directly or indirectly in any field, but the importance of leadership is unquestionable. There is always a leadership story, written or unwritten, where counseling takes place (Sweeney, 2012). However, Paradise, Ceballos, and Hall stated that "leadership and leader behavior have been neglected throughout the entire short history of counseling" (as cited in Lewis, 2012, p. 21). Therefore, it is concerning because counselors educators and professional counselors are leaders (Lewis, 2012). Although leadership was abandoned in some areas, CSI has addressed leadership in the counseling field, most likely more than any other professional counseling organization, in order to empower the future leaders in the counseling profession (Cox, 2003). Nevertheless, it would not be enough if the counseling programs do not undertake the responsibility as being the primary education places for future counselors.

In the counseling programs (masters or PhD), students can discover their strengths, explore the areas of expertise, and learn more about leadership by having opportunities provided through counselor education curricula. Therefore, in order to prepare competent leaders who can serve in different

settings in the field, counseling core courses should stress the leadership knowledge that is based on multiple perspectives, such as integrating concepts from business and education, and blending technology into courses because counseling is not taking place only in face-to-face settings (Marcellino, 2012) and counselors are not only serving as practitioners. Moreover, counseling programs should address critical issues, such as racism, classism, sexism, homophobia, disabilities, biases, and prejudices, in order to prepare competent future leaders. These issues might be approached differently both individually and collectively in diverse cultures (McKinney & Capper, 2010).

In order to establish a vision for the future, leaders should provide direction for themselves and for those whom they lead (Lewis, 2012), but there is no one way to lead. Therefore, scholars provided multiple leadership theories. These three specific leadership theories include (a) charismatic leadership, (b) transactional leadership, and c) transformational leadership.

The first two conceptual theories of leadership include charismatic leadership and transformational leadership. A common element in both of these theories is inspiration. Charismatic and transformational leaders inspire their followers through their words, actions, and deeds. Leaders who are charismatic and transformational generally have good relations with their employees and serve to inspire them to accomplish their goals and reach their full potential. Also, charismatic leaders demonstrate hard work and certain behaviors that are professionally attractive to others (Lewis, 2012). Throughout history, diverse list of both charismatic and transformational leaders could be shown, such as Mustafa Kemal Atatürk, Martin Luther King Jr., Abraham Lincoln, Steve Jobs, and Sonia Sotomayor. According to Conger and Kanungo, charismatic leaders display four main characteristics:

a) Vision and communication to others: Not only do charismatic leaders create a vision that will improve the status quo, but they find ways to articulate this vision to followers in a clear and understandable way.

b) Healthy risk taking: Charismatic leaders are willing to take risks to see their vision to fruition, including personal risks, financial risks, and self-sacrifice.

c) Responsive and sensitive to follower needs: Charismatic leaders are perceptive to the needs, emotions, and wants of others. They know others' abilities and are responsive in how to best maximize them.

d) Outside-the-box thinking and behavior: Charismatic leaders thrive on novelty. Followers will most likely view decisions and ideas as fresh and running against how things have always been. (as cited in Lewis, 2012, p. 29).

On the other hand, transactional leaders are different from charismatic and transformational leaders the way they behave consistently with initiating structure, the directive leadership style, and the task-oriented style (Lewis, 2012). These three leadership styles are not nearly discussed in the counseling literature due to their Business and Economics origin. On the other hand, professional organizations such as CACREP, ACA, and CSI offer leadership training workshops to students, counselors, and counselor educators in the USA. At the national level, professional counseling organizations in Turkey lack in regards to offering such workshops and training to future leaders of the counseling profession. However, there are many more leadership styles due to importance of leadership in every area of our lives. Leadership preparation practices are reviewed and discussed in the following section.

