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Analysis of School Counselor Leadership Practices through the Lens of Bolman and Deal's Four-Framework Model

Patrice Suzette Banks-Rogers

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Analysis of School Counselor Leadership Practices through the Lens of Bolman and
Deal's Four-Framework Model

By
Patrice S. Banks-Rogers

A Dissertation Submitted to the
Gardner-Webb University School of Education
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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2017

Approval Page

This dissertation was submitted by Patrice S. Banks-Rogers under the direction of the persons listed below. It was submitted to the Gardner-Webb University School of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

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The following quote by Helen Keller succulently describes my journey to become Dr. Patrice S. Banks-Rogers. “*Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, vision cleared, ambition inspired, and success achieved.*” At the beginning of this journey, I had my personal and professional life planned perfectly. However, the Lord had different plans for my life. In my wildest dreams I could not have imagined the amount of adversity and disappointments that took place before making it to the end of this degree. Conversely, the happiness and joy that God has allowed me to experience while obtaining this degree have changed my life. The Lord sent me an angel and best friend, Cedric Rogers. My husband stood by my side when so many people gave up on me. Without his financial and emotional sacrifice, I would never have received this degree. I will forever be in his debt. My beautiful daughters, Tiffani Shantel and Jordan Michelle, have always been the reason for everything I have done. My goal in life has always been to be a positive role model and to make them proud. I pray I have succeeded. This dissertation is dedicated to Cedric, Tiffani, and Jordan (Michelle). It serves as a testament of God’s love, mercy, and grace.

This would not have been possible without the prayers of my loving mother, Patricia Cooper. I do not think she will ever know how much she has taught me about being a Christian woman, wife, and mother. Her quiet strength has sustained me. My father, John Banks, always quietly provided me with the understanding that higher education was not a choice; rather, it was an expectation for my brother (Jonathan) and myself. My very accomplished family members instilled in me the understanding that education is priceless. This love of endless learning and reading has sustained me

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My acknowledgements end with this Henry David Thoreau quote that I strive to live by, “*Go confidently in the direction of your dreams. Live the life you have imagined.*” It is my sincere hope that this dissertation adds to the body of work dedicated to school counselor leadership.

Abstract

Analysis of School Counselor Leadership Practices through the Lens of Bolman and Deal's Four-Framework Model. Banks-Rogers, Patrice S., 2016: Dissertation, Gardner-Webb University, School Counselors/Leadership/Four Framework Model/Quantitative/School Counselor Activities Rating Scale/Leadership Development/Professional Development

School counselors play an integral role in school reform. School counselor leadership is key to academic, personal/social, and career readiness of all students in a school. This nonexperimental, quantitative study explored the following research questions: (1) What is the relationship between school counselors' primary leadership orientation and specific demographic factors (current grade level served, total number of years as a counselor, and prior teaching experience); (2) What is the relationship between school counselors' primary leadership orientation and actual and perceived job responsibilities; and (3) What is the relationship between school counselors' primary leadership orientation and school counselors' professional development preferences? The study's questionnaire was based on an instrument created by the researcher to collect demographic information. The study also utilized Bolman's Leadership Orientations Questionnaire (2010), Scarborough's (2005) School Counselor Activity Rating Scale. A two-item multiple choice survey specifically related to the professional development preferences of counselors in the district was created by the researcher.

Descriptive statistics was used to define demographics of the sample population. The sample population was comprised of counselors in the Appleton County School District. In an effort to answer the research questions, descriptive statistics was used to provide a summary of participants and to identify the primary leadership orientation. Chi-square and Kruskal-Wallis tests were used to answer the research questions. Due to the available sample size of 37, a nonparametric was used to justify the smaller sample. Data analysis found that there was no statistical significance between the independent variable (primary leadership orientation) and the dependent variables identified in the research questions.

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Chapter 1: Introduction

There are many people who play important roles in school reform. Some of these people include school principals, district administrators, and school counseling directors (Ponec & Brock, 2000). Strong leadership is critical to the implementation of systemic change and innovation. Moreover, it is important for school leaders to have the support needed to make programs work well (Datnow & Castellano, 2001). In general, school staff and other stakeholders view district administrators and school principals as agents of change for the implementation of new programs (Fullan, 1998); however, other members of the school staff are integral to the implementation of programs aimed at improving student achievement. The American School Counselor Association (ASCA, 2004), more commonly known as ASCA, recognized that professional school counselors play a key role in the development of strong reform programs. To support counselors' efforts to assist students, the ASCA National Model was developed for K-12 school counselors. The model provides guidance for the delivery of a comprehensive counseling program that reaches all students in a school supporting them in the areas of academic, career, and personal domains (House & Hayes, 2002).

ASCA provides guidance to school counselors for ensuring the establishment and maintenance of innovative, comprehensive school counseling programs (comprehensive school counseling programs). Many of the strategies highlighted within the ASCA model depend upon effective leadership skills. Specifically, ASCA (2004) noted that principals and school counselors can play a focal role in bettering their schools by providing "professional development opportunities for faculty and staff to learn about the ASCA National Model and how to incorporate the ASCA National Model into their classroom curriculum" (p. 4). When counselors are viewed as individuals who use data to inform

program decisions, their credibility among stakeholders increases. Myrick (2003) suggested that counselors are seen as leaders when they are able to collaborate with stakeholders with the goal of providing data about their program and its effect on students. This implies that counselors should be equipped with leadership skills such as presenting data and discussing the effectiveness of their programs to stakeholders. It is important for counselors to be able to identify their own leadership skills, whether formal or informal, to better understand how to participate in school reform and to help prioritize their daily activities. School counselors should also understand that their leadership behaviors can extend beyond the building level.

Problem Statement

According to informal conversations between school counselors, school administrators, and district administrators, discrepancies between counselor roles and the expectations of the ASCA National Model in the Appleton County School District was a concern (a pseudonym was used to protect the identity of the school system and will be used throughout the study). In particular, the issues of counselor role ambiguity and lack of leadership opportunities for counselors were cited as topics that warranted concern. The reasons for these difficulties include budgetary cuts resulting in the elimination of classified positions that had previously assisted guidance departments in secondary schools. In addition, the loss of classified staff at the elementary school level reduced assistance available to elementary counselors. These cuts to support staff were not limited to Appleton. According to Wagner (2013), state lawmakers reduced funding for teacher assistants across the state by more than 20% which led to thousands of education-related job losses in North Carolina. This, according to school counselors in the district, increased the role ambiguity, added more clerical duties, and reduced time/opportunities

for leadership activities. The addition of clerical duties to counselors' schedules also reduced the time available for training geared toward developing effective leadership behaviors. District-level administrators have echoed this discussion about the combined impact of time constraints, lack of leadership opportunities, and lack of role clarity within the district. Though anecdotal, these conversations highlighted compelling issues for further research among school counselors in the county serving as the focus of this study.

Leadership development as focus. School counseling continues to change and evolve as the social environment around it develops. North Carolina Department of Public Instruction's (2008) revision of the counselor job description and decreased funding for school counselor programs/training revealed anecdotal data indicating that some school counselors felt that they were not necessarily prepared to meet new expectations in terms of leadership. Research in the area of school counseling provides formal support for the anecdotal discussion of issues concerning identifying school counselor leadership behaviors (Baker & Gerler, 2008) and finding ways to build leadership capacity in light of continuing school reform and ASCA's (2004) call for leadership.

Purpose of the Study

The purpose of this cross-sectional, quantitative study was to use descriptive and inferential statistics to determine the primary leadership style of counselors in the Appleton County School District and the relation of leadership style to current grade level served, total number of years as a counselor, and prior teaching experience. The study also explored the relationship between primary leadership style and actual and perceived job responsibilities. Finally, the study aimed to determine the relationship between personal leadership styles and professional leadership development within the

district.

School counselors were given the opportunity to explore the leadership skills they currently used or could possibly use to help them work successfully with students, staff, parents, and other stakeholders based on Bolman and Deal's Four Framework Model. Understanding their primary leadership style can help counselors gain an understanding of various ways to lead within their schools, within the district, and even statewide. Counselors may also gain knowledge of which areas of the Four Framework Model are in need of development in order to fulfill individual goals as a counselor. Although counselor educators and researchers have conducted studies regarding school counselor leadership (Dollarhide, Gibson, & Saginak, 2008; Wingfield, Reese, & West-Olatunji, 2010), the present study was conducted by a practicing counselor *for* practicing school counselors. Moreover, the study was aimed at providing information for a specific population, thus serving as possible action research for counselors in the Appleton County School District.

Research Questions

The following research questions were used to guide the study. The discussion raised as a result of the research questions helped counselors identify their leadership strengths and needs according to the Four Framework Model and gave counselors insight into leadership skills that they currently possess and other leadership skills that can be helpful to learn for resolving issues in the future. This information will provide specific focus for counselors when they are leading in the schools, at the district level, and at the state level. Effectively leading at each of these levels is a mandate of the North Carolina Professional Standards by which counselors are evaluated throughout the year (Smith, 2008).

The research questions provide a framework from which important information can be presented to several different audiences (i.e., district leaders, principals, teachers, community stakeholders, and other counselors). The research questions were as follows:

1. What is the relationship between school counselors' primary leadership orientation and actual and perceived job responsibilities?
2. Are there statistically significant differences in school counselors' actual and preferred counseling, consultation, curriculum, coordination, and other activities?
3. Does primary leadership orientation influence school counselors' preferred counseling, consultation, curriculum, coordination, and other activities?

Significance of the Study

There have been studies regarding school counselor leadership; however, these studies typically focus on the researchers' points of view (House & Sears, 2002; Young & Kneale, 2013). In contrast, a school counselor familiar with the issues and participants involved conducted this study.

The study will give district leaders and principals insight into effective counselor leadership behaviors as they relate to the tasks they assign counselors. It may serve to underscore inconsistencies between current tasks that are being assigned and tasks that are most appropriate for those who have been specially trained to be school counselors. Further, the study will also give district leaders and administrators an understanding of their school counselors' work, skills, and usefulness beyond general counseling duties that may be antiquated or not helpful to the overall mission and vision of the school. Table 1 lists appropriate and inappropriate school counselor duties. The school counseling district director shared information related to appropriate and inappropriate

ASCA approved school counselor duties with school principals at the beginning of the 2013-2014 school year.

Table 1

Appropriate Versus Inappropriate Activities for School Counselors per ASCA

Appropriate Activities	Inappropriate Activities
Interpreting cognitive, aptitude and achievement tests	Supervising classrooms or common areas
Providing counseling to students who are tardy or absent	Teaching classes when teachers are absent
Individual student academic program planning	Computing grade-point averages
Interpreting cognitive, aptitude and achievement tests	Maintaining student records
Providing counseling to students who have disciplinary problems	Supervising classroom or common areas
Providing counseling to students as to appropriate school dress	Sending students home who are not appropriately dressed
Providing counseling to students who have disciplinary programs.	Coordinating paperwork and data entry of all new students
Collaborating with teachers to present school counseling core curriculum lessons	Coordinating cognitive, aptitude and achievement testing programs.
Analyzing grade-point averages in relationship to achievement.	Signing excuses for students who are tardy or absent
Interpreting student records	Keeping clerical records
Providing teachers with suggestions for effective classroom management	Assisting with duties in the principal's office
Ensuring student records are maintained as per state and federal regulations	Providing therapy or long-term counseling in schools to address psychological disorders

Source: Adapted from ASCA website (www.schoolcounselor.org).

Finally, the information gleaned from this study could provide an important topic for school counselor professional learning communities (PLCs) in the Appleton County

School District and make the case for additional leadership training based on decision-making models and the leadership actions needed to carry out the school district and individual school's mission and vision. The understanding of the participants' leadership strengths in the areas of structural, political, human resources, and symbolic leadership can assist school counselors with the decision-making process in various situations.

Definition of Terms

ASCA National Model. The framework for school counseling programs as described by the ASCA National Model as a mechanism with which school counselors and school counseling teams will design, coordinate, implement, manage, and evaluate their programs for student success. It provides a framework for the program components, the school counselor's role in implementation and the underlying components, the school counselor's role in implementation and the underlying philosophies of leadership, advocacy, and systemic change (ASCA, 2004, 2012).

Comprehensive school counseling programs. Comprehensive school counseling programs are school counseling programs driven by student data and based on standards in academic, career, and personal/social development that promote and enhance the learning process for all students. Comprehensive school counseling programs ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process.

Human resources leaders.

These leaders emphasize the importance of people. They endorse the view that the central task of management is to develop a good fit between people and organizations. They believe in the importance of coaching, participation, motivation, teamwork, and good interpersonal relations. A good leader in the

view of a human resource leader is a facilitator and participative manager who supports and empowers others. (Bolman, 2010, p. 1)

North Carolina Professional School Counseling Standards.

The North Carolina Professional School Counseling Standards are the basis for school counselor preparation, evaluation, and professional development. Colleges and universities are changing their programs to align with these standards; a new school counselor evaluation instrument has been created; and professional development is taking on a new look based on these standards. Each of these will include the skills and knowledge needed for 21st Century teaching and learning. (North Carolina Department of Public Instruction, 2008, p. 4)

PLCs. “The characteristics of a PLC include: (1) Shared mission, vision, and goals, (2) Collective inquiry, (3) Collaborative teams, (4) An orientation toward action and a willingness to experiment, (5) Commitment to continuous improvement and (6) Focus on results” (Pettigrew, n.d., p. 1).

Political leaders.

These leaders believe that managers and leaders live in a world of conflict and scarce resources. The central task of management is to mobilize the resources needed to advocate and fight for the unit’s or the organization’s goals and objectives. Political leaders emphasize the importance of building a power base: allies, networks, coalitions. A good leader to a political leader means an advocate and negotiator who understands politics and is comfortable with conflict.

(Bolman, 2010, p. 1)

Recognized ASCA model program (RAMP).

The program definition includes the mission statement of the guidance and

counseling program and its centrality within the school district's total educational program. It delineates who delivers the program, what competencies students will possess as a result of their involvement in the program, who the clients of the program are, and how the program is organized using the program components of guidance curriculum, individual planning, responsive services, and system support. (Gysbers & Henderson, 2001, p. 647)

School counselor leadership.

A subtle process of mutual influence fusing thought, feeling and action to produce cooperative effort in the service of purposes and values of other the leader and the led. In this definition we can see that leadership is (1) natural and organic, (2) reciprocal, (3) holistic, (4) non-coerced, (5) includes both goals and values and (6) views followers as a vital part of the process. (Wong, 2013, pp. 22-23)

Structural leaders.

These leaders emphasize rationality, analysis, logic, facts, and data. They are likely to believe strongly in the importance of clear structure and well-development management systems. A good leader in the structural leader's view is someone who thinks clearly, makes the right decisions, has good analytic skills, and can design structures and systems that get the job done. (Bolman, 2010, p. 1)

Symbolic leaders.

These leaders believe that the essential task of management is to provide vision and inspiration. They rely on personal charisma and a flair for drama to get people excited and committed to the organizational missions. A good leader in their view is a prophet and visionary, who uses symbols, tells stories, and frames experience in ways that give people hope and meaning. (Bolman, 2010, p. 1)

Limitations of the Study

Given that this study was conducted within a single school district, results cannot be generalized beyond that district (Creswell, 2010). However, the results can be used specifically by counselors and administrators in the Appleton County School District. The results and conclusions of this study were based on the perceptions and opinions of school counselors who agreed to participate. It is possible that there are important differences between school counselors who agreed to participate and those who did not. Regarding validity, Bolman (2010) stated that questionnaires almost often lead to lower content validity values. Content validity is defined as the instrument having an appropriate sample of items for the content that is being measured (Polit & Beck, 2004). This should be noted when reviewing the summary of questionnaire responses. Lastly, Podsakoff, Mackenzie, and Podsakoff (2012) postulated that respondents may be influenced by motivational factors. To further explain this assertion, Podsakoff et al. explained that “method biases and stylistic responding should be less likely to the extent that respondents are motivated to provide optimal responses to the questions and more likely to the extent that respondents are motivated to expend less effort by sacrificing” (p. 560). Krosnick (1999) furthered this notion by claiming that answering questionnaires requires respondents to exert cognitive effort. The desire for self-expression and intellectual change may cause respondents to answer in certain ways.

In the case of this particular study, the researcher had a professional relationship with some of the counselors who agreed to participate in the study. The researcher has worked in the district for 2 years. Further, the current researcher has worked in a high school setting and elementary setting and therefore has attended both elementary and high school PLCs on a monthly basis.

Delimitations of the Study

This study focused on a small, rural school district in North Carolina. The district has 37 counselors including the current researcher. Therefore, 35 counselors were available to participate in the study. Although all school counselors in the district were asked to participate, it was taken into consideration that all counselors may not participate. The population was small due to the fact that the study was based specifically on a small, rural county in North Carolina. Specific statistical tests were run to address the smaller sample size.

Chapter 2 provides context by providing a review of the history of the school counseling profession from the 1920s through the 21st century. Next, the chapter analyzes principles and studies focused on principles of leadership and educational/instructional leadership as they pertain to educational organizations and school counselors. Further, the chapter defines, explains, and analyzes Bolman and Deal's (2013) Four Framework Model as it relates to the school counselor. The chapter then discusses other aspects of leadership including training and major educational leadership models. Lastly, the literature review provides information to the reader regarding instruments used to assess leadership.

Chapter 2: Literature Review

A study related to school counselor leadership and job responsibilities is crucial to understand of how counselors can better assist with student academic and behavioral achievement. While administrators and teachers have the enormous responsibility of improving student academic achievement, school counselors have the specific expectation of preparing comprehensive counseling programs that are focused on academics, behavior, and career readiness (Johnson, 2000). Very few educational professions have a focus that is as global.

Research Question 1 focuses on participants' primary leadership orientation and its relationship to specific demographics. Munoz's (2014) study focused on leadership orientation and specific dependent variables. Empirical data suggest that counselor leadership style impacts practices (DeVoss & Andrews, 2006; Mason, 2010). Other studies have focused on school counselor leadership skills and specific demographics. There are very few studies that use demographic data as the dependent variable (Shillingford & Lambie, 2010; Young & Kneale, 2013). Most importantly, Munoz noted that research regarding proven methods of evaluation will help to foster discussions about leadership styles.

Research Question 2 focuses on school counselors' day-to-day activities. It is imperative that counselors analyze their daily activities so they can ensure that their activities include direct services to students. The ASCA National Model requires counselors to spend at least 80% of their time in direct service to students. Direct services include responsive services such as small-group counseling, individual counseling, and whole-group counseling. Moreover, these are activities that enhance a school's comprehensive school counseling program and a student's learning process for

all students (ASCA, 2012). Exploring information provided by the School Counseling Activities Ratings Scale can assist counselors in determining the amount of time they are spending on activities that are more likely to help all students succeed academically and socially.

Research Question 3 focuses on professional development related to school counselor leadership. Exploring the relationship between leadership orientation and professional development preferences is crucial to offering information that is relevant and more likely to directly affect student academics and social and career readiness. Leadership orientation can have an effect on how school counselors advocate for professional development at the school level, district level, and state level.

The information gleaned from this study can be used to assist district-level leaders in planning appropriate professional development that will assist counselors in their efforts to improve upon their current leadership skills and leadership skills that are more infrequently used. Equally as important, this study provides school counselors the ability focus on different types of leadership, their actual and preferred day-to-day activities, and preferences for professional development.

Historical background. In order to understand the current call for school counselor leadership, one must understand the historical evolution of the profession. Changes in the school counselor's role have led to ambiguity in roles and job duties. Understanding the historical roots of the profession helps to provide a full picture and rationale for the changes that have been made to the profession throughout the years.

Counselor educators and researchers (Herr, 2013) have noted the importance of understanding the history of the profession in an effort to ascertain the rationale behind certain philosophical ideas and process methods that are currently in place in the 21st

century. When attempting to discern the future, historical events provide intriguing perspectives. Likewise, when beginning a journey of professional transformation, it is essential to understand the profession's roots and key developmental events (Herr, 2013).

The history of guidance and counseling has been studied over the years (Miller, 1965; Murphy, 1955). The studies provide insight into the rationale for continuing certain practices and discontinuing other long held professional practices. Many practices were abandoned or revised due to events in history which necessitated changes in the way guidance counselors were expected to work. In the mid-1900s, other professions served as sources of guidance outside the family (philosophers, doctors, shamans, and teachers). However, Herr (2002) stressed, "Guidance and counseling of young persons was not equally available to all young people, nor was it planned and systematic" (p. 21). Twenty-first century counseling is planned and systematic. It is based on the disaggregation of data and planning comprehensive programs that aim to serve a wide range of students.

Since the continuous change in the history of the school counseling profession is not a new topic, various counselor educators and researchers have written about the historical overview of the profession.

Guidance first appeared in the schools like any other subject. Some may be surprised to find that guidance had a curriculum, the goals of which evolved from the social reform movements of the late nineteenth century and early twentieth centuries. (Aubrey, 1977, p. 289)

Early curricula were geared toward high school students to assist them in gaining a better understanding of the characteristics that helped them develop into positive role models and socially responsible workers. This is not far from belief statements that one would

view in ASCA belief statements (Baker & Gerler, 2004). The history of the emergence of school counselors can be confusing to some because it took decades for the profession to receive the understanding and importance of how school counselors impact student achievement. The history of school counseling is fraught with politics, money, and societal changes. The history of school counseling is the focus of this section to provide the reader with a robust discussion of the emergence of the profession in its current form. This will help the reader obtain a clear understanding of the fact that school counseling continues to evolve today, just as it evolved throughout the 20th century.

The vocational guidance movement. The careful study of school counseling history helps readers understand how “economic, social, and political pressures have caused the profession difficulties in establishing an identity” (Baker & Gerler, 2004, p. 4). Frank Parsons, a pioneer in the counseling field, was responsible for helping to establish the vocational guidance movement. He is perhaps most famous for creating the Vocation Bureau. The purpose of this organization was to, according to Jones (1994), “pave the way for vocational guidance in schools and colleges by advocating their role in it and offering methods they [counselors] could use” (p. 287). The vocational guidance movement, historians note, was the beginning of counselors being trained to help students achieve career goals. Parsons noted that the role of the vocational counselor was to make pertinent information available. Additionally, Parsons believed that this information should be presented in a manner that helped those using it easily comprehend the information. He also advocated for user-friendly information. The thought that vocational information should be readily available was a novel idea during this time. To this end, the federal government became involved in the process by passing legislation such as the Smith-Hughes Act of 1917 and the George-Reed Act of 1919. This

legislation helped provide the funds for universities to offer vocational courses and to provide necessary teacher training. In contrast, however, with the growing popularity of vocational education in some universities, vocational guidance was not widespread at the beginning of the 20th century in high schools (Baker & Gerler, 2004). Aubrey (1977) noted that because there was a lack of focus on school guidance in relation to vocational guidance, there was no widely accepted theory to undergird Parsons's work beyond universities. One of Parsons's greatest achievements, according to Brewer et al. (1942), was utilizing scientific tools to develop steps that were to be followed in assisting individuals toward continuous vocational progress. Moreover, Parsons's work eventually led to the expansion of vocational guidance in schools, colleges, and agencies.

The psychometric movement. Psychometric principles began being used in the first quarter of the 20th century. Tools such as reliability and validity became important in efforts to standardize instruments to be used in more scholarly efforts (Baker & Gerler, 2004). During this time, Alfred Binet had a great influence on the psychometric movement. Super (1955) explained that Binet developed a scale that helped measure mental ability. This instrument would be used in the process of classifying students for educational instruction and is one of the instruments used in modern intelligence testing.

In the early 1900s, men needed to be qualified or deemed eligible for service in World War I. To assist in this effort, the military began to use the Army Alpha and Beta tests that are considered to be the first group tests for vocational purposes. These tests made educational group testing popular. It was this type of testing that inspired vocational guidance counselors to use a more scientific means of helping counselors determine a subject's interests and strengths for the purposes of vocational placement. It was at this time that counseling become more prevalent in school guidance. The

aforementioned tests were used as assessments and were viewed positively because they were precise and scientific (Baker & Gerler, 2004). Interestingly, however, the acceptance of these tests still did not have the expected response because there was no uniform national guidance program to help make the use of this type of testing more influential beyond the psychometric movement.

The mental health movement. The mental health movement was prevalent in the early part of the 20th century. Reforms were brought about as a result of a book published by a former mental patient. The publication entitled *A Mind That Found Itself* brought attention to mental illness and the call for early treatment (Baker & Gerler, 2004). Flaherty, Weist, and Warner (1996) noted that the popularity of the mental health movement led to interest in children's formative years regarding personality and development. The mental health movement helped influence the early years of "school guidance workers."

Emergence of the profession. Between the years of 1920 and 1930, there was still no agreement on accepted training for guidance specialists. Programs at the secondary school level were not established, according to Gibson and Mitchell (1981), and were often carbon copies of programs at college. During this time period, high school guidance specialists' duties were quite often administrative in nature. Although high school guidance specialists took on administrative duties, they also began to take on more day-to-day duties given to them by their principals and other administrators. Many high school guidance specialists became quasi-administrators and were viewed as such by school staff. This period was the beginning of the emergence of the profession (Shaw, 1972).

By the early 1940s, a more dominant model was solidified (Baker & Gerler,

2004). Aubrey (1977) noted that the dominant model of school guidance was trait and factor. This style of guidance was very directive. Baker and Gerler (2004) further explained that Williamson “had considerable influence at this time. Williamson promoted enhancing normal adjustment, helping individuals set goals and overcome obstacles to those goals, and assisting individuals to achieve satisfying lifestyles” (Foxy, Baker, & Gerler, 2016, p. 25). Williamson’s trait and factor model gave guidance more direction during the 1950s. “The descriptor trait and factor was applied to these techniques because diagnostic data derived from standardized tests and case studies emphasizing individual differences were used to advise students about vocational and adjustment issues” (Baker & Gerler, 2004, p. 13). Many of the techniques used in the trait and factor model derived from Binet’s earlier work involving standardized testing.

Between 1962 and 1966, Baker and Gerler (2004) noted, 60,000 copies of “The Counselor in a Changing World” reprimanded secondary school counselors for allowing themselves to see individual students on a regular basis, thus not focusing on all students but a few students. The recommendation for elementary school counselors was to learn from the mistakes of secondary school counselors. The publication suggests that elementary school counselors work toward the development needs of all students in the school.

Zaccaria (1969) focused on development guidance that focused directly on a student’s problems. This was a new concept since, in the 1950s, the focus continued to be on vocational guidance. At the beginning of the 1970s, training and employment became significant at the elementary school level, but the profession as a whole was still seeking a cohesive identity.

After the boom. Between the 1970s and the 1980s, declining enrollment in

secondary schools and other issues led to personnel reductions. In fact, most school counseling positions were eradicated. Counselors in the inner cities were being asked to become more active in their school and the community. Foxx et al. (2016) explained that

The developmental guidance approach was also gaining momentum at this time.

One reason for this momentum was the compatibility of the idea with elementary-school guidance. The enhancement of self-understanding and adjustment and the importance of consulting and collaboration for elementary school were already emphasized. (p. 24)

Shaw (1972) advocated that guidance programs should have clearly stated goals and objectives. This is still true with 21st century counseling. Further, Shaw encouraged school counselors to be intentional in the functions they perform. The counselor educators' functions "included counseling, consultation, testing, curriculum development, provision of information, in-service training, use of records, articulation, referral, and evaluation and research" (Baker & Gerler, 2004, p. 15). During the late 1980s and early 1990s, there was a focus on training and certification to attract a wider variety of people to counselor positions, resulting in more counselors who had no teaching experience.

No Child Left Behind (NCLB) Act. Herr (2002) noted that when President Bush's NCLB was implemented, the school counseling profession had to assess its role both collectively and individually. Herr (2002) discussed the relationship between changes in administration and changes in the counseling profession:

Each time there is a change of national presidential administrators there is likely to be proposed shift in the emphasis that national policy and practice should address, creating a constant process of starting over, looking for new solutions to enduring problems. (p. 220)

Dollarhide and Lennberger (2006) conducted a study in which they sought to explore the perceptions of school counselors related to the NCLB legislation. The researchers wanted to determine how much school counselors knew about NCLB. Results were mixed. Of 210 respondents, 73% of participants felt that they knew general information about the NCLB Act. Only a few respondents stated that they knew nothing at all about the NCLB Act (fewer than 5%). The researchers found that counselors (12.9%, n=38) felt that teachers were not willing to share their instructional time with counselors. Over 9% of counselors in the study felt the burden of testing and that it came before counseling students in many instances (n=27). Also, participants stated that they felt the focus on academics was considered more important than assisting students with social and emotional needs (8.1%, n=24). This study helped bring to light on the actual and preferred job duties that counselors have to perform. The following section introduces the concept of school counselor leadership and the issues that surround school counselor leadership.

General Principles of School Counselor Leadership

Rogers and Reynolds (2003) noted that there is a great deal of literature on leadership. Much of the literature is from the managerial perspective, but these examples can be useful for educational organizations as well. Goffee and Jones (2006) supported the notion that early theories of leadership focused on traits of leaders. Rogers and Reynolds, however, focused on the ability of leaders to encourage others and inspire others around them. This is a more modern view of management versus leadership. A successful school counselor must be able to manage their comprehensive school counseling program and be leaders of students and stakeholders. The following section discusses the role of leadership in the most generic terms. Next, the section discusses

specific aspects of school counselor leadership in the 21st century. The role of management versus leadership is analyzed.

Hartley and Hinksman (2003) viewed the role of leadership in more modern terms such as the person, the position, and the process. In an educational organization, the principal's (or other leader's) primary role is to influence and motivate employees. This leader is concerned with shaping and achieving certain outcomes agreed upon by the organization itself. In a school, this means that all faculty and staff would be working toward the goals of the School Improvement Plan. The North Carolina Professional Standards by which employees are evaluated sets forth an expectation that all teachers and other faculty serve as 21st century leaders.

Most notably, the person recognized as the formal leader is not expected to have all of the solutions but to work with those in the organization toward solutions so that all may take ownership in ideas. Due to this belief, counselors have the ability to become either formal or informal leaders using critical leadership skills within their department or throughout the school.

Rogers and Reynolds (2003) noted, "Through looking at the different aspects of leadership it is evident that leadership does not rely on position alone, it is not only managers who can be leaders and indeed managers may deliberately seek to encourage leadership from others" (p. 62). Several researchers have made distinctions between management and leadership (Hamel, 2012; Kotterman, 2006; Yukl, 2003). This knowledge can be useful in educational organizations. Table 2 highlights some differences between managers and leaders (Northouse, 1997, p. 9). The table summarizes the major attributes of management and leadership.

The table also assists practitioners in differentiating between management and

leadership.

Table 2

Management and Leadership Process Differences in the Workplace

Process	Management	Leadership
Vision Establishment	Plans and budgets Develops process steps and sets timelines Displays impersonal attitude about the vision and goals	Sets the directions and develops the vision Develops strategic plans to achieve the vision Displays very passionate attitude about the vision and goals
Human Development and Networking	Organizes and staffs Maintains structure Delegates responsibility Implements the vision Establishments policy and procedures to implement vision Displays low emotion Limits employee choices	Aligns organizations Communicates the vision, mission, and direction Influences creation of coalitions, teams and partnerships that understand and accept the vision Displays driven, high emotion Increases choices
Vision Execution	Controls processes Identifies problems Solves problems Monitors results Takes low-risks approach to problem solving	Motivates and inspires Energizes employees to overcome barriers to change Satisfies basic human needs Takes high-risk approach to problem solving
Vision Outcome	Manages vision order and predictability Provides expected results consistently to leadership and other stakeholders	Promotes useful and dramatic changes, such as new products or approaches to improving labor relations

Source: Kotterman (2006).

As the table demonstrates, there are clear differences between management and leadership. Early research notes that although management and leadership are used interchangeably, the definitions of the two differ. For example, a manager has some traits that are normally assigned to leaders (Gardner, 1990). As Table 2 demonstrates, the manager is most closely associated with the organizational structure. This is parallel to Bolman and Deal's structural framework. Leaders are most closely associated with

vision building and strategizing (Kotterman, 2006). In addition, leaders, unlike managers, are high risk takers and communicate the vision and mission of the organization. Managers maintain structure and implement the vision. Bolman and Deal's Four Framework Model can be seen in each of the descriptions of managers and leaders. These attributes can be traced back to each of Bolman and Deal's frames. The following section will discuss in more detail each of the four frames.

Bolman and Deal's Four Framework Model

The body of research regarding Bolman and Deal's Four Framework approach is the basis of this study. It stands to reason that depending on a school counselor's specific skill set, they may be more comfortable using one of the four approaches than another. As early as the 1990s, Bolman and Deal (2013) extolled the virtues of using multiple frames: "(A) Each frame can be coherent, parsimonious, and powerful; (B) The collection can be more comprehensive than any single frame; (C) Multiple frames enable leaders to reframe" (p. 35).

Structural framework. The table below provides a summary of the assumptions of the structural framework as described by Bolman and Deal (2013). More succinctly, the table provides information that helps one more fully understand the structural framework.

Table 3

The Six Assumptions of the Structural Framework

Organizations exist to achieve established goals and objectives	Organizations increase efficiency and enhance performance through specialization and a clear division of labor.
Appropriate forms of coordination and control ensure that diverse efforts of individuals and units mesh	Organizations work best when rationally prevails over personal preferences and extraneous pressures.
Structures must be designed to fit an organization's circumstances (including its goals, technology, workforce, and environment).	Problems and performance gaps arise from structural deficiencies and can be remedied through analysis and restructuring.

Source: Bolman and Deal (2003, p. 45).

The ASCA National Model framework explains that the structural leader “designs and implements a process or structure that is appropriate to a particular problem or circumstance to identify goals, delineate authoritarian boundaries and complete tasks” (Young & Kneale, 2013, p. 36). A counselor might embrace the structural framework when data are being analyzed. This can include the use of formative and summative data. Some appropriate leadership behaviors of a counselor leader using the structural framework could be selecting appropriate student competencies and identifying professional development opportunities for other school counselors.

Bolman and Deal (2013) explained that the structural frame outlines the following features:

- (1) A fixed division of labor, (2) A hierarchy of offices, (3) A set of rules governing performance, (4) A separation of personal from official property and rights, (5) The use of technical qualifications (not family ties or friendship) for selecting personnel, (6) Employment as primary occupation and long-term career.
- (p. 46). This framework was inspired by Max Weber.

Structure influences what happens in the workplace. More significantly, structure and hierarchy influence what happens in educational organizations. “Structural form both enhances and constrains what an organization can accomplish” (Bolman & Deal, 2013, p. 47). Others have conducted studies regarding the effects of the structural framework on an organization’s employees. Moller and Pankake (2013) specifically studied the effects of structure on teacher morale. The study found that teachers preferred clarity of roles and expectations. Teachers, the researchers confirmed, also prefer to have clear lines of authority. Similar studies involving only school counselors are widely available; however, viewing related studies in educational settings is helpful in understanding the structural frame.

More specific to school counseling, Janson (2009) conducted a study to help counselors explore how they perceived their own leadership behaviors. The questions shed light on behaviors specific to the structural frame. The following statements from the Janson study highlight behaviors of the structural frame: “(1) I establish clear goals and keep those goals in the forefront of the school’s attention; (2) I discuss and promote the importance and value of comprehensive school counseling programs” (p. 88). These statements demonstrate how one would proceed within the structural frame. The school counselor is considered manager of their comprehensive school counseling program. Bolman and Deal (1992) highlighted specific behaviors that have implications for counselors. In the text, the authors provided examples that can be inferred as having a managerial style for counselors. These behaviors include providing clear structure that is appropriate to the specific task. In working with others, the structural frame would suggest that counselors not focus on emotions and personality, yet on logic and facts. To this end, since the Four Framework Model encourages leaders to determine which frame

to use based on the specific situation, a counselor must review the situation and be able to use different skills that are more likely to resolve the issue with which the school counselor is presented.

Wong (2013) wrote an article specific to behaviors of each frame: “As its name implies, the structural frame focuses on the systems that keep an organization churning” (p. 24). There is little conflict and ambiguity within this frame. This structure should be used when goals are clear (Wong, 2013). To further illustrate the counselors’ role in the structural frame, principals are being asked to rethink the traditional role of the school counselor that includes providing individual services and responsive services for a majority of their time. These proposed changes in the counselors’ role within the structural frame include counselors’ development of full-service centers that cater to all students in a school (Dryfoos, 1994). In the early 21st century, ASCA (2004) encouraged counselors to view their role within the organization as educational leaders and student advocates who are a part of the overall system. ASCA (2012) still advocates for encouraging school counselors to view their role within the organization as educational leaders.

The human resources framework is discussed in detail throughout this chapter. The human resources frame focuses on the relationship between the organization and people within the organization. Bolman and Deal (2013) built their Four Framework Model on McGregor’s (1960) Theory X and Theory Y. According to Bolman and Deal (2013),

McGregor argued that most managers harbor Theory X assumptions, believing that subordinates are passive and lazy, have little ambition, prefer to be led, and resist change. Most conventional management practices, in his view, had been

built on either hard or soft versions of Theory X. (p. 123)

Theory Y proposes that the main task of management is to align conditions that help people achieve their personal goals by directing efforts toward organizational rewards. When this happens, employees are more productive and willing to “go the extra mile” (Bolman & Deal, 2013, p. 140). Every successful organization in terms of the human framework include variations of strategies summarized in Table 4.

Table 4

Basic Human Resources Strategies

Human Resources Principle	Specific Practices
Build and implement an HR strategy.	Develop a shared philosophy for managing people Build systems and practices to implement the philosophy.
Hire the right people.	Know what you want. Be selective.
Keep them.	Reward well; protect jobs; promote from within; share the wealth.
Empower them.	Provide information and support; encourage autonomy and participation; redesign work; foster self-managing teams; promote egalitarianisms.
Promote diversity	Be explicit and consistent about the organization’s diversity philosophy; hold managers accountable.

Source: Bolman and Deal (2013, p. 140).

Human Resources Framework

Katz and Kahn (1978) documented conflicts between people and organizations during the 1950s. Bolman and Deal crafted their theory based on early theorists such as Follett (1918). Early theorists such as Mayo and Donham (1945) held the view that workers were only entitled to a check and were there to follow orders. Theorists instead expressed the opinion that employees’ skills, energy, and overall attitudes were important resources that directly affected the organization. Throughout the years, the human

resources framework advanced.

Currently, the human resources frame is characterized by those in leadership who emphasize the importance of people. Coaching, using motivation, and encouraging teamwork are all central themes of the human resources framework. A leader working within the human resources frame views himself as a facilitator rather than manager (Bolman, 2010). Table 5 outlines the four assumptions of the human resources framework.

Table 5

The Four Assumptions of the Human Resources Framework

Organizations exist to serve human needs rather than the reverse.	People and organizations need each other. Organizations need ideas, energy, and talent; people need careers, salaries, and opportunities.
When the fit between individual and system is poor, one or both suffer. Individuals are exploited or exploit the organization—or both become victims.	A good fit benefits both. Individuals find meaningful and satisfying work, and organizations get the talent and energy they both need to succeed.

Source: Bolman and Deal (2003, p. 115).

The school counselor leader using the human resources framework exhibits a belief in people and effective communication. Moreover, a school counselor leader working within the human resources framework is physically visible and accessible (Young & Kneale, 2013). ASCA (2003) confirmed that the most appropriate use of this framework is when morale is low. School counselors can play a vital role in increasing overall school morale through implementing school-wide programs.

“The human resource leader views people as the heart of the organization and attempts to be responsive to the needs of individuals to gain commitment and loyalty” (Young & Kneale, 2013, p. 36). The ability to secure resources is an example of the

human resources framework. One important role of the school counselor is to find resources inside and outside of the school to assist students in their efforts to be academically and socially successful. These resources range from identifying teachers who tutor after school to locating outside mental health organizations that work specifically with children and adolescents.

Bolman and Deal (2003) made two important statements followed by an interesting rhetorical question: “Our most important resource is our people. Organizations exploit people, chew them up, and spit them out. Both of these views of the relationship between people and organizations and people shape what they do for one another” (p. 111). Bolman and Deal (2003) did not deny that some organizations can be toxic, dehumanizing, and frustrating. This can be true for educational organizations; however, the researchers also offered another outlook on the human resources frame. They believed that “an organization can also be energizing, productive, and mentally rewarding” (Bolman & Deal, 2003, p. 114).

Much of Bolman and Deal’s research for the human resources frame is based on Maslow’s (1955) Hierarchy of Needs. Maslow, an existential psychologist, developed one of the most influential theories regarding human need that is still the basis for other theories today, although some attempts to validate Maslow’s theory have been inconclusive (Schneider & Alderfer, 1973). Figure 1 depicts Maslow’s Hierarchy of Needs as it may be applied to schools.

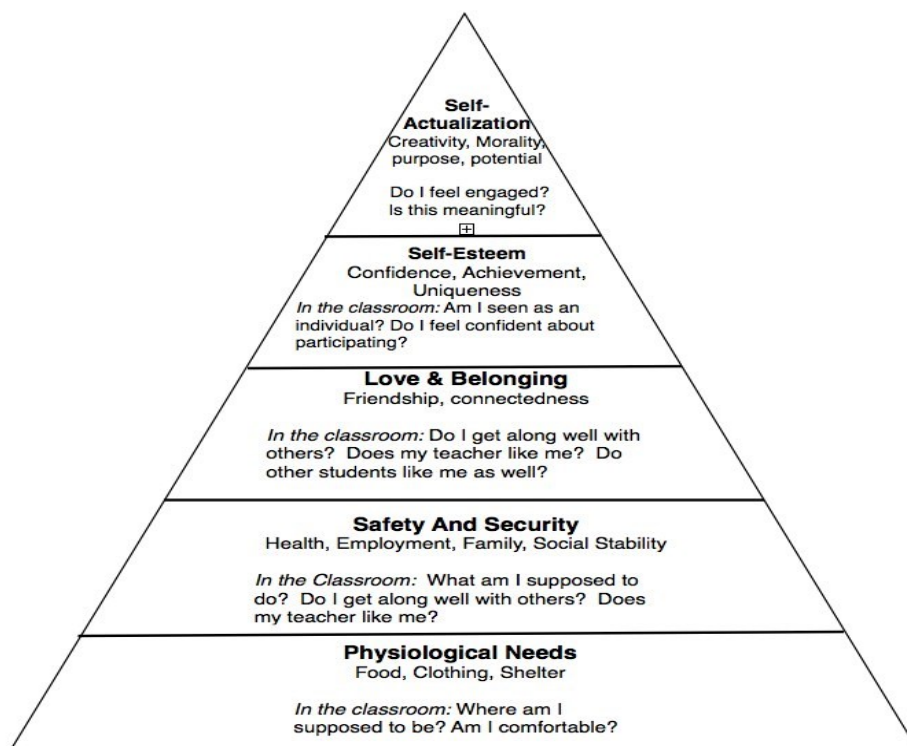


Figure 1. Maslow's Hierarchy of Needs for Educational Organizations.

Bolman and Deal (2013) supported the notion of Maslow's Hierarchy of Needs for education but also demonstrated some inconclusive views of the use of Maslow's higher needs. Bolman and Deal (2013) stated, "Human needs are similar. Conditions or elements in the environment allow people to survive and evolve. Needs for oxygen, water and food are clear; the idea of universal psychic needs is more controversial" (p. 116).

Desautels (2014), who wrote an article for a blog on edutopia.com, related Maslow's Hierarchy to educational organizations via tiers. In Tier One, the physiological needs are related to creating a physical environment that is inviting, warm, and friendly to encourage student learning. School counselors are in the unique position to ensure that their students have the basics. For instance, school counselors in the Appleton County

School District are responsible for implementing the “Backpack Buddies” program at their school. This program ensures the students who may lack a sufficient amount of food at home receive a backpack with food each Friday. Tier Two focuses on stability, safety/security, and freedom from fear. Desautels suggested that it is important to have personal affirmation within the classroom to create feelings of safety and security. School counselors can encourage this through small group counseling and whole group guidance.

Tier Three, Belonging and Love, involves classroom service projects, partner work, and celebrations. School counselors are integral in this tier. It is often the school counselor who designates specific days for school-wide participation. For example, some school counselors in the Appleton County School District celebrate “Mix It Up Day” which encourages students who do not know each other to sit together in the cafeteria on one specific day. The current researcher is responsible for announcing student and staff birthdays each morning before class begins. The current researcher then calls students up to receive a birthday ribbon and pencil. This creates a positive atmosphere and a feeling of belonging and love.