Current Practices in Leadership Preparation

Facing challenges is inevitable in our daily lives. Leaders in the field of education often face compound challenges. Leaders might feel prepared or unprepared while addressing various issues particularly regarding social justice in a diverse community due to their educational or training background (Diem & Carpenter, 2012; see also Marshall, 2004). In order to understand how leaders address those issues, the meaning of social justice needs to be examined in a more practical context. However, educational leaders generally use cliché terms, such as equality, equity, and fairness, to answer the question "what is social justice?" rather than defining the issue and exploring what lies under that question. (Jenlink & Jenlink, 2012, p. 7). Moreover, these terms intersect or address social issues regarding race, religion, age, sex, gender, or sexual orientation (Jenlink & Jenlink, 2012, p. 7). Owing to substantial role of the educational institutions, those institutions have the responsibility to prepare leaders and can be regarded as the roots of a tree from where people receive the force to grow.

As stated above, some of the persistent issues people face in society could be listed as social justice, equity, fairness, identity, and race. Therefore, it is hard to imagine a leader in counseling profession who is not competent in diversity and social justice issues while working with people in his or her everyday life. Therefore, before going into the details of how counseling courses have an influence on future leaders' knowledge and skills, we need to explain how racial/ethnic identity development affects counseling leaders' competence. Many organizations value cultural differences and point out multicultural education in their declarations. At the national education level, according to Office of the United Nations High Commissioner for Human Rights (1992), "states should, where appropriate, take measures in the field of education, in order to encourage knowledge of the history, traditions, language and culture of the minorities existing within their territory. Persons belonging to minorities should have adequate opportunities to gain knowledge of the society as a whole" (article 4). Hence, counselor education programs need to instill those topics within their curricula in order to raise competent leaders.

Leadership preparation programs and their faculty have the responsibility to prepare the future leaders to be advocates for social issues because leadership is seen through "public pedagogy" and "social justice stance" (Jenlink & Jenlink, 2012, p. 12). Therefore, curriculum should be created and infused with materials which guide students to think outside of the box and beyond traditional concepts (Jenlink & Jenlink, 2012). Nevertheless, in the field of counseling, the American Counseling Association (ACA) (2014) Code of Ethics does not mention leadership; however, in regards to supervision, training, and teaching, it states that "counselor educators infuse material related to multiculturalism/diversity into all courses and workshops for the development of professional counselors" (Section F.7.c., p. 14). Also, in order to create a diverse teaching and learning environment, ACA states that "counselor educators are committed to recruiting and retaining diverse faculty" and "counselor educators actively attempt to recruit and retain diverse student body" (2014, Section F.11.a., Section F.11.b., p. 15). Hence, having diverse faculty not only enhances faculty members' knowledge of diversity, multiculturalism, and social justice, but also helps them apply what they learn into teaching, service, and scholarship (Guerra et al., 2013, p. 126). Ultimately, having a diverse faculty and student body not only promotes a richer learning environment that represents multicultural outlook of the programs, but also

helps people address the issues of social justice and diversity. Modifying curriculum, having a diverse faculty and student body, and applying learning into teaching are some of the practices of leadership preparation programs. The following section reviews the literature on issues of social justice and diversity.

Issues of Social Justice and Diversity in Leadership

As mentioned before, some common terms that institutions use to refer to social justice include equality, equity, and fairness. According to Lee (2012), social justice as a concept mainly focuses on "oppression, privilege, and social inequities" (p. 110). From the counseling view, social justice refers to maintaining a professional manner that stands against all types of oppression. Therefore, the field of counseling relies on philosophies and theoretical foundation that challenge inequities in social systems (Lee, 2012). Along with social justice theoretical foundations in counselor education, taking actions and focusing on social justice in counseling practice also enhance the advocacy of multicultural counseling.