Tier Four relates specifically to achievement, recognition, and respect for mastery and self-esteem. This means creating an atmosphere in which students feel capable and successful. At the beginning of each school year, all elementary principals instruct school counselors in the Appleton County School District to teach a whole class lesson on “Setting Goals.” Throughout the year, teachers and counselors revisit the goals and student mastery of the goals they set at the beginning of the year. “Effective leadership in the human resources frame relies on the ability to work with people. Fortunately, this is a major strength for most school counselors” (Wong, 2013, p. 27). Additionally,

Wong (2013) emphasized that school counselors must show empathy to others and be able to fully support the goals of the organizations as well as individuals.

Symbolic Framework

The symbolic frame has roots in related disciplines including sociology (Blumer, 1969), neurolinguistics programming (Bandler & Grinder, 1975), and anthropology (Goffman, 1964). In addition, early psychologists such as Freud and Jung relied on symbolic concepts to study the human psyche (Bolman & Deal, 2013).

Words such as vision, prophet, and inspiration describe leaders in the symbolic framework. The organization serves as a theater in which characters play certain roles. Symbols are used to capture members' attention and to provide a frame of reference for experiences. Symbols are also used to communicate the organization's vision. The leader who practices this style is inspirational and viewed as wise. Table 6 outlines the five assumptions of the symbolic framework.

Table 6

The Five Assumptions of the Symbolic Framework

What is most important is not what happens but what it means.	Activity and meaning are loosely coupled; events have multiple meanings because people interpret experiences differently.
In the face of widespread uncertainty and ambiguity people create symbols to resolve confusion, increase predictability, find direction, and anchor hope and faith.	Many events and processes are most important for what is expressed than what is produced. They form a cultural tapestry of secular myths, heroes and heroines, rituals, ceremonies, and stories that help people find purpose and passion in their in their personal and work lives.
Culture is the glue that holds an organization together and unites people around shared values and beliefs.	

Source: Bolman and Deal (2003, pp. 242-243).

The current symbolic frame is based on culture. Some argue that the difference between cultures in an organization is that organizations *have* cultures or organizations

are cultures (Bolman & Deal, 2013). Others have more specifically defined culture of organizations. Schein (1992) presented the definition of culture as

a pattern of shared basic assumptions that a group learned as it solved its problems of external adaptation and integration, that has worked well enough to be considered valid and therefore to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. (p. 12)

Meanwhile, Deal and Kennedy (1982) defined culture as “the way we do things around here” (p. 4).

A counselor leader working within the symbolic framework “is visible and views vision as critical because people respond when they believe in something” (Young & Kneale, 2013, p. 36). Organizational traditions and values are important to the symbolic framework. Specific examples of leadership behaviors related to the symbolic framework are presenting results and data and promoting student achievement (ASCA, 2012). School counselors who assist in rewarding students for receiving no referrals at the end of the month or who present awards at a quarterly awards day would be working within the symbolic frame. Parents and students alike become used to the tradition of the certificates and the rewards. This, therefore, is symbolic of the school’s thoughts and beliefs about high student achievement and the behaviors that lead to high student achievement. The effective counselor leader working within the symbolic framework believes in symbols and metaphors and leads by example (Young & Kneale, 2013).

This framework is most similar to the human resources framework. Therefore, a counselor who has skills corresponding to the human resources framework could also use specific leadership skills to work within the symbolic framework. Many actions that a school counselor may perform within the symbolic framework may overlap with the

human resources framework in some ways.

School counselors are expected to create a pleasant atmosphere. In addition, counselors are expected to be able to demonstrate the ability to seek input from teachers and staff for the purposes of enhancing their school counseling program and providing services that reach all students. Counselors should have meeting facilitation skills. Effective meeting facilitation skills can include chairing committees, facilitating parent/teacher conferences, and handling other situations. A counselor's duties can range from routine to unusual in terms of interactions with parents and students. Acting within the human resource frame may even mean creating a pleasant atmosphere by arranging furniture to have a positive influence on consulting with others. These examples underscore the importance of the various ways school counselors enact the human resources frame. In several ways, the political frame and human resources frame are linked.

The symbolic frame requires some of the same qualities as the human resources frame. However, Wong (2013) explained that leadership in the symbolic frame focuses on vision and inspiration. Like the human resource frame, the symbolic frame is effective when the leader has a deep sense of self. Bolman and Deal (2013) discussed the importance of symbols: "Symbols take many forms in organizations. Myth, vision and values that help build cohesiveness and a common vision" (p. 28). Surprisingly, one of the most powerful symbols for a school counselor is their office. The optics of an open door is crucial to the symbolic nature of school counseling. It encourages teachers, staff, students, and parents to feel free to come in and talk to the counselor; and it also establishes a trusting relationship. Conversely, a closed door while in session sends the message that the counselor respects confidentiality. Certainly school counselors have a

great deal of paperwork that needs concentration, and the school counselor must close the door for confidentiality purposes. But there should be a balance because of the symbolic nature of the “open door policy” (Wong, 2013). During the initial research stage, a school counselor within the district stated,

I really do not think people understand the amount of paperwork that goes into school counseling. The principal and assistant principal can put a do not disturb sign on their door, but it is a little awkward for a counselor to do that if there is not a student or parent in the office. People assume that they know what counselors do and feel that we are being lazy if the door is closed. I have even had people comment that they wish they had my job because I can just close the door and collect my thoughts anytime. This is so far from the truth. (Personal communication, January 29, 2015)

One can view the symbolic frame as referring to organizational symbols. Bolman and Deal (2013) described myths, visions, and values in very specific terms: “They explain, express, legitimize, and maintain solidarity and cohesion. They communicate unconscious wishes and conflicts, mediate contradictions and offer a narrative anchoring the present in the past” (p. 249).

School counselors are often responsible for planning school-wide activities that promote a positive climate and atmosphere. According to the North Carolina Department of Public Instruction (2008), a major function of a counselor’s role is to plan and conduct special events such as school-wide awareness activities. These activities may look different from elementary to high school but are nonetheless important in maintaining the symbolic nature of activities of the school environment. Bolman and Deal (2013) furthered this notion by asserting,

The symbolic leader believes that the most important part of a leader's job is inspiration—giving people something they believe in. People become excited about and committed to a place with a unique identity, a special place where they feel that what they do is really important. (p. 331)

Collins and Hansen (2011) described an excellent example of the symbolic frame. He described a 300-pound assistant coach who was once a shot-putter. Although this assistant coach was not the physical embodiment of some related to track, he was symbolic in motivating the team.

He shares the values and has the traits needed to help build a great team. As the program built momentum, it attracted more kids and more great coaches. People want to be a part of this spinning flywheel; they want to be a part of a championship team (Collins, 2001, p. 49).

Similar to the assistant coach's position, school counselors can serve as an example of the symbolic frame through their job duties.

Regarding the symbolic frame, Wong (2013) concurred with the aforementioned statement:

They [school counselors] may need to adopt new ways of thinking. They need to see themselves as not just school counselors but as program managers and not just as manager of programs but as leaders of people. To do this, they need to adopt a leadership mindset to unlock the leader within. (p. 28)

Bolman and Deal (2013) explained, "some heroic exploits go unrecognized because they happen out of view" (p. 252). This is very true of school counselors and all educational professionals.

Behind the scenes, school counselors at every level work on yearly projects such

as registration that are important to the school. Registration is a yearly activity that must be virtually flawless because it involves the choosing of coursework and electives for students who will either be moving to another school or who are depending on their counselor's expertise to graduate on time. In general, it takes counselors months to plan what others see as a 1- to 2-week process. However, for example, if not planned carefully, the results could impact students negatively by not having enough credits to graduate on time. These types of errors certainly would cause parents and other stakeholders to doubt the credibility of the school counseling program and of the counselors in general. This is an example of how important the symbolic frame is to the position of school counseling.

Political Framework

Cyert and March (1963) studied the subtle differences between the structural and political frames. Bolman and Deal (2013) discussed the propositions of the political frame. According to the Cytert and March, "A coalition forms because its members need each other, even though their interests may only partly overlap. The assumption of enduring differences implies that political activity is more visible and dominant under conditions of diversity than of homogeneity" (p. 190). The political frame focuses on scarce resources. Pfeffer (1992) defined power as "the potential ability to influence behavior, to change the course of events, to overcome resistance, and to get people to do things they would not otherwise" (p. 30). Surprisingly, the political frame emphasizes that directives are not top down. Rather they evolve through an ongoing process between members of the organizations by negotiating and bargaining. The following section discusses the political frame as related to school counseling leadership.

Table 7 outlines the five assumptions of the political frame. Most notably, leaders

in this frame are skilled at working in situations with scant resources. These leaders are also able to effectively resolve conflict within the organization.

Table 7

The Five Assumptions of the Political Framework

Organizations are coalitions.	There are enduring difference among coalition members.
Important decision involve allocating scarce resources	Scarce resources and enduring differences make conflict central and power the most important asset.
Goals and decisions emerge from bargaining, negotiation, and jockeying for position among competing stakeholders.	

Source: Bolman and Deal (2003, p. 187).

One can look at the inner workings of any school and recognize those with keen political skills and those who do not appear to possess the effective political skills to survive in a complicated educational organization. To this end, those who do not learn to maneuver within the political frame often do not get promoted at the same rate as those who possess the skills. Politics is not just observed at the top levels of education; it can be seen on a team of teachers, in the front office, with bus drivers, and even between students and teachers within the classroom.

The Appleton County School District is relatively small in comparison to its surrounding school districts. In addition, many people who work within the system have familial relations with others in the same building and/or at the central office level. Many teachers and staff have attended school in the district and now teach within the district.

I have been in the same system for 30 years. I have actually taught at the same school for 30 years. Better than that, I have taught in the same classroom for 25

years! I go to church with the principal and the superintendent. My husband is a principal at [unnamed] school! So I pretty much feel like I know everyone in the district and if I do not, I can just ask around. (Personal communication, January 29, 2015).

This example demonstrates the power of politics in the school system.

In many cases, as Bolman and Deal (2011) have asserted, the people who have the political power are not necessarily the people who have certain titles. To find out who has the political power in a school, one must observe everyone in a school. Depending on the political relationships in the school, the school secretary and custodian may hold a significant amount of political power. However, in most cases, administrators are seen as having the most political power in the school (Wong, 2013). Who influences the principal's decisions? Who does the principal take into his/her confidence when making decisions? How do school counselors fit into the political frame at their school, in the district, and in the state? A keen observer will be able to answer these questions.

The aforementioned examples and questions are also representative of the political power structure in an educational organization. Administrators are viewed as those helping all groups to exist, whereas the role of the school counselor is to focus on not only one student but all students by planning a comprehensive counseling program. The school counselor is also responsible for providing support to teachers (North Carolina Department of Public Instruction, 2008).

In the political frame, school counselors must have the support of the building leader, teachers, parents, and other stakeholders to create and implement a strong school counseling program. The planning of a school counseling program cannot take place unless the counselor has access to all stakeholders. The type of political relationship can

determine the effectiveness of a program. In the political frame, counselors must forge key relationships and build coalitions. School counselors must also know how to resolve conflict and compromise (Wong, 2013). In order to do this successfully, counselors must be seen as neutral by teachers, parents, and students. This is not an easy task, as counselors are expected to advocate for both students and staff. Counselors must be amenable to making compromises but must be strong enough to “hold their ground” when attempting to establish and maintain their program.

Young and Kneale (2013) explained that within the political frame, one must understand how power bases work in educational organizations. As one counselor in the district explained,

It is a must for me to know how to get around the politics of the county. If I did not know the right people to talk to and not to talk to, I would not have a counseling program. You have to be smart and you have to be careful. (Personal communication, January 29, 2015)

This counselor’s observation is a clear example of understanding how power bases work in educational organizations. There are two types of positions within the political frame: formal authority and informal alliances/networks. The 2008 School Counselor Job Description indicated that the school counselor “Communicates the goals of the comprehensive school counseling program to education stakeholders (i.e. administrators, teachers, students, parents, and community/business leaders); Maintains current and appropriate resource for education stakeholders” (North Carolina Department of Public Instruction, 2008, p. 6).

In terms of school counselors, the formal structure includes principals, assistant principals, and district counseling supervisors. While teachers answer directly to the

building-level administrators on a daily basis, the school counselor is in the position to answer directly to the principal and to district supervisors. The difference between the two supervisors is that one (the school principal) may not have specific knowledge of appropriate uses for school counselors while district counseling supervisors have the necessary background to understand what duties should be performed by counselors.

Counselors in the Appleton County School District have monthly meetings with their district supervisors; and if there is a disagreement regarding the role of the counselor, the district supervisor generally conferences with the principal on behalf of the counselor. In the Appleton County School District, there are two people assigned to all building counselors. There is a clear structure of hierarchy within the system. If there is a counseling concern, the counselor informs his/her building administrator and then the district counseling supervisor. Counselors in the Appleton County School District have most immediate access to their building principal and/or assistant principal; however, bringing certain concerns to light to building-level administrators may not be politically advantageous to the school counselor. To illustrate the fluidity of power in a school, Wong (2013) explained, “There is a hierarchy of power that does not always correlate with the levels of authority. In a school, like most other organizations, the person ‘in power’ does not always have the power” (p. 24). The goal for school counselors is to understand how to work with others to leverage their power, whether it is formal or informal.

As mentioned, those in an educational organization who have formal authority are generally in the high level of the organization. At the central office level, this formal authority structure includes those who supervise many principals who may not have had graduate training in school counseling. It is therefore the job of school counseling

personnel at the district level to assist principals with understanding the role of the school counselor and ensuring that the counselor is able to perform duties consistent with the ASCA's Framework. This strict hierarchy of organizational order is equivalent to Max Weber's Theory of Bureaucracy.

First, bureaucracies had a formal and unambiguous hierarchical structure of power and authority. Secondly, bureaucracies had an elaborate, rationally derived and systematic division of labor. Thirdly, bureaucracies were governed by a set of general, formal, explicitly, exhaustive and largely stable rules that were impersonally applied in decision-making. (Jain, 2004, p. 3)

This attention to bringing order to ambiguity is important for the field of school counseling. Counselors have long complained that their job descriptions are largely ambiguous and their duties were also a mismatched list of duties that could be made for any quasi-administrator or highly paid administrative professional (ASCA, 2012). More structure in a school counselor's role was the focus on the task force that revised North Carolina Department of Public Instruction's (2008) revision of the school counselor role.

These political associations also involve informal authority with informal alliances and networks. An example of this type of informal alliance is a team of middle school counselors. Although this team is an informal, political alliance, it can be strong. For instance, if the principal has indicated that counselors must answer the phones, participate in daily lunch duty, and cover core classes, the team may add this to the agenda at the district-level meeting. Once this has been discussed in the meeting, it is more than likely that the district supervisor would conference with the principal about more appropriate uses of counselors' time.

The ASCA (2004) National Model explained that counselors need to spend 80%

of their day in direct service to students. In this example, the counselors never made direct contact with the principal about the inappropriate activities but used their informal political power to get someone with formal political power to intercede on their behalf. It is possible that the counselors in this situation felt that they would be penalized in some way for disagreeing with the principal. Political power, whether formal or informal, is a powerful tool for school counselors. Having knowledge of how to use political power to advance the school counseling program is likely to result in positive alliances and positive results for students.

Effective leadership in the political frame relies on the ability to work with people. Fortunately, this is a major strength for most school counselors. This is where the political framework and human resources framework collide. To use this strength in the human resource frame of leadership, school counselors should support the goals of the organization as well as individual, but they must show empathy and empower others. (Bolman & Deal, 2013, p. 181)

This type of leader is important during times of change within the organization. Though the Four Framework approach is the focus of this particularly study, it is important to understand how other educational leadership models may be used to increase school counselor leadership competency. Further, many of the aspects of the Four Framework approach are linked to various educational leadership models. Thus, further understanding of related models is warranted. The following section incorporates each of the four frames into a discussion that evolves into a decision-making model. Each of the frames come together to form a decision-making model for those in educational organizations and other types of organizations.

ASCA (2012) adopted the Four Frames Model for school counselor leadership.

Bolman and Deal's Four Framework Model has dual purposes. The first is to present multiple voices that compete for managers' and leaders' attention. The second purpose is to present frames that help formal and informal leaders navigate their way through organizational issues. Regarding the Four Framework Model, Bolman and Deal (2003) stated, "A good frame makes it easier to know what you are up against and what you can do about it" (p. 13).

Young and Kneale (2013) explained Bolman and Deal's Four Framework approach specifically for school counselors. The framework has been reviewed by other school counselor educators (Dollarhide, 2013). Regarding the effectiveness of the Four Framework Model, Schumacher (2011) explained that "looking at the outcome or result of change through these lenses, one can observe which aspects of a change were perceived to be more or less effective" (p. 6).

There are models on which Bolman and Deal's framework are modeled. Additionally, there are models that are contrary to parts of the Four Framework Model. It is important to explore and analyze some of these models. Quinn's (1988) competing values model is parallel to Bolman and Deal's Four Framework Model in several respects. Both models hypothesize that effective leadership requires the ability to use different styles of leadership orientations (Denison, Hooijberg, & Quinn, 1995; Hart & Quinn, 1993). Thompson (2000) stated that Bolman and Deal's theory is multifaceted and has a balanced leadership approach. In addition, the theory, according to Thompson (2000), requires leaders to have the ability to use different orientations of leadership. Several researchers agree with this assertion (Hart & Quinn, 1993; Quinn, Hildebrandt, Rogers, & Thompson, 1991; Quinn, Spreitzer, & Hart, 1992).

In Bolman and Deal's theory, the structural and human resources frames are most

closely related to managerial effectiveness. The political and symbolic frames are most closely related to leadership effectiveness. It is assumed that a leader who uses all four frames will yield leadership effectiveness (Thompson, 2000). Bolman and Deal (2013) described the structural frame as “a blueprint for formally sanctioned expectations and exchanges among integral players” (p. 46). Bolman and Deal drew from other theorists such as James D. Thompson, while Thompson (1967) drew from Taylor’s scientific management and Weber’s theory of bureaucracy. Weber viewed organizations as open, natural systems in which “survival of the system in which is taken to be the goal, and the parts and their relationships are presumably determine through evolutionary processes” (Thompson, 1967, p. 6). Thompson attempted to build a newer tradition from the work of March and Simon (1958) and Cyert and March (1963).

Scientific management contributed to the work of Bolman and Deal. According to Bolman and Deal (2003), “Their work led to principles focused on specialization, span of control, authority, and delegation of responsibility” (p. 45). This is very different from what an educational organization would look like in terms of the Four Framework Model. Bolman and Deal (2003) used metaphors throughout their book to describe the frames. In one instance, they use the metaphor of tools to create an understanding of how managers and leaders utilize the frames.

The right tool makes a job easier, but the wrong one just gets in the way. One or two tools may suffice for simple jobs, but not for more complex undertakings.

Managers who master the hammer and expect all problems to behave like nails find organizational life confusing and frustrating. The wise manager, like a skilled carpenter or a professional chef, wants at hand a diverse collection of high-quality implements. (Bolman & Deal, 2003, p. 13)

Educational Leadership and the School Counselor

In the 21st century, leadership in schools requires a different set of standards than in the 20th century. Those in leadership positions may have titles such as superintendent, principal, or assistant principal. However, there are other leaders in educational organizations such as teacher leaders, curriculum coordinators, school counselors, and administrative assistants. King, Bauman, and Abrams (2002) noted that 21st century leaders are considered to be learning leaders. To this end, principals, teachers, and other staff members learn together. They participate in learning experiences such as professional development activities, visiting schools, and examining student work. This model of instructional leadership is very different from models of the past. Leadership is not necessarily hierarchical in nature. The principal and staff may attend a professional development activity that is conducted by the literacy coach. School counselors are encouraged to be active participants in the instructional leadership of the school. Some school counselors, however, may not view themselves as critical in the role of instruction (Wong, 2013).

The role of the school counselor has also changed as illustrated in the history of counseling. The role of a 21st century counselor as an instructional leader is to offer support teachers in their efforts to educate students on a daily basis. Due to the unique nature of the counseling position, this may mean that a counselor teaches a small group of students focusing on testing strategies and improving academic skills. A school counselor may also support student learning by teaching whole-class guidance lessons on decision-making. Helping students to follow appropriate models of decision making ultimately supports their academic efforts. School counselors are specially trained to provide this varied type of instruction and support. In addition to supporting students

academically and socially, counselors must support teachers. This often takes on the form of consultation regarding behavior issues or family issues that may be hindering students from performing well academically. Given the variety of tasks counselors perform, it seems logical that school counselors should participate in ongoing professional development to continue to hone their skills.

School counselors are also charged with focusing on teaching and learning. King et al. (2002) noted that all instructional leaders should have as their highest goal the academic achievement of all students. The manner in which a counselor manages his/her comprehensive school counseling program is indicative of the type of support all students receive (ASCA, 2003). Again, this places the counselor in a unique position within the school. For instance, in the Appleton County School District, the majority of school counselors serve as Student Support Team chairpersons or in some other leadership capacity on the team. This puts the counselor in the position of consulting with administrators, teachers, specialists, and parents regarding ways to support students academically and socially. Even with this type of role, some principals, teachers, and other school staff may not view counselors as educational/ instructional leaders due to role ambiguity of school counseling. Because school counselors in general represent a group of “talented individuals who developed high motivation through operating in an open, participative, and trusting content” (Bolman & Deal, 1992, p. 37), they have the ability to change other school staff perceptions of their abilities.

The American School Counselor Ethical Standards for School Counselors (ASCA, 2010) mandates that professional school counselors “(A) Establish and maintain professional relationships with faculty, staff and administration to facilitate an optimum counseling program and (B) Treat colleagues with professional respect, courtesy and

fairness” (p. 72). As well, the North Carolina Professional Standards set forth expectations in standard III for school counselor behaviors toward staff and other stakeholders. Principals and assistant principals are responsible for ensuring that school counselors nurture relationships that encourage a school environment in which each student has a positive and caring relationship with adults. School administrators are also responsible for evaluating how well counselors work in a collaborative manner with families and others in students’ lives. The following section focuses on training and professional development.

Graduate Training for School Counselors

Research Question 3 focused on professional development for school counselors in relation to their primary leadership orientation. The following section discusses graduate training for school counselors. There is a more specific discussion of traditional versus contemporary professional development.

A search of articles from 2009-2011 using the key words “school counselors and professional development” using Google scholar yielded very few school counseling specific articles regarding professional development (i.e., Dollarhide, Gibson, & Moss 2013; Niles & Harris-Bowlsbey, 2002). The majority of articles between the dates of 2009-2015 were directed toward teacher professional development. The lack of articles specific to school counselor professional development is concerning because there are differences in training needs of school counselors and teachers. The following section continues the discussion and analyzes various types of training and professional development specific to school counselors.

Traditional versus contemporary graduate training. House and Sears (2002) noted that school counseling has undergone various shifts. For this reason, improving

upon school counselor preparation and professional development is critical. Many researchers and school counselors agree that traditional school counseling professional development leaves much to be desired (Armour & Yelling, 2007; Bemak & Chung, 2005). Similarly, counselor educators have criticized traditional graduate-level training for focusing on discipline-specific training. The counselor educators further noted that this type of training did not give much attention to how counselors can be integral in student achievement. More specifically, Coleman and Yeh (2011) noted that group/individual counseling, career/vocational guidance, testing/assessment, and human development were the main foci of training. Erford, House, and Martin (2007) argued that graduate-level training and professional development should focus on working collaboratively and implementing reform strategies.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) outlines standards for counselors-in-training. These standards, according to Perusse and Goodnough (2001), demonstrate the link between CACREP standards for advocacy and ASCA's standards for advocacy. Trusty and Brown (2005) outlined standards for advocacy while it is clearly aligned with goals of professional development for counselors, particularly with regard to collaboration. Table 8 outlines specific dispositions of advocacy competencies for professional school counselors as an example of advocacy (leadership) expectations.

Table 8

Advocacy Competencies for Professional School Counselors

Advocacy disposition	Professional school counselors with an advocacy disposition are aware of and embrace their professional advocacy roles. They are autonomous in their thinking and behavior. There is an altruistic motivation with the major concern being students' well-being. Advocates are willing to take risks in helping individual students and groups of students meet their needs.
Family support/empowerment disposition	Professional school counselors with a family support/empowerment disposition recognize that parents-guardians are often the best advocates for their children, and their empathy extends to parents. They join parents in advocacy for their children, and they empower families to adapt and grow.
Social advocacy disposition	Professional school counselors not only advocate for particular students and families, they also advocate to eliminate inequities and barriers affecting all people. They advocate for their profession on behalf of their students-clients, others' students-clients, and non-clients.
Ethical disposition	Professional school counselors with an ethical disposition place high value on professional codes of ethics. They recognize that many advocacy dilemmas will occur, and that analysis of ethical principles and laws is necessary for effective problem solving. Counselors with an ethical disposition possess a personal ethic of caring.

Source: Perusse et al. (2001)

General Principles of Professional Development

Darling-Hammond and McLaughlin (1995) and Grossman and Hirsch (2009) described job-embedded professional development as teacher learning that is grounded in day-to-day practices. Job-embedded professional development is also referred to as JEPD. JEPD primarily takes place in school or the classroom. It happens during the workday and serves as a cycle of continuous improvement (Hawley & Valli, 1991). Further, Hawley and Valli (2007) noted the JEPD is a shared and ongoing process meant

to make a direct connection between not just learning but also application. According to Croft, Coggshall, Dolan, and Powers (2010), JEPD is closely aligned with state standards and student academic achievement. This is also the goal of the ASCA National Model for a comprehensive school counseling program (Schwallie-Giddis, Maat, & Pak, 2003).

PLCs and school counselors. Throughout the years, researchers and practitioners alike have extolled the virtues of PLCs for teachers (Dollarhide, 2013; DuFour & Eaker, 1998; Fullan, 1998). A great deal of the writing has been geared toward teacher teams, but the principles of PLCs extend to school counselors. This can be viewed in Doolittle, Sudeck, and Rattigan's (2008) description of learning communities in terms of school counselors. The authors stated that PLCs for school counselors serve as a forum for expressing ideas about leadership and the specific incidences in which they use them. This is in line with the thoughts of Bolman and Deal's (2003) Four Framework Model. Regarding PLCs, Doolittle et al. stated that

Learning community members exhibit seven propensities: a sense of common purpose; viewing peers in the group as colleagues; seeking self/group actualization; perceiving outside groups as similar to one's own group; individual and communal reflection; giving and seeking help; and celebrating accomplishments. (p. 305)

Hord (1997) noted that PLCs for teachers and administrators improve their efficacy. The author continued that students reap the benefits of PLCs in several ways. First, they benefit through key organizational structures. This allows everyone in the building to take an active role in the academic, personal, and career success of students. Secondly, the authors contended that students benefit from PLCs due to shared leadership. This is extremely important in the world of the school counselors since their

very position gives them more access than most to various aspects of the school. Next, students benefit through PLCs when groups have shared values and visions for students' education and overall well-being. These provide the supportive conditions that are needed to help students who are not achieving well academically and those who have met or exceeded the academic standards. In addition, school counselors in North Carolina are charged with the responsibility of actively engaging in teaching students in the realm of personal and career readiness through the North Carolina Guidance Standard Course of Study. The more school counselors share the leadership skills that help them create this positive learning environment, the more successful students, teachers, staff, and other stakeholders will become. This type of environment creates an atmosphere that is conducive to learning and student observation of various skills that are needed for being career ready.

The North Carolina Department of Public Instruction offers training and suggestions to school counselors on how to implement and establish PLCs that are specifically geared towards school counselors. Table 9 provides an example of a North Carolina Department of Public Instruction's (2008) plan of action including integrated essential standards for the guidance curriculum.

Table 9

PLC Actions: Integrating Guidance Essential Standards

Review applicable area standards.	Document ideas for integration.	Meet in counselor PLC to generate integration plan.
Share with principals to garner support.	Meet with appropriate teachers to establish implementation plan.	Implement, monitor, evaluate, and refine plan.

Source: North Carolina Department of Public Instruction (2008).

Educational Leadership Models for School Counselors

While Bolman and Deal's Four Framework Model offers educational leaders insight into how to make decisions, there are other educational models that provide similar insight into leadership. Some of the more popular educational models are situational leadership, servant leadership, and distributed leadership. These will be discussed in an effort to incorporate various leadership models into decision-making models that can be used by school counselors.

Situational leadership. Hersey and Blanchard's (1969) situational leadership model is widely utilized among Fortune 500 companies (Hersey, Blanchard, & Johnson, 2012). Even with the popularity of the model, there is a paucity of empirical literature/evidence regarding the use of the approach (Papworth, Milene, & Boak, 2009). Situational leadership is closely associated with Bolman and Deal's (2003) Four Framework Model and could well set a standard for decision making in school counselor leadership. Hersey and Blanchard's (1969) situational leadership model is comprised the following four aspects: "(1) Guiding, telling or directing; (2) explaining, selling or persuading; (3) encouraging, participating or problem solving and (4) observing, delegating or monitoring" (Hersey, Blanchard, & Natemeyer, 2001, p. 594).

Like the Four Framework Model, the model is based on a person's maturity level or "readiness level." The model has received some criticism from researchers for having very little empirical data (Graeff, 1997; Nahavandi, 1997). Hersey et al. (2001) noted, "leaders who are more flexible in their style appear to deliver greater performance" (p. 595). In his study on the role ambiguity of school counselors as educational leaders, Wong (2013) noted that many counselors do not feel that they have the necessary skills to become recognized leaders in their schools and beyond. Consequently, Hersey et al.

(2001) noted “some studies have indicated that the model may have value for low-readiness individuals where the telling style is advocated” (p. 596). This has implications for counselors who have more experience in certain areas of the Four Framework Model in specific areas such as political or structural. A horizontal leader such as a novice counselor could benefit from working in a department in which situational leadership is practiced.

To further demonstrate the effectiveness of the situational leadership model and thus the Four Framework Model, Silverthorne and Wang (2001) noted differences in leaders who adopted an adaptive style as being more successful. In other words, leaders who were able to use several different lenses from which to view an organizational problem are more likely to make effective decisions for the organization. This has great implications for the practical use of situational leadership and the Four Framework Model. It is further noted by Silverthorne and Wang that the model is user friendly and provides options for decision making, just as Bolman and Deal’s model allows for flexibility in decision-making.

Even with some studies praising situational leadership for its ease of use and understanding, Papworth et al. (2009) still found little empirical support for the theory. Practitioners, however, tend to lean toward the use of models that allow for leaders to make decisions based on the particular situation. The situational leadership theory is more detailed than the Four Framework Model with regard to being more specific about the readiness of both leaders and followers. The following description of the situational leadership model gives the reader a clear understanding of the similarities between the situational leadership model and the Four Framework Model.

“Situational leadership is based on the readiness level that the followers exhibit

in performing a specific task, function or objective” (Hersey et al., 2001, p. 172).

Conversely, one of the criticisms of the situational leadership model is that it relies too heavily on personality. Although the Hersey et al. (2001) study found disparities in the situational leadership model, it still has important implications for school counselors who are not confident in the role as an educational leader. Situational leadership also has implications for school counselor leaders who are in the midst of encouraging less-experienced counselors in matters of managing their comprehensive school guidance program and leading efforts to improve overall student success.

Servant leadership. Among educational leadership models, servant leadership is a newer concept. Because it is a newer concept, it is not as well defined as other educational leadership models. Nonetheless, it provides an excellent roadmap to effective counselor leadership. Russell and Stone (2002) noted “servant leadership takes place when leaders assume the position of servant in their relationships with fellow workers” (p. 145). Moreover, this educational leadership model discourages self-interest and promotes serving others (Greenleaf & Spears, 2002). Based on the description of a school counselor’s role via the ASCA National Model, servant leadership is an appropriate model to follow. In order to collaborate with various stakeholders, school counselors should be seen as neutral in all of their relationships, while maintaining the status of an advocate for students. Depending on the situation, the balance of power in relationships with stakeholders could be difficult.

As long as power dominates our thinking about leadership, we cannot move toward a higher standard of leadership. We must place service at the core; for even though power will always be associated with leadership, it has only one legitimate use: service. (Nair, 1994, p. 59)

There are various programs competing for students' and teachers' time in the average school. Subjects that are tested generally take precedence over non-tested subject areas. Specifically, school counselors are charged with establishing a school counseling program that is a vital component of the school's academic mission. Further, the school counselor is charged with delivering a comprehensive program to all students (ASCA, 2004). This is not likely to be an easy feat if the counselor is attempting to use teacher instructional time to present guidance lessons. It is also unlikely that school counselors would be welcomed into classrooms during instructional time if their leadership style runs counter to one that is providing services as a means of adding to student learning and achievement. In this case, the counselor must be able to explain the importance of using teacher instructional time to teach guidance lessons and how both the teacher and students can benefit from the lessons. An example of this would be a school counselor integrating Common Core Standards into his or her own guidance lesson. This is the difference between servant leadership and other leadership models. According to Russell and Stone (2002), stakeholders should be able to observe characteristics in servant leaders that are distinctive. Spears (1998) concluded that there are 10 major attributes of servant leadership, including "(1) listening, (2) empathy, (3) healing, (4) awareness, (5) persuasion, (6) conceptualization, (7) foresight, (8) stewardship, (9) commitment to growth of people and (10) building community" (p. 6).

The servant leadership model speaks directly to the workplace. It espouses several functional attributes that can be easily identifiable in a school (Russell & Stone, 2002). There are several characteristics that accompany the model, including influence, vision (Covey, 1992), credibility (Kouzes & Posner, 1993), listening (Greenleaf, 1977), and encouragement (Nix & Hix, 1997). These characteristics match the framework of the

ASCA National Model discussed in Principle 7 of *The Theory Behind the ASCA National Model*. The principle states, “School counselors can assist other adults to enhance their work with students’ academic/educational, career and personal-social development and for the purpose of removing personal barriers to individual students’ success” (Gysbers & Henderson, 2014, p. 58).

In comparison, the ASCA National Model and the servant leadership model share similar qualities that propel forward the efforts and responsibilities of a school counselor. The servant leadership model, when compared to the principles of the National Model, plays a vital role in school reform. The school counselor has to be able to work well with students as an advocate and a consultant for adults. “Through indirect services, such as advocacy and consultation, school counselors assist in the removal of barriers to that success” (Manivong, DeKruyf, & Chen-Hayes, 2007, p. 91).

Distributed leadership. Distributed leadership is vital to educational organizations and educational leaders. Harris and Spillane (2008) emphasized flexibility while making decisions and having discussions with colleagues. Similarly, Harris (2008) explained that in this model, leadership activities are shared between many members of the organizations. Those who share in leadership of the organization do not have to be considered formal leaders. School counselors can be viewed as either formal or informal leaders. Distributed leadership models acknowledge the work of any member of the organization when they contribute to leadership. Within the organization, leaders do not need to be formally appointed. This creates an atmosphere in which decisions can be made laterally (Hargreaves, 1994). Gronn (1966) coined the phrase “greedy work” which refers to the manner in which schools typically do not distribute leadership but only acknowledge the leadership and decision making of certain people in the schools. Harris

explained that less emphasis should be put on the one heroic leader and more focus should be placed on teams that include teachers, support staff, students, and other stakeholders.

Harris and Spillane (2008) urged educational organizations to recognize that 21st century reform requires diverse expertise and different types of leadership. The authors explained that this type of leadership is more likely to meet challenges and new demands. It has been widely agreed upon that other systems that support a primarily structural view of leadership do not meet the requirements of teaching students in the 21st century. The researchers use words such as networking, federations, and partnerships to describe work in the current workplace.

Distributed leadership also poses some critical questions for schools: (1) How is leadership distributed in my school? (2) Is this pattern of distribution optimum? (3) How is distributed leadership practice developed and enhanced? (4) How do we extend leadership distribution to parents, students and their wider community? (5) What difference is distributed leadership making? (Harris & Spillane, 2008, p. 33)

Similar to the Four Framework Model, distributed leadership is a model based on the specific situation and context. Using distributed leadership is not always the best choice in certain situations. Flattening hierarchy does not necessarily equate to the best decision making. In schools, many decisions can only be made by principals. This is more closely aligned with the structural frame of Bolman and Deal's model.

There is empirical evidence that demonstrates the effectiveness for distributed leadership (Harris, 2008). Research by Leithwood, Seashore-Louis, Anderson, and Wahlstrom (2004) contended that there are patterns of leadership in organizations where

distributed leadership has proven to have an effect on improved performance and outcomes within the organization; however, other researchers have suggested caution for the use of distributed leadership in organizations. They suggested that there are some limitations that should be considered. The first limitation is that many terms regarding distributed leadership are used interchangeably, resulting in confusion. Secondly, there has been some contention between the theoretical and practical interpretations of distributed leadership. Some view distributed leadership as activities taking place among various groups in which select individuals guide those groups in their decision-making. Harris and Spillane (2008) brought to light key issues by asking key questions about distributed leaders: “The key questions are whether, how and in what form distributed leadership contributes to school improvement. Do we have evidence to show that lateral, less hierarchical staff structures result in notable gains in student performance?” (p. 32). Each of the two points discussed merit attention and additional conversation.

Transformational leadership. As described by researchers, transformational leadership focuses on the development of followers (Dansereau et al., 1995). Conger, Kanungo, and Menon (2000) provided the following definition for transformation leadership: “Transformational leadership takes place when leaders interact with followers in ways that enhance their creativity and motivation in the organization” (p. 4). Like distributed leadership, transactional leadership is concerned with providing the means for change and innovation in the way people work together as leaders. Those who are transformational leaders seek to motivate others and create a supportive climate that meets the needs of individuals in the organization. Furthermore, the transactional leader seeks to build trust and respect among followers in the organization (Conger et al., 2000). These are qualities that school counselors are expected to demonstrate in their roles.

Both quantitative and qualitative research support the effectiveness of transactional leadership in educational organizations as early as the 1970s. Bass's (1991) transformational leadership had three practices: setting directions, developing people, and redesigning the organization. Leithwood and Jantzi (2006) supported these three practices as being critical in creating transformational leadership that has a positive effect on the organization. The Multifactor Leadership Questionnaire (MLQ) has been used to measure leadership in much of the research about transactional leadership (Barnett & McCormick, 2004).

The preceding section outlined the similarities and differences between several educational leadership theories and practices related to organizations. Each of these theories and practices warrants attention by school counselors who are seeking techniques to help them improve their leadership standing in their schools.

School Counselor Leadership Responsibilities

The knowledge of various educational leadership models is important for an understanding of the role of the school counselor as an educational leader. In addition, the various models demonstrate the idea that school counselor leadership can be formal or informal. If their actions are informal, counselors may not perceive when they are displaying leadership behavior.

During the 20th century, solution-focused counseling came forth as a feasible approach for school counselor use (Bonnington, 1993). This is still a feasible and respected approach today. Solution-focused counseling is based on the concept that individuals have the ability to render successful solutions to their problems. This approach explains that the application of solution-focused approaches in groups helps members to profit from positive solution-focused orientation and from curative factors

that are inherent in group settings and situations (Huber & Backlund, 1991). This is an example of leadership through active and effective counseling. This method can be used with students or adults.

This same set of beliefs can be equated to the solution-focused leadership model. Gardner (1990) conducted a study in which they equate solution-focused leadership model theories to qualitative themes. De Jong and Berg (2012) explained that the theory is comprised of exploring and focusing on strengths as opposed to focusing on problems. The solution-focused counseling approach can be applied to school leadership, according to Metcalf (2008). Solution-focused leadership techniques work well when there is collaboration between at least two equal partners (Friend & Cook, 1992). This would appear to suggest that this method could work well for school counselors in a team setting such as middle school or high school.

While collaboration between counselors is an important step in school reform and leadership, directly collaborating with principals gives counselors increased power to work toward school reform. Further, the principal-counselor relationship creates a climate of trust (DeVoss & Andrews, 2006). Overall, there are several factors that help make the school counselor position important in a school. As Dollarhide (2013) stated, “Leadership, as a professional mandate, is not an option when the future of our students is at stake” (p. 11).

ASCA (2012) adopted six components of Marzano, Waters, and McNulty’s (2005) framework that outlined 21 responsibilities for school leaders. Their focus was on principals, but ASCA has analyzed these responsibilities for school counselors. The Marzano et al. (2005) list of responsibilities is based on meta-analyses and is meant to guide principals in their efforts to promote student achievement and improve their

instructional leadership skills. Within the context of school counseling leadership, ASCA (2012) chose six responsibilities that are most closely aligned to the profession of school counseling. School counselors can use these six responsibilities to determine what leadership skills are necessary in their particular situation and to determine their leadership competence. This concept is similar to the Four Framework Model. The six responsibilities of a leader, identified by Marzano et al. (2005) are outlined as follows:

1. Focus: establish clear goals and keep those goals in the forefront of the school's attention by communicating and operating from strong ideals and beliefs about education.
2. Outreach: advocate and serve as a spokesperson for the school to all stakeholders.
3. Situational awareness: aware of the undercurrent regarding the functioning of the school and use this information to address current and potential problems.
4. Involvement in curriculum, instruction and assessment: direct involvement in the design and implementation of curriculum, instruction and assessment practices.
5. Mentoring/evaluating: monitor the effectiveness of school practices and their impact on student learning.
6. Change agent: maintain a disposition to challenge the status quo. (pp. 44-45)

As stated in the introduction to the six responsibilities that are most closely aligned with school counseling, competence is a major concern for both principals and counselors. Coble, Brubaker, and Coble (2005) emphasized the importance of leadership competence: "Certain basic leadership competencies are required for success, regardless of the position and the leadership challenge" (p. 57). This has important implications for

school counselor leaders. Based on Young and Kneale's (2013) text, Table 10 outlines examples to help school counselors identify their own leadership practices.

Table 10

School Counseling Examples and Characteristics

Responsibilities for School Leaders	School Counseling Examples and Characteristics
Involvement in Curriculum, Instruction and Assessment	Serve as a liaison between instructional and school counseling department
Situational Awareness	Write a grant to address a situation impeding student success
Focus	Serve in a leadership role on the school improvement plan team
Outreach	Serve on state or national councils having an impact on school counseling
Monitoring and Evaluation	Shares outcome data to advocate staff to serve under-represented populations
Change agent	Lead the charge to challenge inequitable practices

Source: Adapted from Young and Kneale (2013, p. 40).

Barriers to Leadership Development

In any discussion regarding leadership skills of members of an organization, one must consider possible barriers to leadership development. The purpose of this section is to explore and analyze barriers to leadership development identified throughout assessments and daily interactions in educational organizations. This topic must be explored due to the fact that the Four Framework Model is comprised of four specific sets of skills that exist in varying quantities among counselors. When counselors are not strong in certain areas, what actions can be taken to assist them in growing stronger in these areas? Having this information can help counselors who wish to improve their leadership skills based on the findings of the Leadership Orientations questionnaire and

other assessments available online. This is addressed in Research Question 3.

Just as Bolman and Deal (2003) drew from various disciplines to help readers understand the Four Frames, it is the intent of this discussion to avoid a myopic view of barriers to leadership development in terms of only education and school counselors. This analysis of barriers to leadership development should draw from disciplines such as psychology and sociology. It should also be discussed in terms of various careers such as nursing, businesses, nonprofit organizations, and the like. It is the researcher's intent to analyze and synthesize the material and make it relevant to participants' specific leadership situations. Bolman and Deal's (2003) basic assumption for the Four Frames is that one views a situation requiring leadership in different frames or orientations based on the current situation.

Instruments Used to Assess School Counselor Leadership and Job Duties

School Counselor Activities Rating Scale (SCARS). SCARS was created by Dr. Jana Scarborough in 2005 (Appendix A). The survey was created to measure how school counselors utilize their time versus how they want to spend their time. SCARS provides school counselors with a valid instrument to determine these variables.

SCARS provides counselors with process data. While process data is crucial, it is important to note that it may not show to what extent the counselors' efforts had on students; however, the association notes that the instrument is acceptable for discussing school climate. School counselors often get process data from participants in school activities, parent participation, and other variables that can be quantified.

ASCA (2003) expressed the need for a survey instrument to assist in helping counselors keep track of their time and documented activities. This allows school counselors and administrators to determine the amount of time being spent in each of the

delivery system components (Curtis, 2008). Scarborough (2005) documented additional needs for documenting school counselor activities. "School counselors may share these data to inform constituents about their role and impact. Not only has there been research describing the discrepancy between actual and best practices" (Scarborough, 2005, p. 275). Similarly, Burnham and Jackson (2000) discussed concerns that there have been consistent discrepancies regarding non-counseling duties. As late as 15 years ago, researchers noted a need for counselors to take ownership of their professional duties. In addition, researchers prompted counselors to take ownership of the duties that are frequently assigned to them. This would present the perfect opportunity for advocacy, which is a leadership quality expected of school counselors.