Leadership is a vital competency for counselors. ACA Code of Ethics, CACREP standards, and CSI's Principles and Practices of Leadership Excellence provide a foundation for developing leadership knowledge and skills with the importance of diversity issues, social justice, and multiculturalism (Myers, 2012). However, studies showed the inadequate education and training associated with leadership preparation. For instance, Lyman and Villani (2002) stated that only twenty percent of educational leadership programs out of 279 emphasized social justice in their curriculum. Moreover, twenty-six percent of CSI chapter presidents have no experience of leadership training (Wahesh & Myers, 2014). The area of professional scholarship also showed unsatisfactory records. In the field of counseling, only five articles were published which were related to leadership training, social justice and diversity issues, and multicultural counseling in the Journal of Counseling and Development between 2012 and 2016 (Wiley Online Library, 2016).

CACREP standards clearly set requirements for graduate programs to prepare students for leadership roles. Doctoral standards stated that "doctoral program objectives address the professional leadership roles of counselor education, supervision, counseling practice, and research competencies

expected of doctoral graduates" (CACREP, 2009, Section II, Foundations A., p. 53). Moreover, in regards to learning outcomes, CACREP (2016) standards expect doctoral students to understand leadership theories and demonstrate skills (see CACREP, 2016, Section 6, Leadership and Advocacy, pp. 35-36). In addition to CACREP (2016) standards, Chi Sigma Iota, International (2013) explains ten principles that aim to demonstrate the meaning of model practice for model leaders (see Chi Sigma Iota, International, 2013, p. 4).

In conclusion, it should be remembered that a counselor presents himself or herself as an individual as well as a professional. Becoming a leader in a profession begins with self-exploration. Therefore, actions a counselor takes related to social justice and diversity issues need to be taken into consideration within this multiple role context (Lee, 2012).

Leadership Competency in Counselor Education Programs

In order to become an effective leader, an individual needs to develop competencies and skills in many areas, such as social, educational, emotional, and political because a leader plays multiple roles (e.g. leader, advocate, and mentor). Counseling is one of those areas in which people of diverse backgrounds play multiple roles in both educational and practical settings. However, leadership and competency areas are mainly discussed in the counseling literature, but separately. Owing to lack of definition of leadership competency in the counseling literature, this study defines counseling leadership competency as serving others by holding a professional identity, advocating on behalf of the profession, professionals, and clients, serving the profession and the community, mentoring, and teaching in order to empower the profession and its professionals.

Master's degree students in counseling programs are usually a diverse group. They enter counselor education with a variety of personal perspectives, educational backgrounds, and work experiences. At the doctoral level, students achieve the highest educational degree in counseling. The main focus of a doctoral degree program is to train and prepare future counselor educators (Sears & Davis, 2003, p. 95). Regarding CACREP standards and CSI principles described above, it is reasonable to assume that those who graduate from masters or doctoral programs have been prepared to become leaders in their profession because counseling profession needs advocates and dedicated leaders (Cox, 2003, p. 81; Sears & Davis, 2003).

Regardless of the paths counseling graduates follow, effective leaders are needed on the leadership journey (Cox, 2003) because it is certainly difficult to imagine any community of people or any organization surviving without leadership (West, Osborn, & Bubenzer, 2003). A main concern for those in a community or organization should be focusing on the quality of leadership (West et al., 2003) because leaders are needed not only to advance the counseling profession through quality activities in the field, but also in the political arena to address such inequity issues in the counseling profession (Cox, 2003). In the course of educational preparation, addressing the importance of reflective and critical pedagogy is essential. However, the main focus should be how to implement such pedagogy within the curricula and infuse materials into core areas (Diem & Carpenter, 2012).

Holcomb-McCoy (1999) stated that the CACREP, the accreditation body for master's and doctoral level counselor education programs, incorporated multiculturalism into their training standards in 1994. In the 2016 CACREP standards, multicultural counseling related experiences are specifically incorporated into Social and Cultural Diversity core area. The CACREP (2016) standards provide an understanding of social and cultural diversity nationally and internationally in regards to multiculturalism, cultural identity, spirituality, social justice and advocacy, issues, and trends in a multicultural society (see CACREP, 2016, Section 2, Social and Cultural Diversity, p. 11).