Scarborough (2005) provided examples of specific school counselor activities for each scale and subscale. The SCARS is comprised of five scales and three subscales. The five scales are curriculum, coordination, counseling, consultation, and other. The three subscales of other are clerical, fair share, and administrative. Examples of activities in the curriculum scale are defined as conducting classroom guidance lessons in the areas of academic, personal/social, and career readiness. Examples of activities within the coordination scale included working with teachers and administrators regarding the role of school counselors, trainings, programs, and interventions that can be provided by counselors. The counseling scale included conducting individual and small group counseling which addresses relationships and social skills. It also included counseling students in the areas of personal and family issues. The consultation scale consists of coordinating referrals for students/families to outside agencies. It also describes duties such as assisting teachers in identifying students who are eligible for child study teams. The other scale consisted of three subscales (clerical, fair share, and non-school

counseling). Clerical duties included enrolling/withdrawing students. Fair share duties were described as activities such as participation on various school committees. Fair share duties can include hall duty and lunch duty. Non-school counseling duties included administrative duties. Those duties were described as overseeing substitute teachers, covering classes, and making discipline decisions or assisting principal/assistant principal with discipline issues (Jellison, 2013).

The research information provided by Scarborough and Culbreth (2008) supported utilizing demographics as dependent variables in relation to the scales and subscales in Scarborough's questionnaire. The current study focused on the use of various dependent variables to reveal specific information about actual and preferred job duties of counselors in terms of their leadership orientation and years of experience as a school counselor.

While the validity and reliability of the instrument and the construction of the instrument are discussed in detail in Chapter 3, the research behind the construction of the instrument is discussed presently.

Bolman's Leadership Orientations Questionnaire. Bolman's Leadership Orientations Questionnaire is based on his work with Deal regarding the Four Framework Model (Appendix B). Bolman's (2010) website provides very specific information about the construction of the instrument. The instrument consists of three sections.

This section of the chapter explains in detail the construction of each section. The first section focuses on each frame. The questions are arranged in a manner in which items/questions are related to each frame in a specific sequence: structural, human resources, political, and symbolic. Questions related to the structural frame are 1, 5, 9, 13, 17, 21, 25, and 29. Human resources questions/items are 2 and 6. The political frame

items are 3 and 7. The symbolic items are 4 and 8. Section 1 includes subscales within each frame. The subscales, like the items, are represented consistently. Analytic items are 1, 9, 17, and 25. Supportive subscale items are represented in numbers 3, 11, 19, and 27. Inspiration subscale items are represented in questions 4, 12, 20, and 28. The organized subscale are consistent within items 5, 13, 21, and 29; while participative items are represented in numbers 6, 14, 22, and 30. The adroit subscale is represented in items 7, 15, 23, and 31. Charismatic items are represented in 8, 16, 24, and 32.

Section II, according to Bolman (2010), contains six forced-choice items. In this section, as in the first section, items are arranged in the following order: structural, human resources, political, and symbolic. This arrangement makes it easier for those interpreting information to draw more detailed conclusions from the raw data collected.

Section III has two measures: effectiveness as a manager and effectiveness of a leader. The creator of the questionnaire puts a special emphasis on the differences between managers and leaders in the research. Bolman (2010) suggested that users expand the number of items to strengthen the instrument. He provided copyright permission for users to rearrange the items if it suits their particular needs. Bolman also noted that the same sequence for each frame is used in this section as well. Information about the questionnaire validity and reliability is discussed in Chapter 3.

Chapter Summary

Chapter 2 provided a background of the history of school counseling to provide a context for the various changes in the profession. The chapter also described in depth Bolman and Deal's Four Framework Model and how it relates to school counselor leadership.

Chapter 3 discusses in depth the methodology of the study. More specifically, the

chapter gives the reader an in-depth understanding of the how each research question was analyzed in this qualitative study. The chapter consists of the following sections: (1) introduction, (2) research questions, (3) participants and sampling, (4) instrumentation, (5) data collection, (6) data analysis, and (7) ethical considerations.

Chapter 3: Methodology

Introduction

This quantitative, nonexperimental study focused on the relationship between school counselors' primary leadership style and their preferences related to professional development. In addition, the study focused on the difference between school counselors' actual job duties and their preferred job duties as measured by Scarborough's (2005) SCARS. Connections between this difference and the counselors' primary leadership orientation were examined. Information regarding demographics, actual/preferred job duties, primary leadership style, and professional development preferences were collected via surveys. Information gathered through surveys, according to Polit and Hungler (1999), can be used to discover interrelationships between variables within groups.

This chapter details the research design for the study and the research questions guiding the study. A description of the population and the sampling design is provided, followed by a description of the data collection procedures implemented in the study. The instrumentation and data analysis are discussed. The chapter closes with a description of the ethical considerations extended to participants and a summary.

Research Design

This quantitative, nonexperimental study investigated (1) the leadership behaviors and leadership orientations of school counselors; (2) the connections among leadership behaviors, leadership orientations, and activities within the school; and (3) professional development activities. The study utilized Scarborough's (2005) SCARS to measure actual and preferred job functions. Bolman's Leadership Orientations Questionnaire measured counselors in relation to primary leadership orientation and professional

development preferences.

Research Questions

The research questions for the study were created to elicit information regarding the state of school counseling leadership in the Appleton County School District. Collectively, the research questions aim to provide information that allowed for connections between variables to be examined. Table 11 provides an overview of the research questions, instrumentation, and data analyses. Specific details regarding instrumentation, data collected, and methods of analysis are provided in subsequent text.

Table 11

Research Questions, Instrumentation, and Data Analysis

Research Question	Instrumentation	Data Analysis
1. What is the relationship between school counselors' primary leadership orientation and specific demographic factors (current grade level served, total number of years as a counselor, and prior teaching experience)?	Demographic Questionnaire Bolman's (2010) Leadership Orientations Questionnaire (Short Form)	Chi-square Criterion variable: Primary leadership style Predictor variables: Current grade level served, Total number of years as a counselor, and Prior teaching experience
2. What is the relationship between school counselors' primary leadership orientation and actual and perceived job responsibilities?	Bolman's (2010) Leadership Orientations Questionnaire (Short Form) Scarborough's (2005) SCARS	Kruskal-Wallis Grouping variable: Primary leadership style Dependent variable: Actual job responsibilities Perceived job responsibilities
3. What is the relationship between school counselors' primary leadership orientation and professional development preferences?	Bolman's (2010) Leadership Orientations Questionnaire (Short Form) School Counselor Leadership Professional Development Questionnaire	Kruskal-Wallis Grouping variable: Primary leadership style Dependent variable: Professional development preferences

Participants and Sampling

The target population for the study was comprised of school counselors in the Appleton County School District. Purposive sampling is appropriate when a study requires the opinions of a specific group who have detailed and similar experiences, such as knowledgeable experts in a particular area (Tongco, 2007). The district employs 38 school counselors. The researcher did not participate in the study, thus 37 counselors were asked to complete the School Counselor Leadership Questionnaire created by the researcher. The researcher made the assumption that all 37 counselors would probably not participate in the study. It is important to note that using the McCallum-Layton statistic calculator, an acceptance sample size would need 128 participants for the ANOVA and 77 participants for the regression. The assessable number of participants was 37; therefore, the sample did not meet the required sample size. To remedy this, a nonparametric was used for the ANOVA and multiple regression (Theodorsson-Norheim, 1986).

In any study, it is important to discuss issues of experimenter bias. Sheperis, Young, and Daniels (2010) stated, “Experimenter bias occurs when a researcher unintentionally influences participant behavior, participant ratings, or study outcomes in some other way” (p. 43). This is more likely to take place when the researcher is conducting the experiment and is familiar with the participants; however, survey studies are less susceptible to experimenter effects since the researcher does not have direct contact with participants. Participant bias is also a consideration when conducting research. Also known as the Hawthorne effect, participant bias is defined as, “the generally accepted notion that participants are motivated to perform better when they know they are being studied for research” (Sheperis et al., 2010, p. 43). This is more

likely to take place when participants know the researcher in a professional and/or personal manner. It is important for the researcher to address the possibility of bias on the part of both the participants and the researcher. To address this issue, the researcher reiterated the purpose and benefits of the research to participants and underscored the fact that the researcher needed honest and candid responses to yield validity to the study.

Data Collection

Data collection began following approval from Gardner-Webb University's Institutional Review Board. Permission to conduct the study was sought from the school district superintendent (Appendix C). This approval was sought with the expectation that final approval would not be given until Gardner-Webb University's Institutional Review Board approved the study. Upon approval from both institutions, data collection commenced. It was stated in the proposal provided to the superintendent that those findings would be available if requested.

With the assistance of the central office supervisor for student services, potential participants were sent an email containing an electronic informed consent (Appendix D) that explained the purpose of the study and how participant identity would remain confidential. In advance of the PLC meeting, an email was sent to all counselors. The recruitment email was sent via the district listserv that is housed on a secure server. The body of the email contained the cover letter that explained the purpose of the current study. The PLC was held a week after the initial email was sent to all counselors. All counselors completed the questionnaire on paper after the researcher left the meeting. Within 2 weeks of the initial electronic communication, a follow-up email was sent to prospective participants (Appendix E). Email survey reminders generally increase participation rates, according to Meho and Tibbo (2003). Additionally, questionnaires

were sent to each school. Since all responses were confidential, the number of questionnaires sent corresponded to the number of counselors at the school. The district student services director actively supported the completion of the survey; and the researcher had the opportunity to talk to participants working with each grade level (elementary school, middle school, and high school) regarding the purpose of the study and procedures for participation. Moreover, because the study utilized purposive sampling, the researcher had the opportunity to remind potential participants about the survey. Since questionnaire information provided was confidential, the researcher sent additional copies to each school. The number of additional copies of the questionnaire that were sent corresponded with the number of counselors at each school.

The researcher had sole access to the raw data. At the close of data collection, the researcher downloaded the raw data and stored it on an Excel spreadsheet that was password-protected on the researcher's personal computer.

Instrumentation

The survey was comprised of four sections: (1) Demographic Questionnaire; (2) Leadership Orientations Questionnaire; (3) SCARS; and (4) Professional Development Questionnaire. The instruments and questionnaires were combined into the School Counselor Leadership Questionnaire (Appendix F) created by the researcher. The survey contained a total of 61 items.

Demographic Questionnaire

The researcher developed the demographic questionnaire. This section of the School Counselor Leadership Questionnaire was devised to gather general demographic information on the sample. The instrument consists of seven questions. Using the Demographic Questionnaire, participants provided information related to the current

grade level they serve, number of years they have served as a school counselor, and counseling-related certifications they currently hold.

Leadership Questionnaire

Bolman's (2010) Leadership Orientations Questionnaire was utilized to assess participants' primary leadership behaviors. The instrument is comprised of six questions structured to classify individual leadership behaviors as structural, symbolic, human resources, and political. Scores for each participant were ranked from strongest to weakest.

The short form self-rating scale affords school counselors with an opportunity to consider their leadership behaviors and how they may be framed within Bolman and Deal's (2013) leadership theory. Permission was sought and granted by Bolman for graduate students through the website. Permission was also granted for noncommercial use (Appendix G). It is estimated that the short form takes 5 to 10 minutes to complete and another 5 to 10 minutes to score (Bolman, 2010). To create scores for each leadership behavior style, the items corresponding to the style must be summed. Structural responses are option A on the survey, human responses are option B, political responses are option C, and symbolic responses are option D (Bolman, 2010). The leadership behavior category with the highest number of responses is the primary leadership behavior style. Validity and reliability were established using a sample of 700 managers (Bolman, 2010). No additional measures such as Chronbach's Alpha were provided by the author.

If anyone asks, the instrument's reliability is high but the validity is not so high. Self-ratings of leadership tend not to be highly valid, and the forced-choice nature of the instrument creates limitations as well. The instrument is more useful

for stimulating thinking and learning than for providing an accurate snapshot of an individual's leadership behavior. (Bolman, 2010, p. 3)

SCARS

Section 3 focuses on SCARS, which was constructed by Dr. Jana Scarborough who provided written permission to use SCARS (Appendix H). This section of the survey took approximately 15-20 minutes to complete. SCARS is designed to “gather process data based on actual and preferred activities of school counselors” (Vaughn, Bynum, & Hooten, 2007). SCARS consists of 84 questions divided into five categories of activities (i.e., counseling, consultation, curriculum, coordination, and other) and is rated on a five-point Likert scale to reflect the frequency participants actually perform a function and the frequency to which they would prefer to perform a function. The five subscales are aligned with ASCA activities as well as non ASCA-approved activities. Research based on the initial instrument indicated that the content validity, construct validity, and reliability coefficients for the five scales ranged from .75 to .93, according to Vaughn et al. (2007). These are considered acceptable rates according to Gliem and Gliem (2003). Cronbach’s alpha of reliability was evaluated according to the guidelines put forth by George and Mallery (2010). For actual activities, the consultation subscale presented acceptable reliability ($\alpha=.75$). The counseling ($\alpha=.85$) and coordination ($\alpha=.84$) subscale presented good reliability. The curriculum subscale presented excellent reliability ($\alpha=.93$). For preferred activities, the consultation subscale presented acceptable reliability ($\alpha=.77$). The counseling ($\alpha=.83$) and coordination ($\alpha=.85$) subscale presented good reliability. The curriculum subscale presented excellent reliability ($\alpha=.90$). For both actual ($\alpha=.43$) and preferred ($\alpha=.52$) activities, the other scale presented unacceptable reliability. Cronbach’s alpha reliability for the subscales are

represented in Table 12.

Table 12

Cronbach's Alpha Reliability Coefficients for the SCARS

Subscale	Actual	Preferred
Curriculum	.93	.90
Coordination	.84	.85
Counseling	.85	.83
Consultation	.75	.77
Other	.43	.52

Source: Scarborough (2005).

Professional Development Activities Questionnaire

The Professional Development Activities Questionnaire assesses participant preferences related to professional development and their perceptions of the professional development activities offered for the current school year. The instrument is comprised of two questions and takes approximately five minutes to complete. The first question consists of a list of possible forms of instruction for continuing education/professional development. The directions for the first question (Question 60) required participants to use a six-item Likert scale to rank their interest in various professional development areas involving leadership. The professional development areas were identified by Young and Kneale (2013). Participants were asked to identify barriers experienced in relation to attending professional development sessions. Participants were given the opportunity to choose any answers that applied. Further, participants were given an opportunity to provide additional information in short-answer form. Participants were also asked to check the forms of professional development they preferred. The choices represent three different forms of instruction available to employees in the district (i.e., face-to-face,

online, and hybrid). This question is based on Trotter's (2006) view that adults were motivated to learn based upon their experience and needs, that learning is a continuous process adults learn through experience, adults desire to be self-directed learners, and differences vary with age.

Question 61 is based on Young and Kneale's (2013) recommendation for six areas in which ASCA (2012) suggested counselors are trained as educational leaders. The respondents are asked to rank the six topics (i.e., focus, outreach and situational awareness, involvement in curriculum, instruction and assessment, mentoring/evaluating, and change agent) in order of interest. This information is key to the planning of ASCA approved school counselor leadership training. Question 61, the last question, asked respondents if they felt they could benefit from specific school counselor leadership training in 2015-2016. This question is also helpful input for those tasked with planning relevant professional development for counselors.

Data Analysis

Data were entered into SPSS version 22 for Windows for data analysis. Prior to data analysis, data were examined for accuracy, missing cases, and the presence of outliers. The researcher calculated ranges, minimums, and maximums to ensure that participant observations were within the range of feasible values. Cases with missing data were examined for nonrandom patterns; participants who did not complete major sections of the survey (i.e., more than 50% of the survey data) were removed from the dataset. The presence of outliers was assessed through the examination of standardized scores. Standardized scores, or *z* scores, were created for continuous variables. Cases that fell above 3.29 and below -3.29 were determined to be outliers and excluded from the dataset (Williams, Brown, & Onsman, 2012).

First, descriptive statistics (i.e., mean, median, mode, percentiles) was used to provide a rich description of the school counselors who completed a survey. The following demographics were analyzed: (1) gender, (2) age, (3) highest level of completed education, (5) current grade level served, (6) years as a certified counselor, (7) additional counseling-related certification. Measures of variability were used to determine the extent to which the scores in the demographic distribution differ from one another. Determining variance assisted in determining how many points a particular score is away from the mean. Since the mean and standard deviation were found, composite scores were calculated for the subscales.

To assess Research Question 1, the researcher conducted three chi-square tests of independence. The chi-square test of independence was used to determine if relationships exist between two categorical variables. The chi-square test of independence is the appropriate statistical analysis to conduct when the purpose of the research is to test the relationship between nominal variables (Greenwood & Nikulin, 1996). For the analyses, the researcher assessed the relationships between primary leadership style and current grade level served and total number of years as a counselor. The categories for primary leadership orientations are human resources, structural, symbolic, and political. The categories for current grade level served are elementary, middle, and high school. The categories for total years as a counselor are 0-5 years, 6-10 years, 11-15 years, 16-20 years, and over 20 years.

To evaluate significance, the calculated chi-square coefficient (χ^2) and p value were reported. Prior to the analyses, the researcher confirmed that all reported responses are mutually exclusive. To ensure this, the researcher examined the data to confirm that

column and row totals did not exceed the number of participants. Expected frequencies below five should not account for more than 20% of the cells; there should be no cells with an expected frequency of less than one (Greenwood & Nikulin, 1996). If the expected cell frequencies are less than five, Yates continuity correction was used to test for significance, as it is a more conservative statistic.

For Research Questions 2 and 3, the researcher conducted two Kruskal-Wallis one-way analysis of variance tests. This analysis is appropriate when the researcher intends to assess differences between two or more groups when the variables are ordinal level. The grouping, or independent, variable used in both analyses was school counselors' leadership orientation. For Research Question 2, the researcher assessed if there are differences in actual and preferred job activities that participants engage in based on their leadership orientation. For Research Question 3, the researcher assessed if there are differences in school counselors' professional development preferences by leadership orientation. The Kruskal-Wallis test is the nonparametric equivalent to the ANOVA. The assumptions that the samples were drawn at random, the cases are independent, and the data are at least ordinal were assessed prior to conducting the analysis. Because there were more than two groups, if significant differences were found, the researcher conducted post hoc comparisons using Mann-Whitney tests to compare groups (Morgan, Leech, Gloeckner, & Barrett, 2013).

Ethical Considerations

Several ethical considerations were explored in relation to subject participation. With all research projects, researchers must try to protect participants. Researchers must also attempt to minimize risks to participants. Humphrey (1990) and Milgran (1963) addressed issues relevant to social science research. Horowitz (1967) helped to clarify

issues related to ethics and also suggested resolutions to these issues.

One must understand that there is some inherent amount of risk in all research studies. According to Humphrey (1990), there are areas of risk in social science research of which researchers should be aware. There is a potential risk that participants could be harmed as a result of involvement. More specifically, these risks may include stress, guilt, discomfort, and a decrease in self-esteem (Walster, 1965).

Risk benefit assessment is important in determining the amount of risk in a study. A finding that the expected benefit outweighs the risk deems the study ethical. One of the most important ways to minimize risk is to gain informed consent. Any research study should include informed consent. This provides the researcher with the assurance that the subject is willing to participate in the study and has been made aware of the risk. One possible benefit of this research is that it has the potential to lead to future research in the area of school counselor leadership. In addition, this study adds to the growing body of quantitative, practitioner-developed research.

Chapter Summary

The purpose of this quantitative, nonexperimental study was to investigate the relationships among school counselor leadership style, professional development activities, and activities within the school. Data were collected from school counselors employed in the Appleton County School District. In this chapter, the research design, methods for sampling, data collection, and data analysis were discussed. Additionally, ethical considerations extended to participants were addressed. In Chapter 4, the results of the data analysis are presented.

Chapter 4: Results

Introduction

The purpose of the current quantitative, nonexperimental study was to investigate the relationship between school counselors' primary leadership orientation and their preferences related to professional development. The researcher also assessed relationships between job duties and leadership orientations. The researcher implemented an instrument comprised of a demographic questionnaire, the Leadership Orientation Questionnaire, SCARS, and a Professional Development Questionnaire. The instrument was administered to a sample of school counselors employed with the Appleton County School District. This chapter provides a description of the population and sample and the detailed analysis of collected data. Chapter 5 addresses the implications of the findings and future recommendations for research and practice.

Description of the Population and Sample

A dataset including response data for 34 of 37 counselors (response rate of 92%) was uploaded into SPSS version 22 for data analysis. The dataset was screened for outliers, accuracy, and missing values. Standardized scores, or *z* scores, were calculated for the actual and perceived job responsibility variables. Actual and perceived scores were created for each category of activity (counseling, consultation, curriculum, coordination, and other) by averaging the responses for each item within the category. This average score represented the frequency with which participants engaged in activities within each category. Averages for each item were calculated (Table 12). Scores outside the range of ± 3.29 standard deviations from the mean were classified as univariate outliers. No outliers were found in the dataset. No inaccuracies and no missing values were examined in the dataset.

Female participants comprised the majority of the dataset ($n=30$, 88%). Almost half of the sample reported their age as 25-34 years ($n=15$, 44%). All participants reported a master's degree as their highest level of education completed ($n=34$, 100%). A large portion of the sample was comprised of high school counselors ($n=15$, 44%), with 6% of the sample indicating that they served a grade level outside of elementary, middle, or high school ($n=2$). Most participants indicated that they had been certified school counselors for 10 or less years ($n=20$, 59%). Few participants held a certification aside from the school counselor certification ($n=34$, 100%); however, of the alternative certifications, the most frequently held was the National Certified Counselor ($n=4$, 12%). For leadership orientation, participants did not rank responses. Participants selected the response for each question that corresponded to their preferred leadership orientation. Because of this, the researcher was not able to tabulate scores for each leadership orientation. Some participants chose more than one answer in a question. As a result, leadership orientation has been selected by identifying the leadership orientation that participants most frequently identified that they preferred through their responses. Several participants choose more than one answer. This resulted in leadership orientations being reported as composite orientations (i.e., political/symbolic).

Over half of the school counselors in the sample reported their leadership orientation as structural ($n=20$, 59%). Of the professional development activities, participants reported that they were extremely interested in mentorship ($n=2$, 6%); no other items received a rating of extremely interested. Of the professional development activities that participants reported they were not interested in, outreach activities received the most responses ($n=15$, 44%), followed closely by change agent ($n=14$, 41%). All participants indicated that being able to leave the school for training was a barrier to

completing professional development activities ($n=34$, 100%). Frequencies and percentages for the categorical variables are included in Table 13.