Engaging in conversations about -isms, such as racism, may be uncomfortable. Moreover, people may prefer to be silent on issues of race and racism. However, it does not eliminate the fact that racial differences exist (Diem & Carpenter, 2012, p. 102). Therefore, in order to focus on such issues and bring public attention to –isms, actions both educational and practical should be taken with extra precaution. Although silence is a way of escaping from those uncomfortable conversations, educators and practitioners need to understand that not all silences are race related (Diem & Carpenter, 2012). In order to address such challenges in practical ways, the focus related to such inequality issues should be on teaching, service, scholarship, and practice because a ladder missing one of these legs would be unpractical.

Furthermore, many fallacies plague discussions of social justice. For example, one common mistake made by leaders is to ignore the privileges of

white race in the society and within the education system throughout history (Diem & Carpenter, 2012). Pollock also stated that another historical mistake made by researchers is to indicate that the white race was more intelligent than other races (as cited in Diem & Carpenter, 2012, p. 103). Therefore, educators should learn from these fallacies to understand that opportunities might not be equal in different groups, socio-economically and racially. In order to address fallacies, curricula, activities, discussions, and assignments need to cover such issues in order to train competent leaders and prepare them for challenges. The following section covers leadership preparation and suggested educational activities in counseling programs.

Leadership Preparation in Counselor Education

Counseling is a profession that relies on mutual-relationship; therefore, qualities of an effective and competent counselor can be transferrable to effective leadership (Lewis, 2012, p. 36). In order to educate and train effective leaders, education programs need to focus on how to teach necessary skills to ease the atmosphere to have –ism related conversations (Diem & Carpenter, 2012) because it is unrealistic to gain skills without proper education and training. Therefore, educators should not avoid infusing discussions of biased ideologies into teaching in order to educate future leaders and help them explore themselves and gain understanding of biases in the society.

Moreover, it is clear that leadership preparation requires more than leadership education. Therefore, while it is important to prepare future counselor educators with knowledge and skills, it will be inadequate unless they are willing teach what they learn, such as social justice and diversity contents, across curricula and though practicum because there is no one best way to develop leaders (Guerra et al., 2013, p. 143). Thus, counseling and counselor education programs should focus on not only using various approaches to develop future leaders, but also helping students explore themselves and gain awareness of their own personal biases in order to be more competent leaders in the profession.

The counseling literature appears to offer discussion in regards to leadership preparation in the profession. West et al. (2003) have made an effort to discuss dimensions of leadership that are (a) context, (b) vision, and (c) action. They also suggested that a prospective leader should go through

three leadership dimensions in order to become a competent leader that explained below.

The first step of leadership begins with realization of leadership dimensions that means being mindful of one's current surroundings and heritage are essential features (West et al., 2003). These leaders would able to identify resources and use them within their limits. Therefore, this indicates that these leaders are industrious and resourceful individuals for their community (West et al., 2003). As a part of leadership dimensions, an effective leader should be familiar with the context of his past, but at the same time he should be able to situate himself in the present. An effective leader should not only have knowledge about history and a vision for future, but also he should be able to devote himself for the community what is referred as "peripheral vision" (West et al., p. 8). Thus, leadership has been seen as an action which has been taken by an individual in a particular context in order to help people create a vision (West et al., 2003).

Depending on the students' grounding and foundations in leadership, Minton and Morris (2012) suggested several activities and assignments. The suggested five potential assignments can be appropriate for facilitating and assessing the student learning outcomes based on CACREP standards.

Self as Professional Leader: Reflection and Development Plan
In this reflective paper, students submit a current curriculum vitae and a brief self as professional leader reflection and a development plan. In the paper, students should include reflection on their leadership experience to date, their leadership styles and characteristics, and a five-year plan for growth as a professional leader.

Leadership in Daily Life Reflections
Just as students who engage in multicultural learning activities may report seeing culture wherever they look, students who are learning about leadership should begin to see leadership skills and practices in their daily lives. This specific assignment is designed for sensitive students to leadership by asking them to tune in and find leadership in their daily lives.

Leadership Issues Analysis

In this academic assignment, students conduct a critical analysis of a professional counseling issue, such as counselor identity and counselor's role in specific issues like preventing bullying, of their choice. In particular, students will provide an overview regarding the impact on professional counselors and clients/students, professional leadership and activities related to the identified issue, and recommendations for leadership and advocacy.

Service Learning Engagement
Leadership training must be applied to be effective; therefore, professors require students to engage in a number of hours of a leadership activity throughout the semester. After that, professors may identify an engagement in which the entire class may collaborate or allow students to identify their own engagements for the semester.

Leadership Development Activity
Doctoral-level counselor educators and supervisors are responsible for facilitating others' leadership development. The purpose of this assignment is to allow students use their understanding of leadership and to crate leadership development activities. Whether creating and demonstrating a one-hour leadership training module or proposing a small group activity for use in master's-level counseling level counseling settings (Minton & Morris, 2012, pp. 260-262).

Discussion

Education is an integrated process which includes several steps, such as learning, understanding, and application. Owing to multifaceted feature of education, diversity and social justice issues should be infused into each area of the preparation of future counselors and counselor educators (Diem & Carpenter, 2012). Owing to self-exploration is an important part of future counselors' development, conversations related to biases and inequality should be encouraged in order to become aware of biases that future leaders might have. There are also differences between generations and populations; therefore, leaders should distinguish those differences and disconnects in the community (Diem & Carpenter, 2012). The faculty also needs to realize that change they aim to implant in the counseling programs begins with individuals and their self-exploration (Jenlink & Jenlink, 2012) because self-exploration and personal and professional development are not limited with students.

157

Therefore, counselor educators and practitioners should also continue to receive training in the areas in which they need to be prepared.

Socio-economical and cultural differences are common in communities. In order to help students become competent and aware of social justice issues, counseling programs should focus on students' professional needs and should place social justice issues in the counseling pedagogy (Jenlink & Jenlink, 2012; Lee, 2012). Future leaders need to have an understanding of professional training that can either help or undermine social justice stance. Therefore, counselor educators need to play an active role while preparing tomorrow's leaders for being advocates of social justice (Cox, 2003; Jenlink & Jenlink, 2012).

Mentoring is also an important component of leadership in professional counseling. It is not unique to counseling, yet counselor educators and supervisors pay a great attention to importance of mentorship (Lewis, 2012). Therefore, counseling programs should connect students and faculty to create mentorship programs in order to ensure active participation of students and faculty members in the process. For example, similar to supervision, faculty can create a cohort model mentoring where both faculty and students take responsibility to learn how to work and lead. This will inspire students to be responsible leaders upon graduation.

Faculty members might involve in local and national organizations whose work is related to diversity, social justice, and multiculturalism issues. Moreover, faculty should create opportunities for students to involve in leadership outside of the classroom (Meany-Walen et al., 2013). For instance, students can take an active role in professional organizations, such as in ACA and CSI chapters. Thus, students would gain leadership experience before entering the field as professionals. Therefore, counseling programs are encouraged to have such organizations available to students in order to enhance students' involvement in the professional arena.

In conclusion, literature consists leadership in many fields, but more research needs to be done in the field of counseling in regards to its relationship with counselor education (Meany-Walen et al., 2013). As stated before, there are only five qualifying studies published in Journal of Counseling and Development between 2012 and 2016. Therefore, counselor educators and counseling professionals should focus on conducting more research in

leadership of counselors and counselor educators. Also, counseling programs should focus on professional leadership development, such as creating leadership preparation programs for counselor educators and students.

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