Table 13

Descriptive Statistics for Categorical Variables

Variable	n	%
Gender		
Female	30	88
Male	4	12
Age		
25-34 years	15	44
35-44 years	8	24
45-54 years	7	20
55 years or older	4	12
Education		
Master's	34	100
Grade Level Served		
Elementary	9	26
Middle	8	24
High	15	44
Other	2	6
Years as a Certified School Counselor		
0-5 years	9	27
6-10 years	11	32
11-15 years	6	18
16-20 years	5	15
More than 20 years	3	9
Certifications		
School Counselor (K-12)	34	100
NCC	4	12
NBCC	2	6
NBCT	1	3
LPC	2	6
Leadership Orientation*		
Structural (ST)	20	59
Human Resources (HR)	5	15
Political (PL)	2	6
Symbolic (SY)	1	3
ST/HR	1	3
HR/PL/SY	1	3
HR/SY	1	3
ST/HR/SY	1	3
ST/HR/PL	1	3
HR/PL	1	3

(continued)

Variable	n	%
Outreach		
Not Interested	15	44
Slightly Interested	6	18
Somewhat Interested	13	38
Situational Awareness		
Not Interested	1	3
Slightly Interested	1	3
Somewhat Interested	9	26
Interested	17	50
Very Interested	6	18
Curriculum, Instruction, & Assessment		
Not Interested	9	26
Slightly Interested	19	56
Somewhat Interested	4	12
Interested	2	6
Mentoring		
Not Interested	2	6
Slightly Interested	12	35
Somewhat Interested	8	24
Interested	8	24
Very Interested	2	6
Extremely Interested	2	6
Change Agent		
Not Interested	14	41
Slightly Interested	17	50
Somewhat Interested	2	6
Interested	1	3
Barriers to Professional Development		
Time	12	35
Expenses	3	9
Leave	34	100
Counseling	20	59
Relevant professional development	13	38

Note. *Leadership Orientation reflects the most frequent response from participants on the Leadership Orientations Questionnaire (Bolman, 2010).

Detailed Analysis

Research Question 1: What is the relationship between school counselors' primary leadership orientation and specific demographic factors? To address the

research question, five chi-square tests of independence were to be conducted; however, because highest level of education did not vary within the sample, analysis related to this variable was not conducted. The relationships between primary leadership orientation and gender, age, grade level taught, and years of counselor experience were assessed. The researcher cautions the reader in drawing inferences based on the analysis due to the low frequency count across the bulk of the cells in each analysis. There were no statistically significant relationships between leadership orientation and the demographic variables. The researcher failed to reject the null hypothesis that primary leadership orientation was not related to specific demographic factors. Table 14 presents the Pearson χ^2 statistics and p values for the chi-square tests of independence.

Table 14

Results of the Pearson χ^2 Tests of Independence among Leadership Orientation and Demographic Factors

Variable	χ^2	p
Gender	8.47	.487
Age	24.22	.618
Grade level taught	21.42	.766
Years of counseling experience	45.18	.140

Research Question 2: What is the relationship between school counselors' primary leadership orientation and actual/perceived job responsibilities? A Kruskal-Wallis rank sum test was conducted to assess if there were significant differences in counseling activities (actual) between the levels of leadership orientation. The Kruskal-Wallis test is a nonparametric alternative to the one-way ANOVA and does not share the ANOVA's distributional assumptions. The results of the Kruskal-Wallis test were not significant, $\chi^2(9)=7.25, p=.612$, indicating that the mean rank of counseling activities (actual) was not statistically significant between levels of leadership orientation.

Figure 2 presents the boxplots of ranked counseling activities (actual) by the levels of leadership orientation. Table 15 presents the results of the Kruskal-Wallis rank sum test.

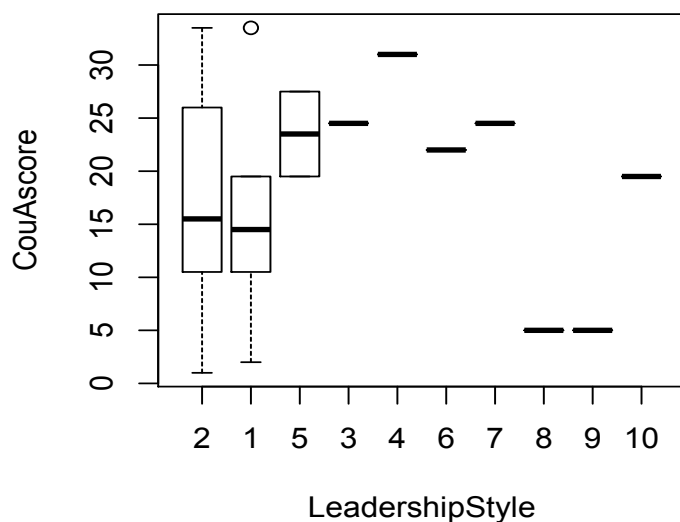


Figure 2. Boxplots of Ranked Counseling Activities (Actual) by the Levels of Leadership Orientation.

Table 15

Kruskal-Wallis Rank Sum Test for Counseling Activities (actual) by Leadership Orientation

Variable	Mean Rank									
	1	2	3	4	5	6	7	8	9	10
Leadership Orientation	16.00	16.82	24.50	31.00	23.50	22.00	24.50	5.00	5.00	19.50

Note. $\chi^2=7.25$, $df=9$, $p=.612$.

A Kruskal-Wallis rank sum test was conducted to assess if there were significant differences in counseling activities (preferred) between the levels of leadership orientation. The results of the Kruskal-Wallis test were not significant, $\chi^2(9)=9.94$,

$p=.355$, indicating that the mean rank of counseling activities (preferred) was not statistically significant between levels of leadership orientation. Figure 3 presents the boxplots of ranked counseling activities (actual) by the levels of leadership orientation. Table 15 presents the results of the Kruskal-Wallis rank sum test.

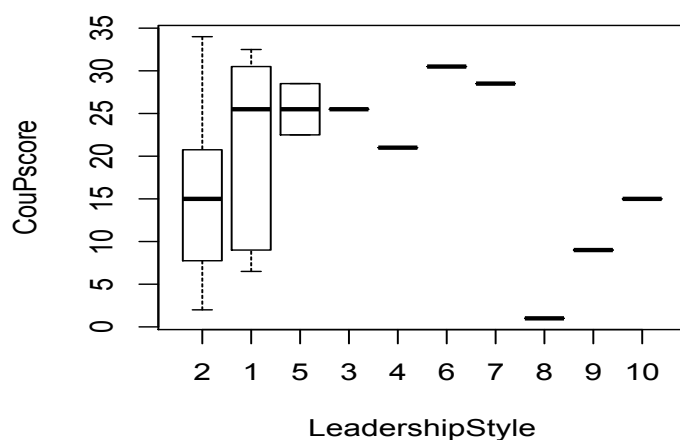


Figure 3. Boxplots of Ranked Counseling Activities (Actual) by the Levels of Leadership Orientation.

Table 16

Kruskal-Wallis Rank Sum Test for Counseling Activities (Actual) by Leadership Orientation

Variable	Mean Rank									
	1	2	3	4	5	6	7	8	9	10
Leadership Orientation	20.80	15.47	25.50	21.00	25.50	30.50	28.50	1.00	9.00	15.00

Note. $\chi^2=9.92$, $df=9$, $p=.355$.

A Kruskal-Wallis rank sum test was conducted to assess if there were significant differences in consultation activities (actual) between the levels of leadership orientation. The results of the Kruskal-Wallis test were not significant, $\chi^2(9)=8.54$, $p=.480$, indicating that the mean rank of consultation activities (actual) was not statistically significant between levels of leadership orientation. Figure 4 presents the boxplots of ranked consultation activities (actual) by the levels of leadership orientation. Table 17 presents the results of the Kruskal-Wallis rank sum test.

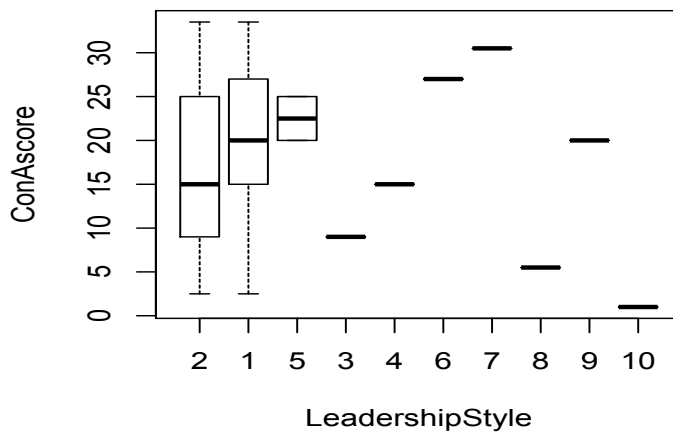


Figure 4. Boxplots of Ranked Consultation Activities (Actual) by the Levels of Leadership Orientation.

Table 17

Kruskal-Wallis Rank Sum Test for Consultation Activities (Actual) by Leadership Orientation

<i>Variable</i>	<i>Mean Rank</i>									
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>
Leadership Orientation	19.60	17.20	9.00	15.00	22.50	27.00	30.50	5.50	20.00	1.00

Note. $\chi^2=8.54$, $df=9$, $p=.480$.

A Kruskal-Wallis rank sum test was conducted to assess if there were significant differences in consultation activities (preferred) between the levels of Leadership orientation. The results of the Kruskal-Wallis test were not significant, $\chi^2(8)=7.41$, $p=.493$, indicating that the mean rank of consultation activities (preferred) was not statistically significant different between levels of leadership orientation.

Figure 5 presents the boxplots of ranked consultation activities (preferred) by the levels of leadership orientation. Table 18 presents the results of the Kruskal-Wallis rank sum test.

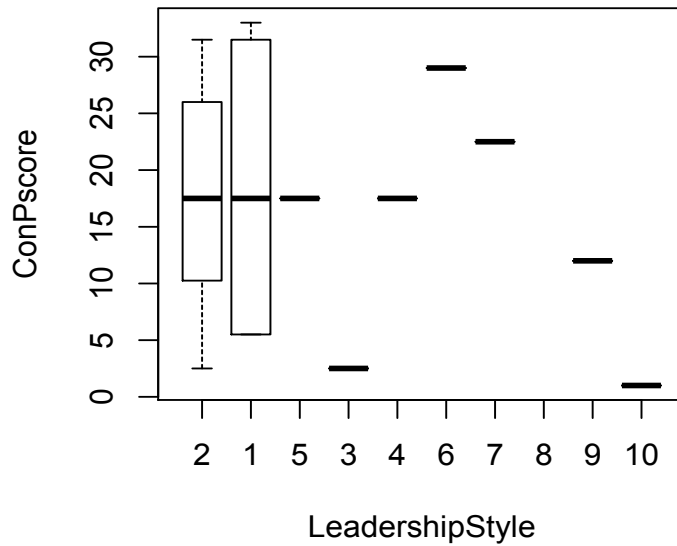


Figure 5. Boxplots of Ranked Consultation Activities (Preferred) by the Levels of Leadership Orientation.

Table 18

Kruskal-Wallis Rank Sum Test for Consultation Activities (Preferred) by Leadership Orientation

Variable	Mean Rank									
	1	2	3	4	5	6	7	8	9	10
Leadership Orientation	18.60	17.43	2.50	17.50	17.50	29.00	22.50		12.00	1.00

Note. $\chi^2=7.41$, $df=8$, $p=.493$.

A Kruskal-Wallis rank sum test was conducted to assess if there were significant differences in curriculum activities (actual) between the levels of leadership orientation. The results of the Kruskal-Wallis test were not significant, $\chi^2(9)=14.75$, $p=.098$, indicating that the mean rank of curriculum activities (actual) was not statistically significant between levels of leadership orientation. Figure 6 presents the boxplots of

ranked curriculum activities (actual) by the levels of leadership orientation. Table 19 presents the results of the Kruskal-Wallis rank sum test.

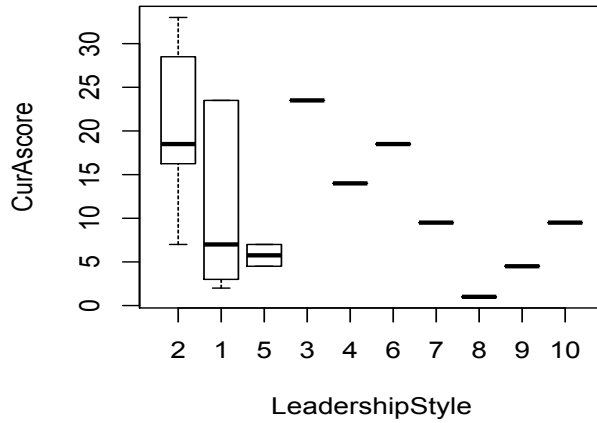


Figure 6. Boxplots of Ranked Curriculum Activities (Actual) by the Levels of Leadership Orientation.

Table 19

Kruskal-Wallis Rank Sum Test for Curriculum Activities (Actual) by Leadership Orientation

Variable	Mean Rank									
	1	2	3	4	5	6	7	8	9	10
Leadership Orientation	11.80	21.58	23.50	14.00	5.75	18.50	9.50	1.00	4.50	9.50

Note. $\chi^2=14.75$, $df=9$, $p=.098$.

A Kruskal-Wallis rank sum test was conducted to assess if there were significant differences in curriculum activities (preferred) between the levels of leadership orientation. The results of the Kruskal-Wallis test were not significant, $\chi^2(7)=4.87$, $p=.676$, indicating that the mean rank of curriculum activities (preferred) was not statistically significant between levels of leadership orientation. Figure 7 presents the boxplots of ranked

curriculum activities (preferred) by the levels of leadership orientation. Table 20 presents the results of the Kruskal-Wallis rank sum test.

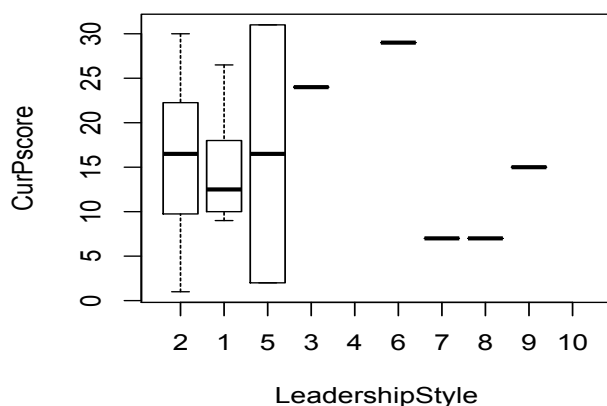


Figure 7. Boxplots of Ranked Curriculum Activities (Preferred) by the Levels of Leadership Orientation.

Table 20

Kruskal-Wallis Rank Sum Test for Curriculum Activities (Preferred) by Leadership Orientation

Variable	Mean Rank									
	1	2	3	4	5	6	7	8	9	10
Leadership Orientation	15.20	16.05	24.00		16.50	29.00	7.00	7.00	15.00	

Note. $\chi^2=4.87$, $df=9$, $p=.676$.

A Kruskal-Wallis rank sum test was conducted to assess if there were significant differences in coordination activities (actual) between the levels of leadership orientation. The results of the Kruskal-Wallis test were not significant, $\chi^2(9)=11.28$, $p=.257$, indicating that the mean rank of coordination activities (actual) was not statistically significant between levels of leadership orientation. Figure 8 presents the boxplots of

ranked coordination activities (actual) by the levels of leadership orientation. Table 21 presents the results of the Kruskal-Wallis rank sum test.



Figure 8. Boxplots of Ranked Coordination Activities (Actual) by the Levels of Leadership Orientation.

Table 21

Kruskal-Wallis Rank Sum Test for Coordination Activities (Actual) by Leadership Orientation

Variable	Mean Rank									
	1	2	3	4	5	6	7	8	9	10
Leadership Orientation	19.10	15.79	27.50	15.50	12.00	32.00	19.00	2.00	32.00	32.00

Note. $\chi^2=11.29$, $df=9$, $p=.275$.

A Kruskal-Wallis rank sum test was conducted to assess if there were significant differences in coordination activities (preferred) between the levels of leadership orientation. The results of the Kruskal-Wallis test were not significant, $\chi^2(9)=12.40$, $p=.192$, indicating that the mean rank of coordination activities (preferred) was not statistically significant between levels of leadership orientation. Figure 9 presents the

boxplots of ranked coordination activities (preferred) by the levels of leadership orientation. Table 22 presents the results of the Kruskal-Wallis rank sum test.

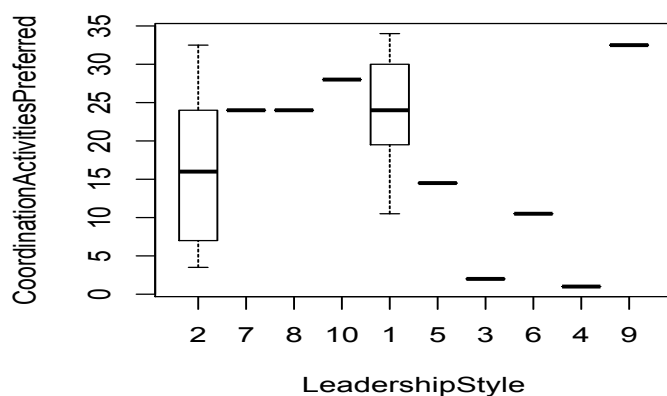


Figure 9. Ranked Values of Coordination Activities (Preferred) by the Levels of Leadership Orientation.

Table 22

Kruskal-Wallis Rank Sum Test for Coordination Activities (Preferred) by Leadership Orientation

Variable	Mean Rank									
	1	2	3	4	5	6	7	8	9	10
Leadership Orientation	23.60	16.30	2.00	1.00	14.50	10.50	24.00	24.00	32.50	28.00

Note. $\chi^2=12.40$, $df=9$, $p=.192$.

A Kruskal-Wallis rank sum test was conducted to assess if there were significant differences in other activities (actual) between the levels of leadership orientation. The results of the Kruskal-Wallis test were not significant, $\chi^2(9)=5.61$, $p=.778$, indicating that the mean rank of other activities (actual) was not statistically significant between levels of leadership orientation. Figure 10 presents the boxplots of ranked other activities (actual) by the levels of leadership orientation. Table 23 presents the results of the

Kruskal-Wallis rank sum test.

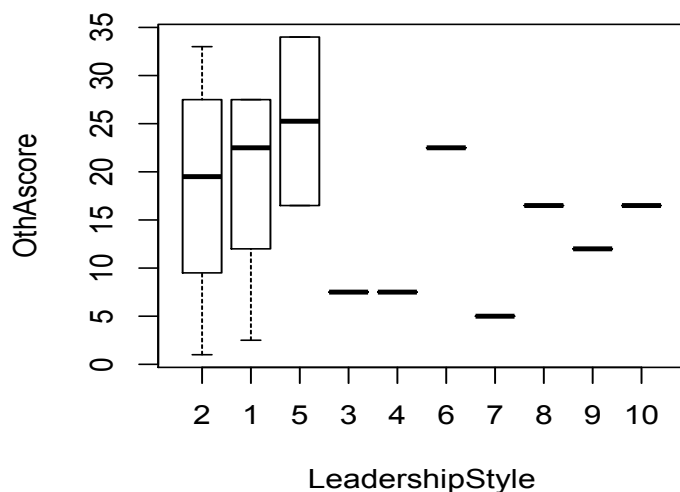


Figure 10. Boxplots of Ranked Other Activities (Actual) by the Levels of Leadership Orientation.

Table 23

Kruskal-Wallis Rank Sum Test for Other Activities (Actual) by Leadership Orientation

Variable	Mean Rank									
	1	2	3	4	5	6	7	8	9	10
Leadership Orientation	18.40	18.25	7.50	7.50	25.25	22.50	5.00	16.50	12.00	16.50

Note. $\chi^2=5.61$, $df=9$, $p=.778$.

A Kruskal-Wallis rank sum test was conducted to assess if there were significant differences in other activities (preferred) between the levels of leadership orientation. The results of the Kruskal-Wallis test were not significant, $\chi^2(9)=6.68$, $p=.671$, indicating that the mean rank of other activities (preferred) was not statistically significant between levels of leadership orientation. Figure 11 presents the boxplots of ranked other activities

(preferred) by the levels of leadership orientation. Table 24 presents the results of the Kruskal-Wallis rank sum test.

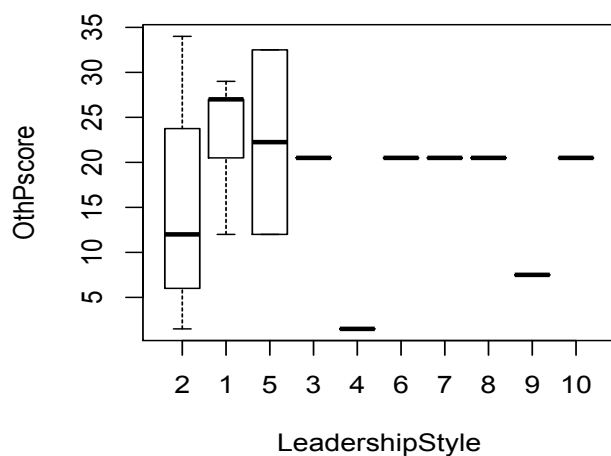


Figure 11. Boxplots of Ranked Other Activities (Preferred) by the Levels of Leadership Orientation.

Table 24

Kruskal-Wallis Rank Sum Test for Other Activities (Preferred) by Leadership Orientation

Variable	Mean Rank									
	1	2	3	4	5	6	7	8	9	10
Leadership Orientation	23.10	16.18	20.50	1.50	22.25	20.50	20.50	20.50	7.50	20.50

Note. $\chi^2=6.68$, $df=9$, $p=.671$.

Research Question 3: What is the relationship between school counselors' primary leadership orientation and school counselors' professional development preferences? A Kruskal-Wallis rank sum test was conducted to assess if there were significant differences in outreach between the levels of leadership orientation. The results of the Kruskal-Wallis test were not significant, $\chi^2(9)=9.64$, $p=.380$, indicating that

the mean rank of outreach was not statistically significant between levels of leadership orientation. Figure 12 presents the boxplots of ranked outreach by the levels of leadership orientation. Table 25 presents the results of the Kruskal-Wallis rank sum test.

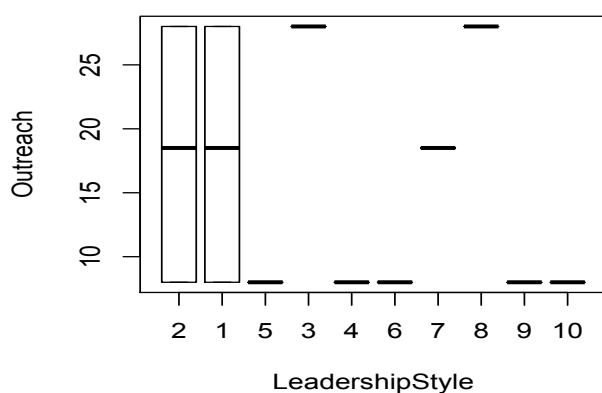


Figure 12. Boxplots of Ranked Outreach by the Levels of Leadership Orientation.

Table 25

Kruskal-Wallis Rank Sum Test for Outreach by Leadership Orientation

Variable	Mean Rank									
	1	2	3	4	5	6	7	8	9	10
Leadership Orientation	18.10	19.10	28.00	8.00	8.00	8.00	18.50	28.00	8.00	8.00

Note. $\chi^2=9.64$, $df=9$, $p=.380$.

A Kruskal-Wallis rank sum test was conducted to assess if there were significant differences in situational awareness between the levels of leadership orientation. The results of the Kruskal-Wallis test were not significant, $\chi^2(9)=9.38$, $p=.403$, indicating that the mean rank of situational awareness was not statistically significant between levels of leadership orientation. Figure 13 presents the boxplots of ranked situational awareness

by the levels of leadership orientation. Table 26 presents the results of the Kruskal-Wallis rank sum test.

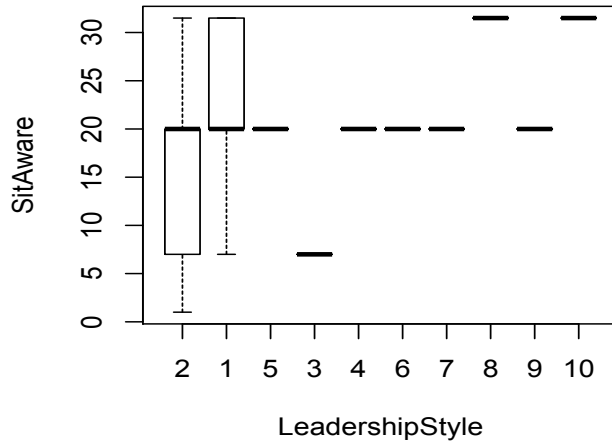


Figure 13. Boxplots of Ranked Situational Awareness by the Levels of Leadership Orientation.

Table 26

Kruskal-Wallis Rank Sum Test for Situational Awareness by Leadership Orientation

Variable	Mean Rank									
	1	2	3	4	5	6	7	8	9	10
Leadership Orientation	22.00	14.75	7.00	20.00	20.00	20.00	20.00	31.50	20.00	31.50

Note. $\chi^2=9.38$, $df=9$, $p=.403$.

A Kruskal-Wallis rank sum test was conducted to assess if there were significant differences in curriculum, instruction, and assessment between the levels of leadership orientation. The results of the Kruskal-Wallis test were not significant, $\chi^2(9)=10.44$, $p=.316$, indicating that the mean rank of curriculum, instruction, and assessment was not statistically significant between levels of leadership orientation. Figure 14 presents the

boxplots of ranked curriculum, instruction, and assessment by the levels of leadership orientation. Table 27 presents the results of the Kruskal-Wallis rank sum test.

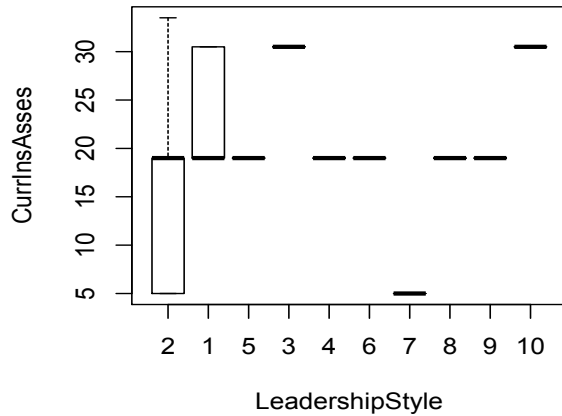


Figure 14. Boxplots of Ranked Curriculum, Instruction, and Assessment by the Levels of Leadership Orientation.

Table 27

Kruskal-Wallis Rank Sum Test for Curriculum, Instruction, and Assessment by Leadership Orientation

Variable	Mean Rank									
	1	2	3	4	5	6	7	8	9	10
Leadership Orientation	23.60	14.85	30.50	19.00	19.00	19.00	5.00	19.00	19.00	30.50

Note. $\chi^2=10.44$, $df=9$, $p=.316$.

A Kruskal-Wallis rank sum test was conducted to assess if there were significant differences in mentoring between the levels of leadership orientation. The results of the Kruskal-Wallis test were not significant, $\chi^2(9)=6.25$, $p=.715$, indicating that the mean rank of mentoring was not statistically significant between levels of leadership orientation. Figure 15 presents the boxplots of ranked mentoring by the levels of

leadership orientation. Table 28 presents the results of the Kruskal-Wallis rank sum test.



Figure 15. Boxplots of Ranked Mentoring by the Levels of Leadership Orientation.

Table 28

Kruskal-Wallis Rank Sum Test for Mentoring by Leadership Orientation

Variable	Mean Rank									
	1	2	3	4	5	6	7	8	9	10
Leadership Orientation	17.70	16.90	18.50	8.50	26.50	26.50	8.50	8.50	26.50	18.50

Note. $\chi^2=6.25$, $df=9$, $p=.715$.

A Kruskal-Wallis rank sum test was conducted to assess if there were significant differences in change agent between the levels of leadership orientation. The results of the Kruskal-Wallis test were not significant, $\chi^2(9)=6.60$, $p=.678$, indicating that the mean rank of change agent was not statistically significant between levels of leadership orientation. Figure 16 presents the boxplots of ranked change agent by the levels of leadership orientation. Table 29 presents the results of the Kruskal-Wallis rank sum test.

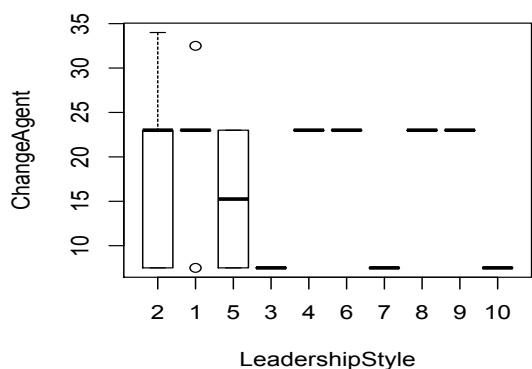


Figure 16. Boxplots of Ranked Change Agent by the Levels of Leadership Orientation.

Table 29

Kruskal-Wallis Rank Sum Test for Change Agent by Leadership Orientation

Variable	Mean Rank									
	1	2	3	4	5	6	7	8	9	10
Leadership Orientation	21.80	17.05	7.50	23.00	15.25	23.00	7.50	23.00	23.00	7.50

Note. $\chi^2=6.60$, $df=9$, $p=.678$.

Summary

Chapter 4 provided a detailed analysis of data collected. Research Question 1 used a chi-square test for independence. Research Questions 1 and 2 used the Kruskal-Wallis test to analyze data. For each research question, the null hypotheses were rejected. A table and figure were provided for each variable to further illustrate the data analysis. Chapter 5 provides a summary of the study. Further, Chapter 5 reviews the research questions that guided the study. Other sections of the study are discussion of findings, implications for school counselors, limitations, and recommendations for further study.

Chapter 5: Findings, Implications, and Recommendations for Further Study

Chapter 5 begins with a summary of the study and a discussion of the data. Next, the study reviews the findings, conclusions, limitations, and recommendations for further study. Lastly, this chapter analyzes findings as outlined in Chapter 4.

Summary

The purpose of this nonexperimental, quantitative study was to determine the relationship between school counselors' primary leadership orientation and several variables including specific demographic factors, actual and perceived job responsibilities, and professional development preferences. The literature review discussed the history of school counseling. The literature review also discussed the theoretical basis for the study. Bolman and Deal's Four Framework Model describes four multiframe leadership orientations: political, structural, symbolic, and human resources. Furthermore, the literature review provided information about several educational leadership models applicable to school counselors, barriers to leadership, and professional development for school counselors.

Providing a framework for school counselor leadership was integral in exploring issues related to this study. The study analyzed Bolman and Deal's Four Framework Model in relation to school counselor leadership. Generally, Bolman and Deal's Four Framework Model has been related to people in managerial positions outside of education. The link between school counselor leadership and Bolman and Deal's Four Framework Model was clearly established in the literature review. Upon establishing a solid framework, the study continued with additional analysis.

In order to address each research question, relevant instruments were selected.

Two commercial scales were used to identify counselors' primary leadership orientation and actual/preferred job activities: Bolman's Leadership Orientations Questionnaire and Scarborough's SCARS. The researcher created a seven-question demographic questionnaire. Last, the researcher created a two-item professional development questionnaire. Three questions served as the foundation of the study.

1. What is the relationship between school counselors' primary leadership orientation and specific demographic factors (current grade level served, total number of years as a counselor, and prior teaching experience)?
2. What is the relationship between school counselors' primary leadership orientation and actual and perceived job responsibilities?
3. What is the relationship between school counselors' primary leadership orientation and school counselors' professional development preferences?

Possible participants were comprised of school counselors in the Appleton County School District. Thirty-seven counselors were given the opportunity to participate in the study. A total of 34 counselors returned surveys, representing a 92% response rate.

Discussion of Findings

Educational leadership cannot be defined in one sentence or paragraph. It is even more difficult to define school counselor leadership. As this study indicates, school counselor leadership is personal among counselors depending on many variables. Consequently, one cannot assume that school counselors will identify more with one leadership orientation than another.

The chi-square test for independence was used to analyze the relationship between school counselors' primary leadership orientation and specific demographics.

There was no significant difference between leadership orientation and the following categorical variables: (1) grade level served, (2) years as a certified school counselor, and (3) certifications held. Education was not included in the categorical variables because 100% (n=34) of participants had a master's degree.

There was no statistical significance between the independent variable and the categorical variables. The p value of each categorical variable was less than .05; therefore, the null hypothesis was rejected. This study concluded that 12% (n=5) of participants identified with multiple orientations. An analysis of leadership orientations found the following multiple leadership orientations: (1) structural/human resources, (2) human resources/political/symbolic, (3) human resources/symbolic, and (4) structural/human resources/symbolic. The leadership orientations were not correlated with the participant. While the study found that a majority of participants identified with the structural framework, Wong (2013) posited that a majority of school counselors identify most with the human resources frame. It should be noted that Wong's study used a larger sample. The data demonstrate that participants frequently identify with multiple leadership orientations.

A Kruskal-Wallis rank sum test was utilized to determine the relationship between school counselors' primary leadership orientation and actual/preferred job responsibilities. Also, a Kruskal-Wallis rank sum test was used to determine if there was a relationship between school counselors' primary leadership orientation and professional development preferences. The p value of each test was less than .05, thus the null hypothesis was rejected. Had the p value of the dependent variables been over .05, a Mann-Whitney U test would have been used to determine differences between groups.

Implications for School Counselors

Having identified the primary leadership orientations of school counselors, the skills, strategies, and characteristics of the structural, symbolic, human resources, and political leader provide counselors with additional knowledge and insight into their own practices. It is advisable that school counselors focus on areas of the framework in which they are not as strong (i.e., political) as a means of trying to strengthen those skills. Similarly, strengths-based leadership can be broken into three stages: (1) identification of talent, (2) integration into how one views him/herself, and (3) behavioral change (Clifton & Harter, 2003). “Strengths-based development has been applied in several settings, with programs designed for leaders, managers, salespeople, customer service representatives, nurses, teachers, students and more” (Hodges & Clifton, 2004, p. 263).

This study implies that counselors should also focus on using multiple frames depending on the situation. The analysis and findings suggest that counselors take the Leadership Orientations Questionnaire in order to gain individual insight into their strengths as a leader and areas in which they can improve. Having this information, along with more specific information that describes the four frames, can help counselors increase leadership and advocate for professional development related to counseling-related topics. More specifically, descriptive statistics revealed that some counselors maintain multi-frames as leadership orientations (18%). However, 59% of participants choose answers that demonstrated that they were primarily structural leaders. This information suggests that school counselors may need training in multi-frame decision making.

ASCA (2012) maintained that school counselor leadership is imperative in

creating a comprehensive school counseling program. Educational reform measures in North Carolina require all educators to be evaluated on their leadership skills within the schools, in the community, and at the district level. Within the past 3 years in North Carolina, the expectation was that school counselors are expected to examine their leadership skills in relation to their impact on student learning. In addition, school counselors are also required to have a positive impact on school culture and climate. The four frames are representative of the current system in which the state of North Carolina evaluates counselors. This information is not restricted to the district in the study but can serve as a method of providing more direct and specific information for counselors.

For these reasons, school counselors have had to become more aware of their leadership skills in terms of their impact on schools in which they work. At the same time, school counselors must be more aware of how their comprehensive school counseling program affects the school. They must also practice leadership behaviors that lead to strong comprehensive school counseling programs. This assertion is also found in literature. “We believe leadership may be the essential practice needed to mobilize comprehensive school counseling program implementation” (Young & Kneale, 2013, p. 3). To this end, school counselors need opportunities to apply learned and new leadership skills. In order to affect change, school counselors need to understand how their daily activities relate to their leadership within the school.

In support of counselors participating in quality leadership-focused professional development, Brown and Trusty (2005) noted that school counselors should receive training in leadership skills. Part of this study focused on specific areas that the ASCA deemed necessary for improved leadership skills. Likewise, ASCA supported leadership-

based professional development for practicing counselors and counselors-in-training. The findings of this study provide specific information about an area in which leadership-based professional development ASCD counselors are interested. Counselors in this study were most interested in mentoring.

More specifically, based on the findings of this study, counselors ranked situational awareness overwhelmingly. Sixty-eight percent of participants indicated that they were very interested (18%) or interested (50%). School counselors should have the ability to understand “unwritten rules” of their school and an ability to use that information to address current and potential problems. This method of problem solving requires a multi-frame approach to resolving issues within the organization. Further, having situational awareness brings counselors out of a single role and allows them to interact with other stakeholders.

Conversely, 30% of school counselors stated that they were very interested (6%) or interested (24%). Based on current research, one could surmise that mentors would have a higher percentage of participants describing their preference for mentors as “interested” or “very interested.” Mentors, according to Xiuli (2011), provide guidance and support to another professional. Mentoring includes ongoing conversations, goal setting, and observations. A mentor is skilled in specific subject matter and provides emotional support. It should be noted that the Appleton County School District does not have a formal or informal mentoring program. While a larger, adjacent school district has an organized mentor program for beginning school counselors, the Appleton County School District does not have this type of program. A larger district in close proximity to the Appleton County School District has an organized school counselor mentor. Their

program includes peer evaluations and observations. Perhaps because school counselors who have worked in the Appleton County School District have not had experience with an organized mentor program, they do not understand the benefits of this type of program. Lastly, the literature review in this study focused on barriers to professional development. All participants indicated that one barrier to professional development is not having the ability to leave school to participate in professional development during the school day. Conversely, only 9% of school counselors stated that expenses (i.e., lodging, traveling, babysitting) were barriers in the participation of professional development. This is helpful information for those tasked with the responsibility of creating professional development opportunities. It should be noted that approximately five years ago, the ASCD counselors attended a professional development/retreat in a location that was 3 hours away from the district. The retreat took place over a weekend, and school counselors had to pay 50% of their lodging fees. In subsequent years, this retreat was not planned due to a decreasing amount of funds provided by the school system.

“Although a body of research of school counselor leadership practices has begun to emerge, researchers thus far have been impeded by a lack of leadership instruments designed for and normed on school counselors” (Young & Bryan, 2015, p. 3). The current study utilized the Leadership Orientation Questionnaire to determine school counselors’ leadership orientations/styles. The study also used SCARS to analyze school counselors’ actual and preferred job performance. Further research on school counselor leadership using additional leadership tools such as the Leadership Practices Inventory (LPI) and the School Counselor Leadership Survey should be considered.

Specifically for this study, it is important to note that when analyzing leadership orientation, information from SCARS can be used to assist in evaluating counselors' comprehensive school counseling program. When related to professional development, SCARS can be used as a way to educate school officials and stakeholders about the job duties of school counselors. It helps to answer the question, "How are schools different because of school counselors?" Professional development for graduate students can be used to assist with helping them to understand what the job should entail and what it actually entails, according to practicing school counselors.

Limitations

The aim of this study was to determine if the primary leadership orientation (independent variables) had an effect on the identified dependent variables. Although many studies seek to find a causal relationship, the purpose of this study was to determine if there was a relationship between the independent variable and dependent variable.

In all research studies, threats to external and internal validity must be addressed. The current researcher assessed this study for threats to both external and internal validity. "Discussing threats to internal and external validity has at least three advantages. First and foremost, providing information about the sources of invalidity allows the reader to place the researchers' findings in their proper context" (Onwuegbuzie, 2000, p. 10). To this end, identifying threats to internal and external validity helps the researcher provide insight into directions for future study. This section discusses both external and internal validity as they relate to the findings of this study.

Christensen (2001) described external validity as "the extent to which the results can be generalized to and across populations, settings, and times" (p. 200). As stated in

Chapter 1, this study is not generalizable to other populations because the focus of the study was only on school counselors in the Appleton County School District. Making statistical conclusions based on effect size could have been a threat to internal validity in this study. The Hawthorne effect is another threat to external validity. The Hawthorne effect, according to Wickström and Bendix (2000), is defined as a “behavioral change due to an awareness of being observed” (p. 363). Because the topic required participants who had experience with school counselor job duties, only certain people in the district were eligible to participate in the study. A small population was advisable because the district being studied had a total number of 37 eligible participants. Regarding population size, Onwuegbuzie (2000) noted,

Population validity is a threat in virtually all educational studies because (A) all members of the target population rarely are available for selection in a study, and (B) random samples are difficult to obtain due to practical considerations such as time, money, resources and logistics. (p. 31)

This concern was addressed in Chapter 3. Nonparametric measures were used to offset the fact that there were a total of 34 participants who participated in the study.

The findings in this study were based on data collected from the Leadership Orientations Questionnaire and SCARS. Bolman (2010) specifically discussed the reliability and validity of the instruments. Bolman (2010) provided a statement in the scoring section of the questionnaire:

If anyone asks, the instrument's reliability is high but the validity is not so high. Self-ratings of leadership tend not to be highly valid, and the forced-choice nature of the instrument creates limitations as well. The instrument is more useful

for stimulating thinking and learning than for providing an accurate snapshot of an individual's leadership behavior. (p. 3)

The current researcher also assessed internal validity of the study. Internal validity is defined as “the condition that observed difference on the dependent variable are a direct result of the independent variable, not some other variable” (Gay & Airasian, 2000, p. 345). One threat to internal validity related to this study is generalization. Confounding variables are extra values that the researcher did not account for when planning the methodology. Confounding variables can introduce bias and affect statistical results. In relation to this study, all efforts were made to avoid any threats to internal validity. In focusing on increasing internal validity, another researcher could focus specifically on school counselors with a certain amount of years of experience. This measure could have, for example, focused on school counselors with a certain number of years of experience to identify those who had enough time to learn about and apply various leadership skills.

This action was not selected because controlling variables would not have given complete insight into the unique population identified. The rationale for purposive sampling was discussed in Chapter 3. Instrumentation could be a threat to internal validity, according to Onwuegbuzie (2000). Many researchers feel that the lack of internal validity renders their findings less credible; however, studies are not generally 100% reliable or valid.

A second limitation might be whether participants answered questions honestly. Based on participants' 3-year working relationship with the researcher, participants may have responded in a manner to ensure that they have more desirable leadership qualities.

Although the response rate was high (92%), other researchers may not have as much success depending on their relationship with the participants. In this study, the high response rate can most likely be attributed to the participants' working relationship with the researcher and the fact that participants saw the researcher several times during the data collection process.

Following the data collection methods in this study, one could replicate the study using random sampling on a larger population using the ASCA listserv or a similar listserv. Utilizing these suggestions would more than likely provide findings that can be generalized to a wider population. In addition, a randomized, larger population would allow the researcher to use an ANOVA to test research questions. This is a more reliable statistical measure for larger populations.

Recommendations for Further Study

While this study focused on the relationship between school counselors' primary leadership orientation on several demographic variables, actual and preferred counseling activities and professional development preferences, other studies based on leadership orientation can use other dependent variables to measure differences. Moreover, it is recommended that further research should focus on investigating orientation and its direct effect on leadership behaviors. This information can provide a deeper understanding of leadership within the context of school counselors' daily activities and specific expectations of the evaluative process in North Carolina. Finally, the research provides important ideas for district supervisors, principals, assistant principals, and others who work with school counselors. A mixed-methods approach can also be used when replicating this study. The Leadership Orientations Questionnaire could be coupled with

a small number of follow-up questions.

A qualitative study would provide a rich dialogue regarding primary, secondary, and tertiary leadership orientations of school counselors. Furthermore, a qualitative study would capture the behaviors/job duties counselors perform on a daily basis. These behaviors and job duties could then be analyzed to determine the relationship between each of Bolman and Deal's frames. This information is important when principals and school counselors begin conversations at the beginning of the school year. The first activity for programs seeking RAMP status is a management contract between principals and counselors. The purpose of this management agreement is to discuss counselors' overall plans for implementing a comprehensive school counseling program (ASCA, 2012). This management agreement should include how counselors intend to incorporate leadership into their program. Additionally, a qualitative study utilizing Bolman and Deal's Four Framework Model could assist counselors with less than 5 years of experience in understanding what leadership behaviors yield specific results within the district. Janson's (2009) study (using the Q methodology) that sought to determine how high school counselors perceived their leadership skills can be a model for qualitative work in this area. Bolman and Deal's Four Framework Model is the theoretical foundation for the Janson study. Janson concluded that an analysis of the four frames resulted in several groupings that represented how high school counselors perceived their leadership behaviors. The following groupings were found in the qualitative study: (1) engaging systems change agent, (2) ancillary school counseling program manager, (3) self-focused and reflective exemplar, and (4) empathetic resource broker. The current study used two instruments related to leadership; however, further research on school

counselor leadership using additional leadership instruments such as the LPI and the School Counselor Leadership Survey should be considered.

“The unique situation of each school and each school counselor’s role in it requires distinct leadership approaches” (Janson, 2009, p. 95). Similarly, the current study determined that counselors in the Appleton County School District used the four frames to make situations in unique and diverse settings. Although the study found no significant relationships, important information can be gleaned from the instruments used in the study and other instruments related to educational leadership. Most importantly, the findings of this research add to the body of knowledge regarding school counselor leadership and suggest that research in this area should continue.

Specifically for this study, it is important to note that when analyzing leadership orientation, information from SCARS can be used to assist in evaluating a counselors’ comprehensive school counseling program. When related to professional development, SCARS can be used as a way to educate school officials and stakeholders about the job duties of school counselors. It helps to answer the question, “How are schools different because of school counselors?” Professional development for graduate students can be used to assist with helping them understand what the job should entail and what it actually entails, according to practicing school counselors.

The conclusion of this study and other research demonstrate the continuing importance of school counselor leadership. Leadership is complex and difficult to define; however, the focus on leadership models such as Bolman and Deal’s Four Framework Model helps to operationalize school counselor leadership. This body of work and others can assist counselors in meeting the needs of 21st century learners through improved

leadership skills.

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Appendix A

School Counselor Leadership Questionnaire (SCARS)

School Counselor Activities Rating Scale (SCARS)

Ratings: Please place the corresponding number in each box.

1=I **never** do this

2=I **rarely** do this.

3=I **occasionally** do this

4=I **frequently** do this

5=I **routinely** do this

1=I would prefer to **never** do this

2=I would prefer to **rarely** do this.

3=I would prefer to **occasionally** do this

4=I would prefer to **frequently** do this

5=I would prefer to **routinely** do this

	ACTUAL	PREFER
COUNSELING ACTIVITIES		
Counsel with students regarding personal/family concerns		
Counsel with students regarding student behavior		
Counsel students regarding crisis/emergency issues		
Provide small group counseling addressing relationship/social skills		
Conduct small groups regarding family/personal issues (e.g. divorce, death)		
Conduct small group counseling for students regarding substance abuse issues (own use or family/friend use)		
Follow-up on individual and group counseling participants		
Counsel students regarding academic issues		
CONSULTATION ACTIVITIES		
Consult with school staff concerning student behavior		
Consult with community and school agencies concerning individual students		
Consult with parents regarding child/adolescent development issues		
Coordinate referrals for students and/or families to community or education professionals (e.g. mental health, speech pathology, medical assessment)		
Assist in identifying exceptional children (special education)		
Provide consultation for administrators (regarding school policy programs, staff and/or students)		
Participate in team/grade level/subject team meetings		
CURRICULUM ACTIVITIES		
Conduct classroom activities to introduce yourself and explain the counseling program to all students		

Conduct classroom lessons addressing career development and the world of work		
Conduct classroom lessons on various personal and/or social traits (e.g. responsibility, respect, etc)		
Conduct classroom lessons on relating to others (family, friends)		
Conduct classroom lessons on conflict resolution		
Conduct classroom lessons regarding substance abuse		
Conduct classroom lessons on personal safety issues		
COORDINATION ACTIVITIES		
Coordinate special events and programs for school around academic, career, or personal/social issues (e.g. career day, drug awareness week, test prep)		
Coordinate and maintain a comprehensive school counseling program		
Inform parents about the role, training, program, and interventions of a school counselor within the context of your school		
Conduct or coordinate parent education classes or workshops		
Coordinate school-wide response for crisis management and intervention		
Inform teachers/administrators about the role, training, program, and interventions of a school counselor within the context of your school		
Conduct or coordinate teacher in-service programs		
Keep track of how time is being spent on the functions that you perform		
Attend professional development activities (e.g. state conferences, local in-service)		
Formally evaluate student progress as a result of participation in individual/group counseling from student, teacher and/or parent perspectives		
Coordinate orientation process/activities for students		
OTHER ACTIVITIES		
Participate on committee within the school		
Coordinate the standardized testing program		

Organize outreach to low income families (i.e. Thanksgiving dinners, Holiday families)		
Respond to health issues (e.g. check for lice, eye screening, 504 coordination)		
Perform hall, bus, cafeteria duty		
Schedule students for classes		
Enroll student in and/or withdraw students from school		
Maintain/Complete educational records/reports (cumulative files, test scores, attendance reports, drop-out reports)		
Handle discipline of students		
Substitute teach and/or cover classes for teachers at your school		

Source: Scarborough (2005). School Counseling Activities Rating Scale

Appendix B

Bolman's Leadership Orientations Questionnaire (Short Form)

Leadership Orientations Questionnaire

This questionnaire asks you to describe yourself as a manager and leader. For each item, give the number "4" to the phrase that best describes you, "3" to the item that is next best, and on down to "1" for the item that is least like you.

1. My strongest skills are:

- _____ a. *Analytic skills*
- _____ b. *Interpersonal skills*
- _____ c. *Political skills*
- _____ d. *Flair for drama*

2. The best way to describe me is:

- _____ a. *Technical expert*
- _____ b. *Good listener*
- _____ c. *Skilled negotiator*
- _____ d. *Inspirational leader*

3. What has helped me the most to be successful is my ability to:

- _____ a. *Make good decisions*
- _____ b. *Coach and develop people*
- _____ c. *Build strong alliances and a power base*
- _____ d. *Inspire and excite others*

4. What people are most likely to notice about me is my:

- _____ a. *Attention to detail*
- _____ b. *Concern for people*
- _____ c. *Ability to succeed, in the face of conflict and opposition*
- _____ d. *Charisma*

5. My most important leadership trait is:

- _____ a. *Clear, logical thinking*
- _____ b. *Caring and support for others*
- _____ c. *Toughness and aggressiveness*
- _____ d. *Imagination and creativity*

6. I am best described as:

- _____ a. *An analyst*
- _____ b. *A humanist*
- _____ c. *A politician*
- _____ d. *A visionary*

_____	_____	_____	_____	_____
ST	HR	PL	SY	Total

@ 1988, Lee G. Bolman and Terrence E. Deal. All rights reserved. This survey is based on ideas in Bolman and Deal's *Reframing Organizations: Artistry, Choice and Leadership* (San Francisco: Jossey-Bass, 1991, 1997, 2003)

Computing Scores:

Compute your scores as follows:

$$ST = 1a + 2a + 3a + 4a + 5a + 6a$$

$$HR = 1b + 2b + 3b + 4b + 5b + 6b$$

$$PL = 1c + 2c + 3c + 4c + 5c + 6c$$

$$SY = 1d + 2d + 3d + 4d + 5d + 6d$$

Administering the instrument

When administering the instrument, emphasize that it is a forced-choice instrument, and that it is important to follow the directions in order to get useful results.

How to score the instrument:

Add up all the a's (1a + 2a etc.) for the structural score and put it next to the ST code at the bottom of the page. Then, in the same way, add all the b's for HR, the c's for Political, and d's for Symbolic. The four scores should total 60. If not, respondents should check their work.

Then ask them to plot their scores on the graphic in the scoring handout.

Discussing the Results

After individuals have completed and scored the form, we often collect high scores and low scores for each frame, and display them on a blackboard or flipchart. (Ties are possible -- a person can be equally high or low on more than one frame.) This gives a rough indication of the distribution of frame orientations in a group. An effective

discussion activity once people have computed their scores is to ask them to meet in small groups (typically, 2-4 people) and discuss two questions:

(1) Do the results seem right? (That is, do individuals feel that their scores make sense? If not, what's wrong, or what's missing?) In some cases, if people feel the results are completely wrong, it turns out that they filled out the instrument incorrectly.

(2) Are the results what they want? (That is, given their sense of the kind of leader they want or need to be, how well do these results fit?)

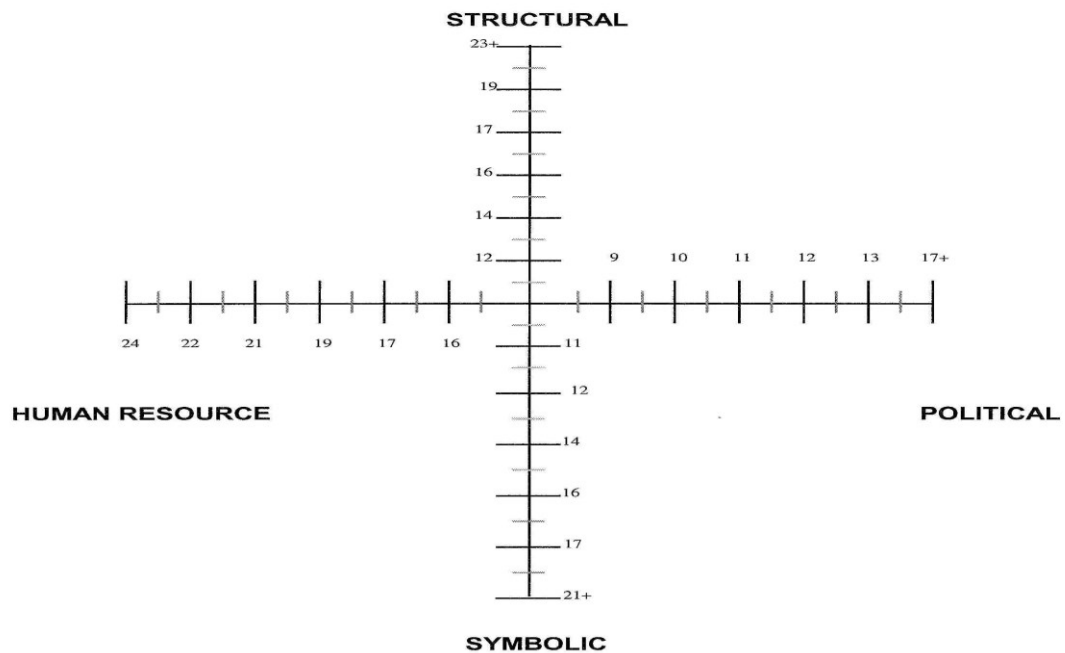
If anyone asks, the instrument's reliability is high but the validity is not so high. Self-ratings of leadership tend not to be highly valid, and the forced-choice nature of the instrument creates limitations as well. The instrument is more useful for stimulating thinking and learning than for providing an accurate snapshot of an individual's leadership behavior.

LEADERSHIP ORIENTATIONS SCORING

The Leadership Orientations instrument is keyed to four different conceptions of organizations and of the task of organizational leadership. Plot each of your scores on the appropriate axis of the chart below:

ST for Structural, HR for Human Resource, PL for Political, SY Symbolic. Then read the brief description of each of these. Then read the brief description of Each of these

Bolman (2010). *Research using leadership orientations survey instrument.*



Appendix C

Superintendent's Permission to Conduct Study

----- Original Message -----

> From: "Patrice Banks" <banksps@xxx.xx.nc.us>
 > To: "XXXXXX" <xxxxxxxxxxxx>
 > Cc: "Patrice Banks-Rogers" <pbanksrogers@gardner-webb.edu>
 > Sent: Monday, March __, 2016 12:01:18 PM
 > Subject: Permission to Conduct Study for Dissertation

On March __, 2016, at 10:32 PM, Patrice Banks <banksps@xxx.xx.xxx> wrote:

I am writing to request written permission to conduct a study as partial requirement for the completion of my dissertation related to school counselor leadership.

Attached you will find a copy of the Gardner-Webb University Institutional Review Board application to conduct research with human subjects. It should be noted that the school system will not be identified. Raw data from counselors' responses will be kept confidential.

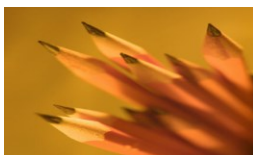
Please do not hesitate to contact me if you have questions and/or concerns in this matter.

Patrice S. Banks M. Ed, Ed.S

From: "Superintendent"
 To: "Patrice Banks" <banksps@xxx.xx.xxx.>
 Sent: Tuesday, March __, 2016 9:46:10 AM
 Subject: Re: Permission to Conduct Study for Dissertation

Permission granted. I wish you well.

Appendix D
Informed Consent



From the Desk of
Ms. Patrice Banks
School Counselor

Invitation to Participate in School Counselor Leadership Questionnaire

Date

Greetings,

You are invited to complete a survey that will ask questions to help the researcher determine your primary leadership style. You will have time to complete the study while at the monthly PLC meeting. The study is also aimed at allowing counselors in our district to give their perceptions of individual leadership, actual and preferred job duties and views on school counselor leadership professional development. You may also complete the form using paper and pencil. If you wish to complete a paper copy, instead of online, please let me know.

This study is being conducted to fulfill the requirements for the degree of Doctor of Education in the area of Curriculum and Instruction at Gardner-Webb University. The data may be used in presentations/publications. **However, your participation in the study is confidential.** I can be reached via email at banksps@xxxxxx.edu. This dissertation is supervised by Dr. Sydney Brown., Ph.D. (Committee chair). She can be reached at xxx-xxx-xxxx or (email address).

Participation in the Study

Participation in this study should take approximately 20 to 30 minutes. The questionnaire has four sections and 61 questions. Participation will involve responding to questions about your school leadership behaviors. *Participation in this study is strictly voluntary.* The risks associated with the study are minimal. If however, you are uncomfortable at any time throughout the survey, you are free to discontinue the survey at any time. I respect your right to choose not to answer any questions that may make you feel uncomfortable. Refusal to participate or withdrawal from the study will not involve a penalty or loss of benefits to which you are entitled.

Confidentiality

Your responses will be identified by a code number only and will remain separate from information that could identify you. This is done to protect the confidentiality of your responses. Only the researcher will have access to your individual data and any reports generated as a result of the data. **The school system's name will not be identified in the study.** Although no questions in this interview address it, I am bound by American Counselors' Association ethics to tell you that if information is revealed

concerning suicide, homicide, or child abuse/neglect, it is required by law that this be reported to the proper authorities.

If you have any concerns or complaints about the content of the survey or questions included in the survey, please contact Dr. X IRB Institutional Administrator at xxx-xxx-xxxx or email at (email address).

You may keep this page for your records. Please complete the electronic or paper acknowledgement statement before beginning the survey. If you do not understand any part of the above statement, please ask the researcher any questions you may have.

Below is a copy of the acknowledgement statement located on the electronic survey:

I have read and understand the foregoing descriptions of the study which is a requirement for the fulfillment of the degree of Doctor of Education in Curriculum and Instruction. I have received a satisfactory explanation of any language that I did not fully understand. I agree to participate in this study, and I understand that I may withdraw my consent at any time. I understand that I can receive a paper copy of the consent form, by request.

☐ I agree to participate in this study.

☐ I do not agree to participate in this study.

Warmest Regards,

Patrice S. Banks, School Counselor
Gardner-Webb University
Doctoral Candidate

Thank you for agreeing to take the survey! Have a super 2015-2016 school year!

Appendix E

Second Email Request for Participation in the Study

To : Appleton County School Counselors

From: Patrice S. Banks

Date:

Subject: Reminder to complete School Leadership Survey/Questionnaire

Thank you to all of you who have responded to the School Leadership Survey/Questionnaire discussed in the last PLC meeting. If you have not yet participated, please take time to complete the survey. Additional blank surveys have been sent to each school.

Again, thank you so much for agreeing to participate in the survey.

Patrice Banks, M.Ed, Ed.S

Appendix F

School Counselor Leadership Questionnaire

SCHOOL COUNSELOR LEADERSHIP QUESTIONNAIRE

Section 1: Demographics

What is your gender?

Male

Female

2. What is your age?

20-24

25-34

35-44

45-54

55 years or above

3. What is your highest level of education (completed)?

Master's

Educational Specialist (Ed.S)

Doctorate degree

4. What grade level do you currently serve?

Elementary (Pre-K/K-5)

Middle (6-8)

High (9-12)

5. How many years have you been a certified school counselor?

0-5 years

6-10 years

11-15 years

15-20 years

20 years or more

6. Mark any additional counseling-related certification you have.

School Counselor (K-12)

NCC

NBCC

NBCT

LPC

LPCA

Other: _____

Section 2: Leadership Style

7. My strongest skills are:

Analytic skills

Interpersonal skills

Political skills

Flair for drama

8. The best way to describe me is:

Technical expert

Good listener

Skilled negotiator

Inspirational leader

9. What has helped me to be most successful is my ability to:

Make good decisions

Coach and develop people

Build strong alliances and a power base

Inspire and excite others

10. What are most people likely to notice about me is my:

Attention to detail

Concern for people

Ability to succeed in the face of conflict and opposition

Charisma

- | | |
|--|-----------------------------|
| 11. My most important leadership trait is: | 12. I am best described as: |
| Clear, logical thinking | An analyst |
| Caring and support for others | A humanist |
| Toughness and aggressiveness | A politician |
| Imagination and creativity | A visionary |

Section 3: School Activities Rating Scale

Below is a list of functions that may be performed by school counselors. In Column 1, please write the number that indicates the frequency with which you ACTUALLY perform each function. In Column 2, please write the number that indicates the frequency with which you would PREFER to perform each function.

1=never 2=rarely 3=occasionally 4=frequently 5=routinely	ACTUAL	PREFERRED
Counseling Activities Questions 13-21		
13. Counsel with students regarding personal/family concerns		
14. Counsel with students regarding school behavior		
15. Counsel students regarding crisis/emergency issues		
16. Counsel with students regarding relationships (e.g. family, friends, romantic)		
17. Provide small group counseling for academic issues		
18. Conduct small groups regarding family/personal issues (e.g. divorce, death)		
19. Conduct small group counseling for students regarding substance abuse issues (own use or family/friend use)		
20. Follow-up on individual and group counseling participants		
21. Counsel students regarding academic issues		

1=never 2=rarely 3=occasionally 4=frequently 5=routinely	ACTUAL	PREFERRED
Consultation Activities Questions 22-28		
22. Consult with school staff concerning student behavior		
23. Consult with community and school agencies concerning individual students.		
24. Consult with parents regarding child/adolescent development issues		
25. Coordinate referrals for students and/or families to community or education professionals (e.g. mental health agencies, speech pathology, medical assessment).		
26. Assist in identifying exceptional children (special education)		
27. Provide consultations for administrators (regarding school policy, programs, staff and/or students)		
28. Participate in team/grade level/subject team meetings		
Curriculum Activities Questions 29-36		
29. Conduct classroom activities to introduce yourself and explain the counseling program to all students.		
30. Conduct classroom lessons addressing career development and the world of work		
31. Conduct classroom lessons on various personal and/or social traits (e.g. responsibility, respect, etc)		

32. Conduct classroom lessons on relating to others (family, friends)		
---	--	--

1=never 2=rarely 3=occasionally 4=frequently 5=routinely	ACTUAL	PREFERRED
Coordination Activities Questions 37-49		
37. Coordinate special events and programs for school around academic, career, or personal/social issues (e.g. career day, drug awareness week, test prep)		
38. Coordinate and maintain a comprehensive school counseling program.		
39. Inform parents about the role, training, program and interventions of a school counselor within the context of your school.		
40. Conduct or coordinate parent education classes or workshops.		
41. Coordinate school-wide response for crisis management and intervention		
42. Inform teacher/administrators about the role, training, program and interventions of a school counselor within the context of your school.		
43. Conduct or coordinate teacher in-service programs		
44. Keep track of how time is being spent on the functions that you perform.		
45. Attend professional development activities (e.g. state conferences, local in-service)		
46. Coordinate with an advisory team to analyze and respond to school counseling program needs		
47. Formally evaluate student progress as a result of participation in individual/group counseling from a student, teacher and/or parent perspectives.		

48. Conduct needs assessments and counseling program evaluations from parents, faculty and/or students.		
49. Coordinate orientation process/ activities for students.		
“Other Activities” Questions 50-59		
50. Participate on committees within the school.		
51. Coordinate the standardized testing program.		
52. Organize outreach to low income families (i.e. Thanksgiving dinners, Holiday families)		
53. Respond to health issues (e.g. check for lice, eye screening, 504 coordinator)		
54. Perform hall, bus, cafeteria duty		
55. Schedule students for classes		
56. Enroll students in and/or withdraw students from school		
57. Maintain/complete educational records/reports (cumulative files, test scores, attendance reports, drop-out reports)		
58. Handle discipline of students		
59. Substitute teacher and/or cover classes for teachers at your school		

Section 4: Professional Development

6 Extremely interested	5 Very interested	4 Interested	3 Somewhat interested	2 Slightly interested	1 Not interested
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	60A. Outreach Advocate and serve as a spokesman for the school to all stakeholders.
	60B. Situational Awareness Aware of the undercurrent regarding the functioning of the school and use this information to address current and potential problems.
	60C. Involvement in Curriculum, Instruction and Assessment: Direct involvement in design and implementation of curriculum, instruction and assessment practices.
	60D. Mentoring/evaluating: Monitor the effectiveness of school practices of their impact on student learning.
	60E. Change Agent: Maintain a disposition to challenge the status quo

61. Please identify any barriers you have experienced while attempting to complete professional development? (Choose all that apply. You may write in the "Other" section.

- A. Not enough time to take professional development.
- B. Expenses (i.e. travel, lodging, babysitting)
- C. Difficulty leaving school for training (i.e. servicing the needs of students/administration)
- D. Very little or no school counseling related to school counselor
- E. Difficulty finding suitable/relevant school counselor professional development
- F. Other: _____

Appendix G

Copyright Permission to Use Bolman's Leadership Orientations Questionnaire

Copyright Notice

The survey and the scoring handout are both copyrighted. We grant instructors in college and university courses automatic permission to make copies for their students, on condition that the copies carry the copyright notice and author credits. We extend the same permission to students in college and university courses. For questions about permission for other uses, write Lee Bolman at bolmanl@umkc.edu.

Appendix H

Copyright Permission to Use School Counselor Activities Rating Scale

Consent Form to Use the School Counselor Activities Rating Scale (SCARS)

Scarborough, Janna L. <SCARBORO@mail.etsu.edu>

Wed 7/1/2015 3:47 PM

Inbox

To:

Patrice Banks-Rogers;

Hello Patrice,

Thank you for your interest in the SCARS! You are welcome to utilize the SCARS as you stated. I do like to know of the results once the study is completed if that is possible.

I wish you the best!

-Janna

Janna L. Scarborough, Ph.D.

Chair, Department of Counseling and Human Services

Professor of Counseling